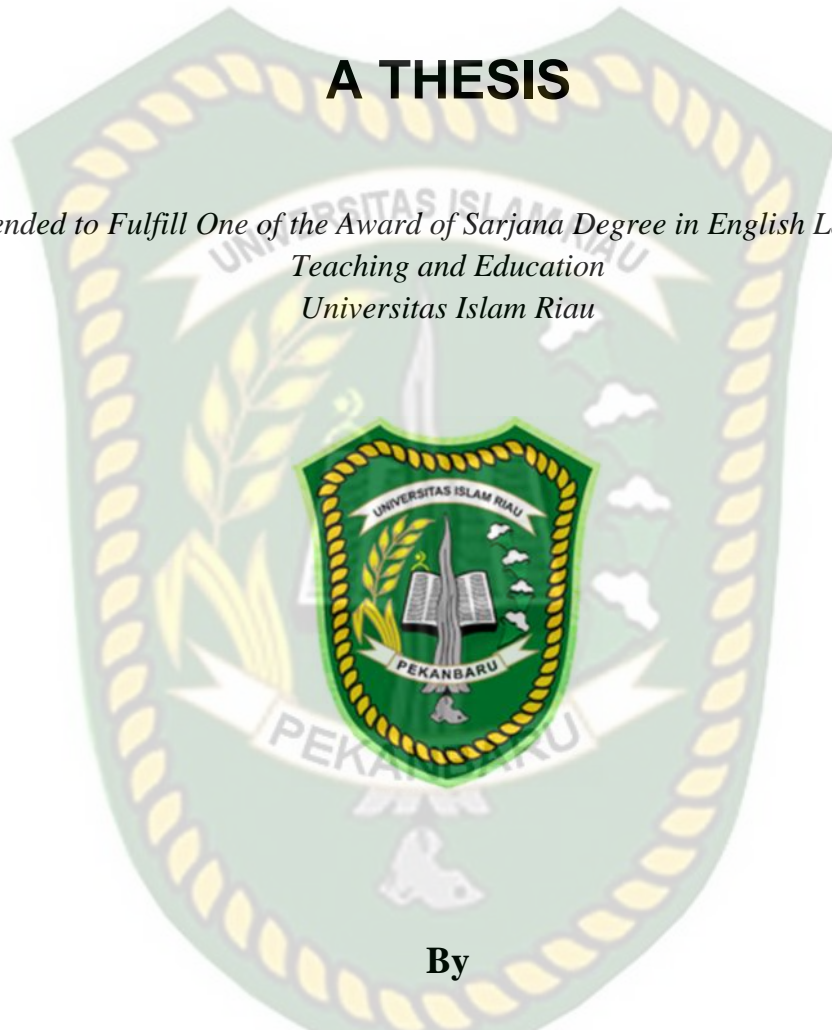


**AN ANALYSIS OF STUDENTS' ABILITY IN ESSAY  
WRITING OF THIRD SEMESTER AT ENGLISH LANGUAGE  
EDUCATION FKIP UIR**

**A THESIS**

*Intended to Fulfill One of the Award of Sarjana Degree in English Language  
Teaching and Education  
Universitas Islam Riau*



**By**

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TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
2020**


THESIS APPROVAL

TITLE

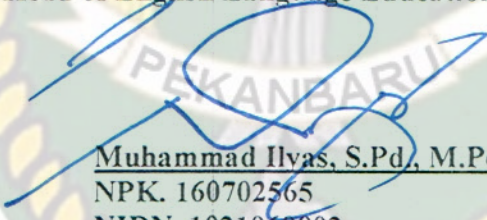
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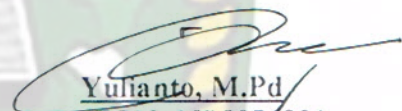
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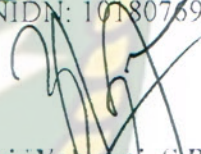
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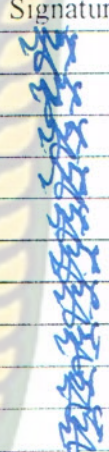
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No	Date	Guidance Agenda	Signature
1	01/11/2019	Revised Title	
2	10/11/2019	Revised Chapter I&II	
3	31/12/2019	Revised Chapter II'	
4	09/01/2020	Approved to Join Proposal Seminar	
5	10/02/2020	Join the Seminar	
6	16/02/2020	Revised Chapter II&III	
7	18/03/2020	Revised Chapter IV	
8	10/05/2020	Revised Chapter IV&V	
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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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## ABSTRACT

### **An Analysis of Students' Ability in Essay Writing of Third Semester at English Language Education of FKIP UIR in the Academic Year of 2018/2019**

**Key words: Ability, Essay Writing.**

This research was designed to analyze students' ability in essay writing. The researcher focused on five aspects of writing; format, punctuation and mechanic, content, organization, grammar and sentence structure.

This research was conducted using descriptive qualitative method. The population of this research was the third-semester student of English Language Education FKIP UIR. 26 students were chosen as the sample, they were the students who took Essay Writing subject with the academic year 2018/2019.

The result of findings showed that there were four students (15,4%) were categorized Very Good, there were 17 students (65,4%) categorized Good, there were 5 students (19,2%) categorized fair and there were no students got score in Excellent level and Poor level. To be concluded, the ability of the third-semester student of English Language Education FKIP UIR in essay writing was GOOD.

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

There are four skills in English language that an individual needs to learn in order to produce effective communication. These skills are reading, listening, speaking and writing. In this study, the researcher focused on writing skill. Writing is the most difficult skill since it has aspects to follow; content, format, sentence structure, vocabulary, punctuation and spelling. Writing is also one of the skills that a person needs to learn, especially for a student. Writing can help students in learning. Harmer (2007) as cited in Rohim (2019) believed that writing is a useful instrument for the students to practice the language they have learned and distinguish writing to study and writing to write.

Writing is not always about written words on a piece of paper, writing is about communication in the simplest form of words. That is why students need to comprehend writing skill in university. Most of universities and colleges use written assignment to assess students' ability in writing. Usually as coursework or exam. Writing could increase student's critical thinking, upgrade their vocabulary and writing style. Writing is not always about sharing idea but it is about how to persuade the reader with the written and convince them as a communication form. In addition, the students must know the aspects and steps to produce a piece of writing.

Essay is a group of words that presented in logical sequences and using some strategies, written in specific topic that combine facts and opinions. Essay writing is one of major in formal education that must be conquered by a student. Short essay writing such as essay for examination could be written at one sitting in a limited amount of time. While longer essay writing takes time to be finished with a bigger amount of time. There are three kinds of paragraph in an essay, an opening paragraph, three main paragraphs and closing paragraph, then resume and conclude in the closing paragraph.

Writing an essay is not easy, especially for EFL students. It expresses someone's opinion from a different point of view then transfer it into written form. Most of Indonesian students have some difficulties in essay writing especially when it comes to write in their second language. Generally, they were not excited and interested to write an essay since it is too boring for them. In English Language Education FKIP UIR, the researcher found that many students who still had problems in their writing skill such as the use of format, grammar, sentence structure, organization, punctuation and mechanic.

There were two reasons why the researcher chose the third-semester students at English Education FKIP UIR. First, the researcher was also studying at English Language Education FKIP UIR and had taken essay writing subject in the third semester. Second, the researcher was interested to find out how good the third-semester students could write based on the aspects of writing.

