

The Analysis of Coherence in Writing Personal Recount Essay

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STIKES Al-Fatah Bengkulu

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Abstrak. This research aimed to analyze the coherence in writing personal recount essay that had been written by students of Stikes Al Fatah Bengkulu for second semester. This research also to know the coherence in students writing for personal recount essay which was focused on firstly: content of essay that consisted of introduction, content of essay and closing of paragraph. Secondly, focused on language of structure or grammatical and writing organization in essay. The population of this research was 30 students of second semester of Stikes Al Fatah Bengkulu by using purposive sampling method. The result of this research showed that there are 2 essays got 6.66% in very good category, 16 essays got 53.33% in good category, 10 essays got 33.33% in barely acceptable essay, 2 essays got 6.66% in poor essay. At least, there were 18 essays showed the coherence in writing were better than 12 other essays.

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INTRODUCTION

English is not a new subject for the students at University level. It is because before the students are being continue their education to higher level. They had ever passed the previous levels from beginner, intermediated, advance and then proficient level. It means that the most of students were familiar with English. Eventhough they are familiar with English but in fact, the students still have many difficulties in learning English. One of the skills in learning English is writing skill. It is because they thought that writing skill is the most difficult skill in learning language, whereas they are still found many difficulties in starting to create a writing. The students get confused in the whole of writing process. The process of writing is just like to determine a title of topic of essay, to find main idea, to find supporting idea and all of components must be having correlation between one to another, this condition is called coherence.

To produce a good essay in writing skill so that the students must have an ability to control their ideas in paragraph. Controlling idea is a something that needs further explanation because controlling idea contains of important topic should be expressed in the form of topic sentence. (Reid, M. Joy (1994). Writers can deliver their ideas to the readers if they are able to express their ideas into every paragraph that has conducted coherence in writing essay by giving the correct topic sentence or thesis sentence which contain of clear and proper ideas.



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In this occasion, the researcher wants to conduct a coherence in student's skill of writing for personal recount essay. Personal recount essay that was chosen. In fact, it is because an appropriate essay for the learners that has correlation regularly with their life. Then it can help the students easy to create an essay based on true story in their life. According to Anderson (1997), a recount is a piece of text that retells past events, usually in order in which they happened. There are three classified of recount. They are personal recount, factual recount and imaginative recount, (UC High School Kaleen Writing Handbook, 2011). Thus Personal recount essay is appropriate for training the students in writing skill. And also it can express personal writers' experiences that all of story forms that it can be the funny stories, the excited stories, sad stories or scary stories.

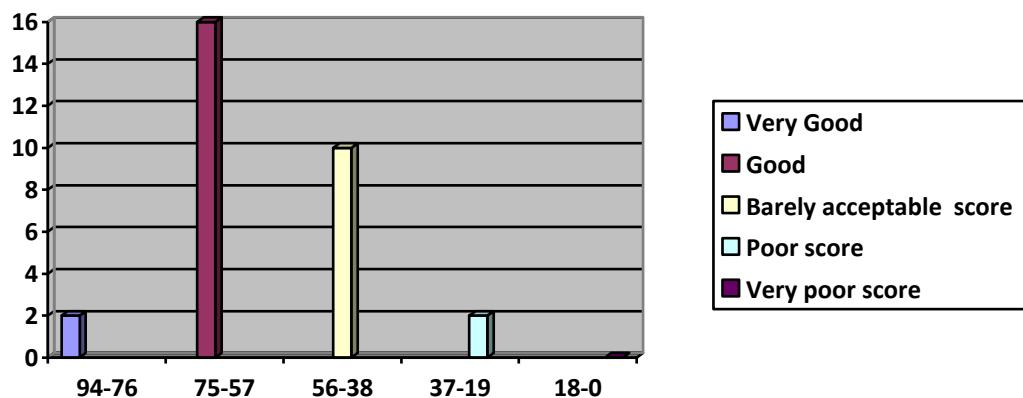
METHODS

This research was designed by using descriptive research to analyze the coherence in student's writing of personal recount essay and to analyze of student's problem in writing essay. According to Postlethwaite (2005) stated that descriptive research is a research that provides information about conditions, situation, and events that occur in the present that can be shown on a survey of the physical condition of the subject study. Then, to analyze this research, the researcher used purposive sampling based on the theories of Sugiyono (2012) stated that purposive sampling is a determination sampling based on particular consideration. Moreover, to collect the data, the researcher carried on the student's of second semester of Stikes Al Fatah Bengkulu that consisted of 30 students as the population. The type of personal recount essay is chosen as the data to analyze student's problem in writing coherence and to describe the students' ability in writing coherence. The personal recount essay was chosen by the researcher because it was a simple essay for the students to describe their ideas in writing form and also it was a familiar essay of the students on non English class program.