Based on the description above, the researcher was interested to conduct a research entitled “AN ANALYSIS OF STUDENTS’ ABILITY IN ESSAY WRITING OF THIRD SEMESTER AT ENGLISH LANGUAGE EDUCATION FKIP UIR”

## **1.2 Identification of the Problem**

Based on the explanation in the background, the writer set the problems in writing, especially essay writing. According to Zaiyadi et al (2016) university students have some difficulties in essay writing rather than speaking. Moreover, Elsulukiyyah and Aisyah (2019) mentioned the students should express their idea into written form. Also, University students should be able to make their writing product connected and relevant.

In Universitas Islam Riau, it was assumed that the students were also facing the same problems. Therefore, it was needed to look into proven data on this issue. So, writing and its challenge are the main issues in this research.

## **1.3 Focus of the Problem**

Based on the identification of the problem, it was clear that there are several problems in essay writing. Although there are several aspects that should be considered in writing, the researcher only focused on the aspect of writing components based on five aspects of writing; organization, mechanics, vocabulary, grammar and content.



#### **1.4 Research Question**

How good was the students' ability in essay writing based on the aspect of writing components; organization, mechanics, vocabulary, grammar and content of the third-semester student at English Education FKIP UIR?

#### **1.5 Objective of the Research**

The objective of this research was to find out the students' ability in essay writing on the aspect of writing components; organization, mechanics, vocabulary, grammar and content of the third-semester student at English Education FKIP UIR.

#### **1.6 Significant of the Research**

The researcher hoped the result of the research could be valuable to the following:

1. For the Lecturer, to provide some information on the aspect of writing components; organization, mechanics, vocabulary, grammar and content in essay writing.
2. For the Student, to give a solution in using the correct organization, mechanics, vocabulary, grammar and content, in order to improve their ability in essay writing.
3. For the Researcher, to expand knowledge about organization, mechanics, vocabulary, grammar and content in essay writing.

## 1.7 Definition of Key Terms

To avoid the misunderstanding and misinterpretation in this research, it was necessary for the researcher to provide definitions of terms as in the following:

1. According to Creswell (2012:10) analysis consist of separating data to decide individual responses then putting it back together in order to summarize it.
2. Student is a person who is studying at a school, college, and university (Hornby, 2001)
3. According to Yuliani (2014) ability is the skill to perform various tasks in a certain job.
4. Zemach and Rumisok (2003:56) stated essay is a single topic and a central main idea that is written in a group of paragraphs. The minimum length is about three paragraphs, but to write academic writing, the common length is five paragraphs.
5. Writing is a process to give or deliver written messages in mechanical products (Hafidz, 2010)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Nature of Writing

Writing is a crucial language skill that allows people to express their feelings and thoughts, it can be used to clarify their thought and ideas to get information through prints and bytes (Akinwamide, 2018). According to Makmur et al, (2017) writing is a process to discover and organize ideas then transfer it into written form, reshaping and revising it. Writing is similar to speaking, to produce language. Both speaking and writing also have other nature, they can only produce but they are not able to receive. Spratt (2005) in Farida (2014) stated when it comes to categorizing speaking and writing which have the same similarities to produce a language rather than receiving it.

Otherwise, in the communication side, writing is not the same as speaking. Bachani (2003) in Farida (2014) stated Writing is the opposite of speaking in the context of communication. Writing is also slightly different from speaking in the result of information. Writing can exist for a long time since it creates permanent evidence of information, opinion, arguments, theory and explanation rather than speaking that easily forgotten since it does not have a permanent record.

Furthermore, writing has important role in language acquisition for a learner. Makmur et al, (2017) stated writing helps learners to fulfill their necessity and develop their experience in dealing with words and sentences, to improve their grammar vocabularies so they can communicate their ideas better in the learning

process. Halliday and Hassan (1976) in Goundar & Bogitini (2019) also stated that the writer is allowed to demonstrate their ability to create of well-connected sentences and grammatically correct. Additionally, Akinwamide (2018) stated that skill in writing does not come naturally but it requires a lot of practice and effort.

Writing in second language is not an easy skill to learn for a first language learner because they are challenged to write in a different type of their first language. Writing in second language can bring some difficulties to the learner since it has different grammar and lexical from their first language. Makmur et al, (2017) stated that lack of knowledge in grammatical and vocabulary could ambiguously be created. If a learner does not follow the main rules and grammar in the process of writing, they can produce the wrong ideas and incorrect sentence structure and will create a risk of misunderstanding perception from the readers. Therefore, grammar is important to connect every component in writing so it can be related to one and another.

### **2.1.1. Purpose of Writing**

Through student's learning activities, habitual acts are required to improve student's competence in writing. Supported by Coffin et al (2003) in Khatter (2019) writing as an assessment can upgrade student's understanding and critical thinking, improving their communication skills, extending their learning beyond lectures also other formal meetings and prepare a future professional in particular disciplines.

Techniques teaching learning language is the main focus of the aims of writing Raimes (1983) in Kusriandi and Aspandi (2016). Those aims of writing as follows:

- a. To communicate with a reader
- b. To express ideas without the pressure of face to face communication
- c. To explore a subject
- d. To record experiences
- e. To become familiar with the conventions of written English discourse

### **2.1.2. Writing Component**

Writing has two kinds of skills; basic and advanced skills. In basic skills content of vocabulary, spelling and punctuation and also well-written handwriting. While the advanced skills implicate how ideas are connected to each other, correct structure used and content originality. There are different classifications in components of writing. Brown mentioned writing has 5 components, organization, content, grammar, punctuation and style and quality of expression

According to Jacobs et al (1981) as cited in Rohim (2019) there are five aspects of writing;

1. Organization means there is coherence between sentences. It is related to the ideas that stick together so that ideas run smoothly within paragraphs.
2. Content should express the main idea and relevance among the entire paragraph (unity). It is identified by seeing the topic sentence.

3. Grammar is referring to the use of the correct grammatical forms and syntactical patterns. It is identified from the construction of a well-formed sentence.
4. Vocabulary means the writer must have known the selected words that are suitable for the content. It can be identified by seeing the word choice or diction in order to convey ideas to the reader.
5. Mechanics underlines on punctuation, capitalization, and spelling (p.90).

Moreover, Younes and Albalawi (2015) cited in Ariyanti and Fitriana, (2017) believed that paragraph organization, language use, and mechanics have potential in influencing the writing performance such as content and vocabulary including elements of how to formulate ideas, develop and analyze them before displaying the essay writing as a final draft.

While Raimes (1983) in Apandi and Kusriandi (2016) stated there are eight writing components;

1. Grammar refers to rules of the verb, agreement, pronouns.
2. Mechanics refers to handwriting, spelling and punctuation.
3. Organization refers to cohesion and unity of paragraphs, topics and support.
4. Word choice refers to vocabulary and idiom.
5. Purpose refers to the reason for writing.
6. The audience refers to readers.

7. The writer's purpose refers to the process of getting ideas, getting started, writing drafts and revising.
8. Content refers to the topic and its explanation or elaboration, discussion, evaluation and conclusion. It should be clear to avoid ambiguities and misinterpretations, specific to avoid over-generalization and relevant to avoid confusion in understanding the message.

Based on the explanation, the researcher used content, organization, vocabulary, grammar and mechanic in scoring students' essay writing of students in English Department of Universitas Islam Riau.

### **2.1.3. Process of Writing**

Writing is a process to arrange words, phrases and sentences. Writing is a process of transferring information, message or ideas in grammatical sentences on a piece of paper (Apandi and Kusriandi, 2016). Writing skill do not improve automatically, it requires a lot of studies and practices. There are some steps in the writing process, like practicing writing while bringing Dictionary and practice writing by paying attention to the explanation and correction from the teacher or discussion. Students are enforced to be able in writing various kinds of text such as narrative, descriptive, procedure, etc.

The process of writing established as a major strategy for helping students to describe their ideas through writing. Although, most of them still do not understand the generic structure of the texts and are not able to describe their ideas. According to Elsulukiyyah and Aisyah (2019) the process of writing also

complicated, a teacher should be able to teach the students creatively and lead students' stage in writing, start from choosing and finding topics to writing design to drafting and editing .

There are two techniques of writing:

a. Freewriting

Freewriting is a technique to generate ideas. This technique should be used as the beginning of expressing the ideas.

b. Guided writing

Guided writing loosens the teacher's control but still offers a series of simulators. It involves giving learners some help with the questions to organize their ideas.

According to Zemach and Rumisok (2003) to create a piece of writing, it is necessary for a writer to do various steps. These steps are:

1. Pre-writing

In this step, a writer should decide and plan what are the writer is going to write about. There are three stages in pre-writing process:

a. Choose a topic for the paragraph.

Choosing an interesting topic can develop students' writing ability. There are two tips in choosing a topic. First, try not to choose a limited or brief topic. Second, do not choose a common topic.

b. Gather ideas.



After choosing a topic, a writer can gather ideas through brainstorming or freewriting.

c. Organize.

Arrange the ideas in the right order. The writer can determine which idea the writer want to use and which part of the essay or a paragraph to put.

2. Drafting

In this step, the writer can write the paragraph or essay from start to finish.

3. Reviewing Structure and Revising.

In this stage, the writer should check the structure and content of the essay of the paragraph. Ask someone else read it to make sure it is clear and effective. Revise the structure and content if it had unimportant information or add more information.

4. Re-writing.

a. Revise Structure and Content

After getting ideas from reviewing the structure and revising steps, the writer should re-write the text to make some improvements to the text. The writer is also able to change the organization or add more details.

b. Proofread

Do the second check to make sure the spelling and grammar are correct.

c. Make Final Correction

In this last step, the writer must verify the revised text for the last time and make some changes if necessary.

## 2.2 The Nature of Essay Writing

Essay is a group of words that presented in logical sequences and using some strategies, written in a specific topic that combine facts and opinions, essay writing is one of major in formal education that must be conquered by a student. Students who learn English as second language could improve their writing skill start from paragraph writing to essay writing. Elsulukiyyah and Aisyah (2019) mentioned that to write a good essay writing, English foreign learners must be able to transfer their expressed idea into a written form. There are many assignments that require essay writing as the product in scoring students' ability. Although all essays need planning, they are written in two different situations; as coursework and exam. Short essay writing such as essay for examination could be written at one sitting in a limited amount of time. While longer essay writing takes time to be finished with a bigger amount of time.

According to Zaiyadi et al (2016) students who are not used to write an essay will experience anxiety. It could affect their writing performance in gathering information and organizational. One of the major problems is, a teacher intend to focus more on the result instead of the process of writing itself. Therefore, students

must be guided to just focus on the process rather than the output in order to reduce their anxiety.

### **2.2.1. Steps of Essay Writing**

Essay is a written form that describes or analyses a topic as part of a course of study. The topic itself is a particular subject that written and discussed. Reid and Lindston (1985) in Apandi and Kusriandi (2016) stated that to arrange an essay, the first step to do is narrowing down the topic. Choosing a topic can help the writer focused more on the text. The topic must be specific to produce deeper and more detailed information instead of general information. After choosing the topic, the next step is choosing the title. The title and the topic must be interesting enough to get the reader's attention.

Paragraph is a group of sentences that explain the writer's main idea about a single topic (Zemach and Rumisok, 2003). There are three kinds of paragraph in an essay, an opening paragraph, three main paragraphs and closing paragraph, then resume and conclude in the closing paragraph.

In the opening paragraph, there is introduction that contains two features of information; general information or specific information. The topic and title are introduced in general information along with brief information on the article that will be discussed in the background information. The next part is specific information that has thesis statement and major subdivisions of the essay.

In the main paragraph, it has five to ten sentences long and it may contain one to two hundred words, it can be shorter or longer, depends on the topic.

Furthermore, there are three kinds of sentences in a paragraph. First, the topic sentence. Second, supporting sentences. Third, the concluding sentences.

### 1. Topic Sentence

The topic sentence is the most general statement of the paragraph and the key sentence because it tells the topic and the central idea then limits the topic in a single paragraph. The central idea is usually can be found in a topic sentence. The topic sentence was developed by every sentence in the paragraph. The statement that limits the topic is called the controlling idea. The topic sentence can be seen at the beginning, the middle or the end of the paragraph.

### 2. Supporting Sentences

Supporting sentences are sentences explain the topic sentence. They are detailed ideas that support the topic sentence. There are two kinds of supporting sentence: major supporting sentence and minor supporting sentence. Major supporting sentences directly supports the idea in the topic sentence, while minor supporting sentence.

### 3. The Concluding Sentences

The concluding sentences is a general statement in the last sentence and ends the paragraph. It also provides picture or subject of the paragraph. The concluding sentence can be written like topic sentence but in different words.

Closing paragraph in essay writing is what a reader remembers best. But also, the most difficult part of an essay because it is not allowed to repeat the

same word although it should support what has been stated in the body. A good conclusion should stress the importance of the topic, create a completeness sense and leave a lasting final impression on the reader.

### 2.2.2. Type of Essay Writing

McWorther (1986).stated there are several kind of essays; narrative essay, expository essay, persuasive essay and description essay.

#### 1. Narrative

Narrative essay tells a story or event that happened in the past to explain an idea or make a point. Usually, narrative essay describes an important event or a person who influenced the writer's life. It is suggested to write on how they happened and why they were important.

#### 2. Expository

Expository essays contain many facts and details. The presented information is given to explain an idea. This type of essay can be found in most of textbooks, magazine articles and nonfiction books. There are several approaches in writing expository essays; illustration/example (giving example), definition (describing characteristics), comparison (showing similarities), contrast (showing differences), cause and effect (showing relationships or connections), classification (grouping ideas based on similar characteristics), process (describing procedure or giving a step by step list).

#### 3. Persuasive

Persuasive essay usually concerned with controversial issues and written to convince or change the reader's belief about something. It can be achieved by two methods; it appeals to the reader's emotional and logical arguments provided by the writer.

#### 4. Descriptive

Descriptive essay gives details about a person, a place or things. The details are presented to create a mental picture for the reader.

### 2.3. Assessing Writing

In essay writing, there are three kind of approaches to score writing that are commonly used by test designers; holistic, primary trait and analytical.

#### 2.3.1. Holistic Scoring

In this method, an essay will be assigned with a single score that represents the overall of reader's assessment. According to Cohen (1994) in Syafar (2017), holistic scoring is based on a single score of writing behavior. Since this method of scoring needs response of writing as a whole, a respondent is not possible to be scored as poor performance on one lesser aspect, for example; grammatical ability. The advantages of using this method are relatively high inter-rater reliability, applicability to writing across many different disciplines, scores represent "standards" that are easily interpreted by laypersons and Cohen in Oshima (2007: 242) stated writer's strengths are emphasized by the score.