RESULT AND DISCUSSION

The data of this research were collected from 30 students of second semester of Stikes Al Fatah Bengkulu who write the personal recount essay. The data were taken from writing task and calculated. The result of this research was contain 18 statements based on the writing essay coherence checklist, and there are 30 student's essay which inspected. The checklist form divided into three aspects, there are content, grammar, and language. And also use likert theory to assess the score of each statements. The score started from 4 (very good on scale 76-94), 3 (good on scale 57-75), 2 (barely acceptable on scale 38-56), 1 (poor on scale 19-37), and 0 (very poor on scale 0-18). After that the research accumulated the total point from checklist, it was assessed according to writing scale from theory of Brown (2004), this theory and aspects of checklist used in making observation checklist. The reason is the aspects of this technique are simple and clearly to understand. They were more completed and not too much than the other technique because the aspects include all aspects of assessment in academic writing essay. Then, the abilities result of student's writing essay will be showed as follow:





Based on the chart above, it can be concluded that the students have good abilities in writing personal recount essay. It can be seen that there were 2 students got score between 76-94 scale on very good category, there were 16 students got score between 57-75 scale on good category, and 10 students got score between 38-56 on barely acceptable score. It means that the students did not have great difficulties in writing personal recount essay. Moreover, to see the coherence in students writing abilities, it can be seen in the result for aspects of content in writing checklist contains of three parts. There are introduction, body paragraph and conclusion. It can be shown on the tables below :

Table 1. Introduction

No	Content - introduction part	Point	Percentage
1	Introduction of information / issue	87	12.60%
2	Identifies of the issue	83	12.02%
3	Get the reader's interest successfully	74	10.72%
4	The related topic to be discussed	75	10.86%
5	There is a plan of development, which explicitly outlines the purpose and contents	82	11.88%

Table 2. Body Paragraph

No	Content - body paragraph part	Point	Percentage
6	There is a clear topic sentence in each paragraph	85	12.31%
7	Each main idea in paragraph is related	84	12.17%
8	There are sufficient example, explanation, and supporting the main idea	80	11.59%

Table 3. Conclusion

No	Content - conclusion part	Point	Percentage
9	Summarize of the issue	79	11.01%
10	The conclusion gives the reader a sense of the issue	65	9.42%

Additionally, the second content in checklist is language content, this language content is discuss about the grammar, the use of vocabulary range, transition signal, repetiting key noun, pronoun references, and logical order. Here is the table of language content :

Table 4. Language on the essay

No	Language part	Point	Percentage
11	No basic grammar errors / tenses	91	13.18%
12	A wide range of precise vocabulary	84	12.17%
13	The correctness of using repetiting key noun	100	14.49%
14	The use of transition signals is correct	70	10.14%
15	Correct in using pronoun references	81	11.73%
16	The use of logical order	70	10.14%



The last part in academic essay checklist is organization part. In this part concerns of how well the essay organization within the paragraph, between the paragraph, and between the writer's sources. There are four statements in this organization part. The result was shown in table below:

Table 5. Organization on the essay

No	Organization part	Point	Percentage
17	Logical progression and development of ideas	82	11.88%
18	Connecting transitional markers and connecting words	72	10.43%

Based on the aspects of contents in writing essay. It can be concluded that the students already have good coherence in writing. But, there were some aspects of writing essay that should be improved. This is not mean that the students in second semester are not able in writing essay but there were in some aspects of writing essay that should be learned more. It can be seen in introduction part on get the reader's interest successfully, in body paragraph of giving sufficient examples/ supporting ideas, and also in conclusion of making a sense of the issue, the students got the lowest score. It means that the students still found difficulties in this part that should be focused and deep attention in making essay.

And also in language content aspects, there are two aspects got the lowest score, such as the use of transition signals and the use of logical order. The students incorrect in writing these aspects because a transition signal have a lot of type, in each of type contains of some words related to the type and have different function if it used in sentence. Then use of logical order is also difficult for students because they often lost their idea while writing essay. This is the reason make students often confused in order to make writing essay. The last, in organization part the students writing is already good enough although there still found students who failed in this organization part in using transition markers to connect the idea between paragraph, within paragraph to get the writing essay looks more coherence.

CONCLUSION

Based on the result and discussion of this research. The abilities of students second semester of Stikes Al Fatah Bengkulu in writing personal recount essay have already good. It can be said that the students have ability and knowledge in writing essay. But there were some aspects of writing coherence, the students still experience constrains that make students unable to make writing coherence essay. Surely the students still have the difficulties in writing essay is situated in coherence aspect. And it can be improved as long as the students active in learning English.

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