In the other side, there are few disadvantages in using this method; diagnostic information is not available, the scale is not equal to all writing genres, to use the scale a rater must be extensively trained and the subskill of each score across differently by one score.

### **2.3.2. Primary Trait Score**

Weigle in Oshima and Alice (2007) mentioned primary trait score is focused on how well the students can write within narrowly defined range of discourse. The benefit of using this method is that the writer and evaluator are allowed to focus on the function. This method can assess the accuracy of the account of the original, the clarity of the procedure step and the final result, the description of the graph in the main features and the expression of the writer's thought.

### **2.3.3. Analytic Score**

According to Brown and Bailey in Oshima and Alice (2007) analytic score specified five kind of categories and a description of five different levels in each category, start from the lowest unacceptable to the highest one excellent. Cohen (1994) in Syafar (2017) stated analytic scoring requires the use of separate scale, each scale asses different aspects of writing, for example; content, organization, vocabulary, grammar and mechanic.

## **2.4. Assumption**

Student's ability in essay writing is good enough. They can write an essay very well. Their essay writing is in good organization and content, correct grammar and mechanics and uses the appropriate vocabularies.

## 2.5. Past Studies

Kusriandi and Apandi (2016) studied the error of organization made by the student in essay writing and found 64% of students are having difficulties with the order of ideas in the body; the generalizations may not be fully supported by the evidence given; problem with organization interfere, 28% of students have problems with evidence that may be lacking; several ideas aren't fully developed; sequence is logical but transitional expression may be absent or misused and 8% of students produced minimally recognizable introduction; organization can be barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.

Maleerat (2017) analyzed the quality of law students' writing performance and identified their difficulties in essay writing. He explained that providing helpful information about learners' weaknesses in their writing task can raise awareness among EFL instructors and learners. Furthermore, the assessment can also be combined with other appropriate teaching approaches toward making significant contributions in having a detailed profile of students' weaknesses in writing argumentative essays and develop their writing programs.

Ariyanti and Fitriana (2019) discussed the difficulties faced by the fourth-semester students of Widya Gama Mahakam University in essay writing and exploring their learning needs to have a better quality of English composition. They revealed that the students have difficulties using the correct grammar in sentences, compiling cohesive and coherent paragraphs.



Khatter (2019) pointed out the most frequent errors occurred were: prepositions, articles, word form, verb tense, pluralization, concord, and word choice, respectively.

Goundar and Bogitini (2019) examined errors in academic essay writing of Fijian undergraduate pre-service and in-service students at the Fiji National University Lautoka campus. From their study they found that there are top six errors for pre-service Bachelor of Science and in-service Bachelor of Education undergraduate students are mechanics, redundancy, subject-verb agreement, preposition, vocabulary choice, tense, incomplete structures, articles, word form and clarity.

Moreover, Indah Rahmalia (2019) analyzed the sentence problem made in essay writing by the EFL students of STKIP Abdi Pendidikan Payakumbuh. It is found that there were 24 sentences problem in run-on sentences and comma splice and the least were 2 sentences problem in choppy sentences in cause-effect essays.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research was conducted using descriptive qualitative research. According to Creswell (2002) in Kanti and Purwati (2016) descriptive research attempts to describe, explain and examining the phenomenon that occurred at a specific place and time. The analysis described students' ability in essay writing of third-semester student at English Education FKIP UIR. There was only one variable in this research that is students' ability in essay writing.

#### 3.2 Source of Data

##### 3.2.1 Location

This research had been conducted at English Education Major of FKIP Universitas Islam Riau on the academic year 2019/2020. The address is at Jl. Kaharudin Nasution No. 113, Pekanbaru.

##### 3.2.2 Population

Population is the subject of research. A group of people who share the same characteristic is called population (Creswell, 2012:142). The population of this research was the third-semester students of English Education FKIP UIR Pekanbaru on the academic 2019/2020.

### 3.2.3 Sample

Sample is the part of population. According to Creswell (2012:142) sample is a subgroup of the target population that will be studied by the researcher to generalize the target population. The researcher used non-randomized sampling and choose 29 students as the sample from C class.

### 3.2.4 Instrument

To complete the data, a researcher should use instrument. The researcher in this study distributed C class students' essay writing for examination as the instrument. Then the collected data are analyzed and interpreted based on research needs.

## 3.3 Data Collection Technique

In this research, the researcher conducted students' essay writing of examination as an instrument to find out students' ability in writing. The procedure to conduct the data are as in the following:

- a. The researcher asked for permission to the Lecturer to get the data from one class which the researcher distributed to the sample.
- b. The students had been asked by the Lecturer to write essay writing in their examination.
- c. Then, the researcher collected the data from the Lecturer.
- d. After the data was taken, the researcher gave the data to both raters to be scored.
- e. The researcher took the data back from the raters.

- f. The final step is the researcher analyzed the data based on the rubric score that has been filled by the raters.

### 3.4 Data Analysis Technique

This research was intended to find out the ability of third-semester student in essay writing at English Education FKIP UIR Pekanbaru. The writer collected the data through students' essay writing then analyzed the data and described how the students' ability in essay writing.

**Table 3.1**  
**Scoring Rubric: Essays**

	Maximum Score	Actual Score
<b>Format (5 points)</b>		
Title centered (2), first line of each paragraph indented (1), margins left on both sides (1), text double-spaced (1)	5	
Total	5	
<b>Punctuation and Mechanics (5 points)</b>	1	
Periods, commas, apostrophes, and quotation marks (3), capital letter (1), spelling (1)	5	
Total	5	
<b>Content (20 points)</b>		

The essay fulfills the requirements of the assignment.		5	
The essay is interesting.		5	
The essay shows that the writer used care and thought.		10	
	Total	20	
<b>Organization (45 points)</b>			
The essay follows the outline, and it has an introduction.		5	
Introductory Paragraph: The introductory paragraph begins with several general sentences and with a thesis statement.		5	
Body			
Each paragraph of the body discusses a new point and begins with a clear topic sentence.		5	
Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, and so on.		10	
Each paragraph has unity.		5	
Each paragraph has coherence.		5	
Transitions are used to link paragraphs.		5	
Concluding Paragraph: The concluding paragraph summarizes the main points or paraphrases the		5	

thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic			
	Total	45	
<b>Grammar and Sentence Structure (25 points)</b>			
Estimate a grammar and sentence structure score.		25	
	Grand Total	100	

*Source: Oshima (2007)*

Based on the table 3.1, each student got their score based on format, punctuation and mechanics, content, organization, grammar and sentence structure in their essay writing. To get objective score, the researcher asked both raters to join the scoring of the students' essay writing. After getting the score, the researcher analyzed the result of the test as in Sugiono (2008) suggests:

$$Mx = \frac{\sum x}{N}$$

In which:  $Mx$  = Mean

$\Sigma x$  = Total of score

$N$  = Total of students

After that, the researcher identified the students' level of ability. The score is reflected into following range:

No.	Range of Score	Level
1.	90-100	Excellent
2.	81-89	Very good
3.	71-80	Good
4.	60-70	Fair
5.	<59	Poor

*Source: Oshima (2006)*

The researcher also used raters who gave scoring assessments for students' essay writing. They were:

**1. Putri Sri Astuty Sitoruz, S.Pd**

English teacher of SMP Al Azhar Pekanbaru

**2. Cindy Wirawan, S.Pd**

English teacher of SMP Al Azhar Pekanbaru

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Description

This research was conducted using qualitative descriptive method. The researcher presented the data obtained of the students' ability in essay writing. The data was taken from the third-semester student at English Language Education FKIP UIR. After getting the data from the lecturer, the researcher gave the data to the both raters. Both raters scored the students' essay writing based on the aspect of writing; format, punctuation and mechanic, content, organization, grammar and sentence structure. After conducting the data from both raters, the result in form of students' scores are tabulated as follows:

**Table 4.1**  
**The Students' Ability in Essay Writing According to Rater 1**

Students	Aspects of Writing					Total	Level of Ability
	F	P	C	O	G		
Student-1	5	4	15	40	22	86	Very Good
Student-2	5	5	16	42	23	91	Excellent
Student-3	4	4	10	39	21	78	Good
Student-4	4	4	14	39	20	81	Very Good
Student-5	4	3	13	38	20	78	Good
Student-6	4	3	9	35	19	70	Fair
Student-7	4	4	11	36	20	75	Good



Students	Aspects of Writing					Total	Level of Ability
	F	P	C	O	G		
Student-8	4	4	9	34	19	70	Fair
Student-9	5	4	14	37	20	90	Excellent
Student-10	4	4	13	36	19	76	Good
Student-11	4	3	14	35	19	75	Good
Student-12	4	3	10	34	18	69	Fair
Student-13	4	3	11	33	17	68	Fair
Student-14	4	4	14	35	18	75	Good
Student-15	4	4	15	36	16	75	Good
Student-16	4	4	16	38	20	82	Very Good
Student-17	4	4	12	34	15	69	Fair
Student-18	5	4	15	37	15	76	Good
Student-19	4	4	15	36	20	79	Good
Student-20	4	4	10	35	15	68	Fair
Student-21	4	4	11	35	15	69	Fair
Student-22	4	4	12	36	15	71	Good
Student-23	4	4	13	36	16	73	Good
Student-24	4	5	17	40	20	86	Very Good
Student-25	4	3	14	36	17	74	Good
Student-26	4	2	10	34	15	65	Fair
<b>Total</b>						<b>1969</b>	Good
<b>Avarage</b>						<b>75,7</b>	Good

**Note:**

**F ; Format**

**O : Organization**

**P : Punctuation and Mechanic**

**G : Grammar and Sentence**

**Structure**

**C : Content**

The formula percentage was used to analyze the result of the test as in Sugiono (2008) suggests:

$$Mx = \frac{\sum x}{N}$$

In which:

- $Mx$  = Mean
- $\sum x$  = Total of score
- $N$  = Total of students

The researcher had calculated the students' average score based on the total score. The students' average score according to Rater 1;

$$Mx = \frac{\sum x}{N} = \frac{1969}{26}$$

$$M = 75,7$$

Table 4.1 shows the students' ability in essay writing according to rater 1 as follows: 2 students' ability were Excellent, 4 students' ability were Very Good, 12 students' ability were Good and 8 students' ability were Fair. In conclusion, the

third-semester students' ability in essay writing according to rater 1 reached average grade 75,7 which was categorized as Good.

**Table 4.2**

**The Students' Ability in Essay Writing According to Rater 2**

Students	Aspects of Writing					Total	Level of Ability
	F	P	C	O	G		
Student-1	5	4	13	39	21	82	Very Good
Student-2	5	4	15	40	22	86	Very Good
Student-3	4	5	9	38	21	77	Good
Student-4	4	3	13	38	20	78	Good
Student-5	3	3	14	37	20	77	Good
Student-6	4	4	8	35	18	69	Fair
Student-7	3	4	10	34	20	71	Good
Student-8	4	3	8	34	19	68	Fair
Student-9	4	4	13	34	19	74	Good
Student-10	4	4	13	32	20	73	Good
Student-11	5	4	13	34	20	76	Good
Student-12	5	3	13	35	19	75	Good
Student-13	4	3	13	34	18	72	Good
Student-14	4	4	14	35	18	75	Good
Student-15	4	4	13	35	20	76	Good
Student-16	4	4	14	35	20	76	Good

Students	Aspects of Writing					Total	Level of Ability
	F	P	C	O	G		
Student-17	5	4	14	36	18	79	Good
Student-18	4	4	15	37	20	80	Good
Student-19	4	4	13	34	21	73	Good
Student-20	4	3	12	32	20	71	Good
Student-21	4	4	11	34	21	74	Good
Student-22	4	4	14	35	20	77	Good
Student-23	4	4	13	36	18	75	Good
Student-24	4	4	18	41	20	87	Very Good
Student-25	4	3	14	34	19	74	Good
Student-26	3	2	10	30	13	58	Poor
<b>Total</b>						<b>1953</b>	<b>Good</b>
<b>Mean</b>						<b>75,1</b>	<b>Good</b>

The researcher had calculated the students' average score based on the total score. The students' average score according to Rater 2;

$$Mx = \frac{\sum x}{N} = \frac{1953}{26}$$

$$M = 75,1$$

Table 4.2 shows the students' ability in essay writing according to rater 2 as followed: 3 students' ability were Very Good, 20 students' ability were Good, 2 students' ability were Fair and 1 student's ability was Poor. In short, the third semester students' ability in essay writing according to rater 2 was Good.

## 4.2 Data Analysis

The researcher analyzed students' ability in essay writing according to the two raters in each aspect of writing (format, punctuation and mechanic, content, organization, grammar and sentence structure).

### 4.2.1 Students' Ability in Essay Writing on Format Aspect According to the Two Raters

From table 4.3 and figure 1, it could be seen there were two students (8%) got 5 as their score in format. According to the both raters, their essay writing in the aspect format had no problem, the title centered, the first line of each paragraph indented, margins left on both sides and the text double-spaced. There were five students (19%) who got 4,5 as their score of format. The reason they got 4,5 was because one of the raters scored 5 and the other rather scored 4 which lead to the conclusion that they only had a few problems in format. On the other hand, 62 % of the students got 4 as the format score. Both raters gave the same score to the 16 students which was 4, it meant most of the students only had one problem in format. Then, there were three students (11%) who got 3,5. This was the lowest score among other students even though the lowest maximum score was 1. This meant that they only had a few problems in format. To be conclude, the total score of format according to the rater 1 and rater 2 were 214 and the mean of format was 4.1

**Table 4.3**  
**The Students' Ability in Essay Writing on Format Aspect**  
**According to the Two Raters**

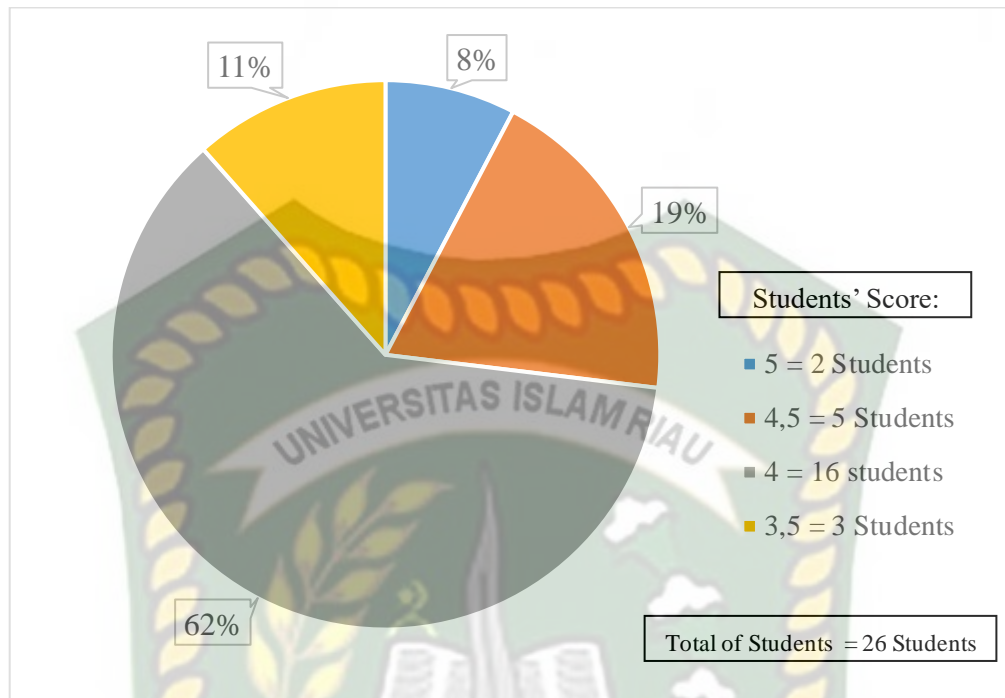
<b>Students</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>Total Score</b>	<b>Average</b>
Student-1	5	5	10	5
Student-2	5	5	10	5
Student-3	4	4	8	4
Student-4	4	4	8	4
Student-5	4	3	7	3,5
Student-6	4	4	8	4
Student-7	4	3	7	3,5
Student-8	4	4	8	4
Student-9	5	4	9	4,5
Student-10	4	4	8	4
Student-11	4	5	9	4,5
Student-12	4	5	9	4,5
Student-13	4	4	8	4
Student-14	4	4	8	4
Student-15	4	4	8	4
Student-16	4	4	8	4
Student-17	4	5	9	4,5
Student-18	5	4	9	4,5
Student-19	4	4	8	4

Students	Rater 1	Rater 2	Total Score	Average
Student-20	4	4	8	4
Student-21	4	4	8	4
Student-22	4	4	8	4
Student-23	4	4	8	4
Student-24	4	4	8	4
Student-25	4	4	8	4
Student-26	4	3	7	3,5
<b>Total</b>	<b>108</b>	<b>106</b>	<b>214</b>	<b>107</b>
<b>Mean</b>	<b>4,2</b>	<b>4,1</b>	<b>8,2</b>	<b>4,1</b>

The students' average score on format aspect according to Rater 1 and Rater 2;

$$Mx = \frac{\sum x}{N} = \frac{107}{26}$$

$$M = 4,1$$



**Figure 1**

***The Percentage of Students Ability in Essay Writing on Format Aspect According to the Two Raters***

**4.2.2 Students' Ability in Essay Writing on Punctuation and Mechanic Aspect According to the Two Raters**

Based on table 4.4 and figure 2, there were three students (12%) almost reached the perfect score 5, they got 4.5. The reason they got 4,5 was because each raters gave different score (5 and 4). The three students almost did perfectly in putting periods, commas, apostrophes and quotation marks, capital letter and spelling. Then for the next score was 4, half of the students (50%) only did one mistake. Some put period wrong, incorrect use of commas, incorrect capital letter, some had bad spelling and some did not have quotation. Next, there were five students (19%) who got 3.5 in their score for punctuation and mechanic. Furthermore, there were 15 % of students scored 3 by the raters. And for the lowest



score, only one student (4 %) who got 2 as her score. The students did not put any quotation in her essay writing, she also had incorrect use of commas and spelling. So, it could be seen that the total score of punctuation and mechanic according to the rater 1 and rater 2 were 194. The mean of

**Table 4.4**

**The Students' Ability in Essay Writing on Punctuation and Mechanic Aspect According to the Two Raters**

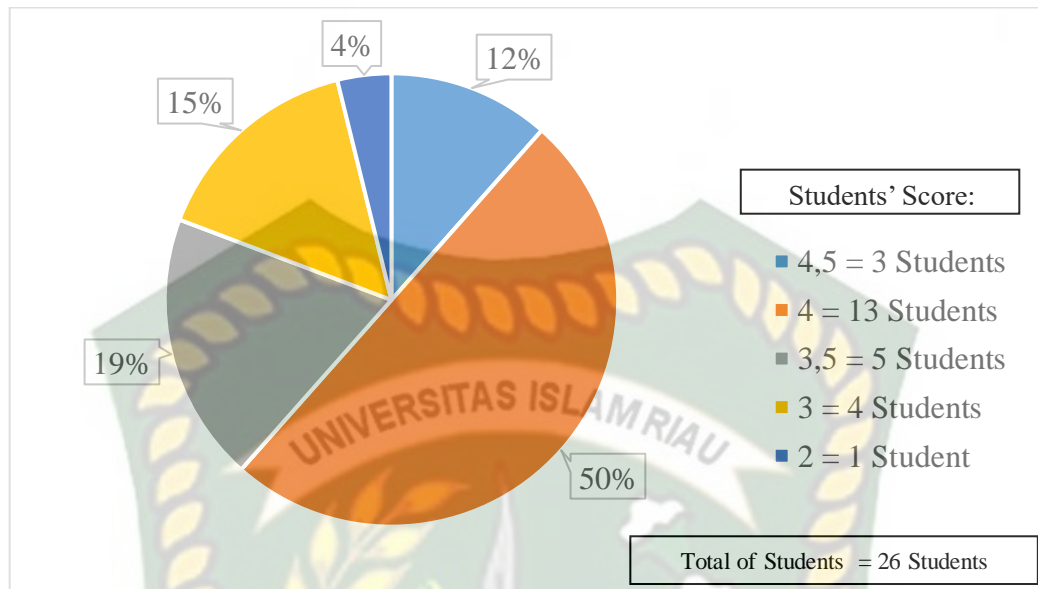
Students	Rater 1	Rater 2	Total Score	Average
Student-1	4	4	8	4
Student-2	5	4	9	4,5
Student-3	4	5	9	4,5
Student-4	4	3	7	3,5
Student-5	3	3	6	3
Student-6	3	4	7	3,5
Student-7	4	4	8	4
Student-8	4	3	7	3,5
Student-9	4	4	8	4
Student-10	4	4	8	4
Student-11	3	4	7	3,5
Student-12	3	3	6	3
Student-13	3	3	6	3
Student-14	4	4	8	4
Student-15	4	4	8	4

Students	Rater 1	Rater 2	Total Score	Average
Student-16	4	4	8	4
Student-17	4	4	8	4
Student-18	4	4	8	4
Student-19	4	4	8	4
Student-20	4	3	7	3,5
Student-21	4	4	8	4
Student-22	4	4	8	4
Student-23	4	4	8	4
Student-24	5	4	9	4,5
Student-25	3	3	6	3
Student-26	2	2	4	2
<b>Total</b>	<b>98</b>	<b>96</b>	<b>194</b>	<b>97</b>
<b>Mean</b>	<b>3,8</b>	<b>3,7</b>	<b>7,5</b>	<b>3,7</b>

The students' average score on punctuation and mechanic aspect according to Rater 1 and Rater 2;

$$Mx = \frac{\sum x}{N} = \frac{97}{26}$$

$$M = 3,7$$



**Figure 2**

***The Percentage of Students' Ability in Essay Writing on Punctuation and Mechanic Aspect According to The Two Raters***

**4.2.3 The Students' Ability in Essay Writing on Content Aspect According to the Two Raters**

Looking at from table 4.5 and figure 3, on the aspect of content, there are one student (4%) who got the highest score which is 17,5. Student-24's essay writing in the aspect of content nearly reach the goal score which is 20. Her essay almost fulfills all the requirements of the assignment, also the essay is interesting enough and showed care and thought. There are one student (4%) who got 15,5. It is only two point behind Student-24, even though there is slightly difference but the students actually the content aspect is nearly the same. Also, there is two students (8%) who got 15, slightly difference with Student-2 but has a bit difference with Student-24. The biggest group of student (19%) got 14 as their score. Then, four students (15%) got 13,5. Four student (15%) got 13. One student (4%) got 12. 4%

of student got 11,5. Two students (8%) got 11. 4% of students got 10,5. One student (4%) got 10. Another 4% of students got 9,5. And the lowest score is 8,5 that held by two students (8%). From Table 4.5, it shows the total score of content according to the rater 1 and rater 2 are 663. Also, the mean of content is 12,8. Unfortunately, the range from maximum score 20 is pretty far.

**Table 4.5**  
**The Students' Ability in Essay Writing on Content Aspect**  
**According to the Two Raters**

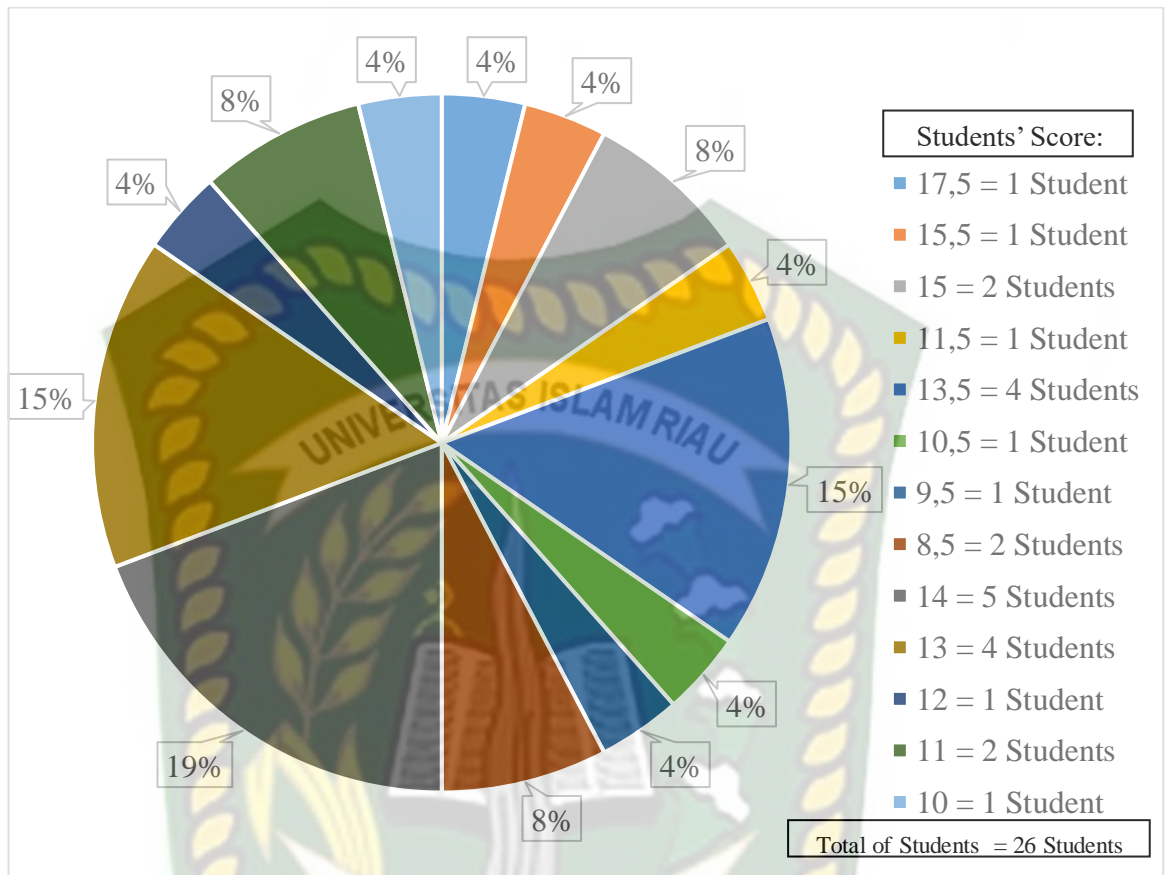
Students	Rater 1	Rater 2	Total Score	Average
Student-1	15	13	28	14
Student-2	16	15	31	15,5
Student-3	10	9	19	9,5
Student-4	14	13	27	13,5
Student-5	13	14	27	13,5
Student-6	9	8	17	8,5
Student-7	11	10	21	10,5
Student-8	9	8	17	8,5
Student-9	14	13	27	13,5
Student-10	13	13	26	13
Student-11	14	13	27	13,5
Student-12	10	13	23	11,5
Student-13	11	13	24	12

Students	Rater 1	Rater 2	Total Score	Average
Student-14	14	14	28	14
Student-15	15	13	28	14
Student-16	16	14	30	15
Student-17	12	14	26	13
Student-18	15	15	30	15
Student-19	15	13	28	14
Student-20	10	12	22	11
Student-21	11	11	22	11
Student-22	12	14	26	13
Student-23	13	13	26	13
Student-24	17	18	35	17,5
Student-25	14	14	28	14
Student-26	10	10	20	10
<b>Total</b>	<b>333</b>	<b>330</b>	<b>663</b>	<b>331,5</b>
<b>Mean</b>	<b>12,8</b>	<b>12,7</b>	<b>25,5</b>	<b>12,8</b>

The researcher has calculated the students' average score based on the total score. The students' average score on content aspect according to Rater 1 and Rater 2;

$$Mx = \frac{\sum x}{N} = \frac{331,5}{26}$$

$$M = 12,8$$



**Figure 3**

***The Percentage of Students' Ability in Essay Writing on Content Aspect According to The Two Raters***

**4.2.4 Students' Ability in Essay Writing on Organization Aspect According to the Two Raters**

Based on the table 4.6 and figure 4, the highest score gotten by the students is 41. Student-2 who has the highest score did great in organization aspect. First, the essay follows the outline and has introduction. Second, the introductory paragraph starts with several general sentences and with a thesis statement. Each paragraph body discusses a new point and begins with a clear topic sentence. Each paragraphs has specific supporting material; facts, examples, quotation, paraphrased or summarized information. Each paragraph has unity. But, coherence

incorrectly use. Lack of transitions used. Last, concluding paragraph summarize the main points.

Otherwise, the lowest score gotten by the Student-26. The score is 32 and has many lacks in each side of the aspect of organization. The essay does not really follows the outline, the introduction paragraph starts with general sentence but does not have thesis statement. Next, each paragraph in the body discusses a new point but the topic is not so clear, each paragraph lack of quotations, each paragraph is not really has unity and coherence, there is a few transitions used.

For the rest of the students, 4% of students got 39,5. Two students (8%) got 38,5. 4% of students got 37,5. One student got 37. 4% of students got 36,5. One student got 36. There are three students (11%) who got 35,5. Also, there are six students (23%) got 35. Three students (11%) got 34,5. Two students (8%) who got 34. Other two students (8%) got 33,5. So, The range between score of each student is not far from another student. To conclude, from the table 4.6 it could be seen that the total score of organization according to the rater 1 and rater 2 are 1864. So, the mean of organization is 35,8.

**Table 4.6**

**The Students' Ability in Essay Writing on Organization Aspect  
According to the Two Raters**

<b>Students</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>Total Score</b>	<b>Average</b>
Student-1	40	39	79	39,5
Student-2	42	40	82	41

<b>Students</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>Total Score</b>	<b>Average</b>
Student-3	39	38	77	38,5
Student-4	39	38	77	38,5
Student-5	38	37	75	37,5
Student-6	35	35	70	35
Student-7	36	34	70	35
Student-8	34	34	68	34
Student-9	37	34	71	35,5
Student-10	36	32	68	34
Student-11	35	34	69	34,5
Student-12	34	35	69	34,5
Student-13	33	34	67	33,5
Student-14	35	35	70	35
Student-15	36	35	71	35,5
Student-16	38	35	73	36,5
Student-17	34	36	70	35
Student-18	37	37	74	37
Student-19	36	34	70	35
Student-20	35	32	67	33,5
Student- 21	35	34	69	34,5
Student-22	36	35	71	35,5
Student-23	36	36	72	36

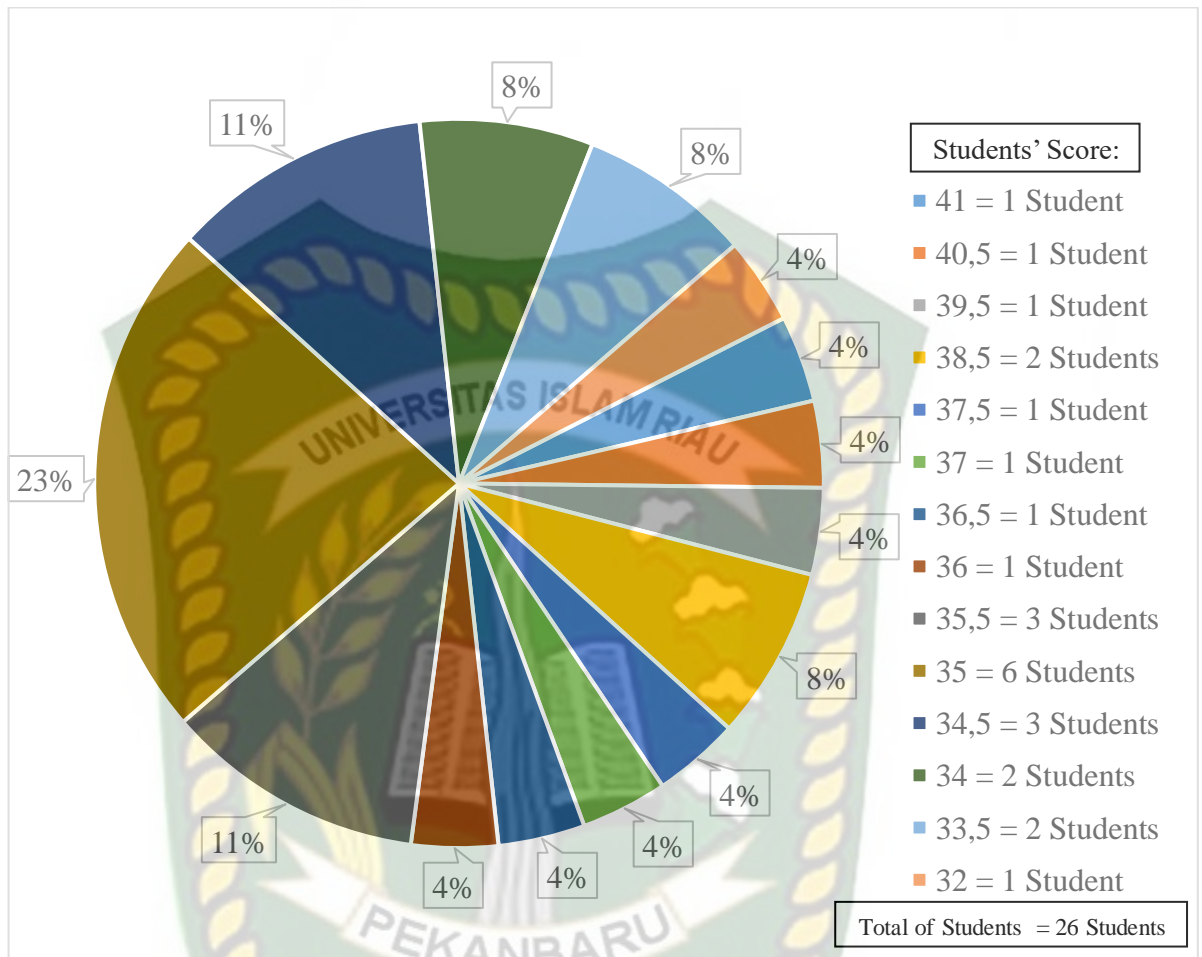


Students	Rater 1	Rater 2	Total Score	Average
Student-24	40	41	81	40,5
Student-25	36	34	70	35
Student-26	34	30	64	32
<b>Total</b>	<b>946</b>	<b>918</b>	<b>1864</b>	<b>932</b>
<b>Mean</b>	<b>36,4</b>	<b>35,3</b>	<b>71,7</b>	<b>35,8</b>

The researcher has calculated the students' average score based on the total score. The students' average score on organization aspect according to Rater 1 and Rater 2;

$$Mx = \frac{\sum x}{N} = \frac{932}{26}$$

$$M = 35,8$$



**Figure 4**

*The Percentage of Students' Ability in Essay Writing on Organization Aspect According to The Two Raters*

#### 4.2.5 Students' Ability in Essay Writing on Organization Aspect According to the Two Raters

On the aspect of grammar and sentence structure, the maximum score was 25. Based on table 4.7 and diagram 5, the highest score gotten by the student was 22,5. This was gotten by the Student-2 who apparently had good grammar and sentence structure. One student (4%) got 21,5. Also, there was one student(4%) got 21. One student (4%) got 20,5. There were five students (19%) scored 20. Three

students (11%) got 19,5 as their score. One student (4%) got 19. Furthermore, there were two students (8%) who got 18,5. Four students (15%) got 18 as their score. Another four students (15%) got 17,5. One student (4%) got 16,5. Last, the lowest score was gotten by Student-26 who got 14 as her score. It could be seen that the range between students' score was very close. In short, table 4.7 showed the total score of grammar and sentence structure according to the rater 1 and rater 2 were 979. So, mean of the grammar and sentence structure was 18,8.

**Table 4.7**

**The Students' Ability in Essay Writing on Grammar and Sentence Structure Aspect According to the Two Raters**

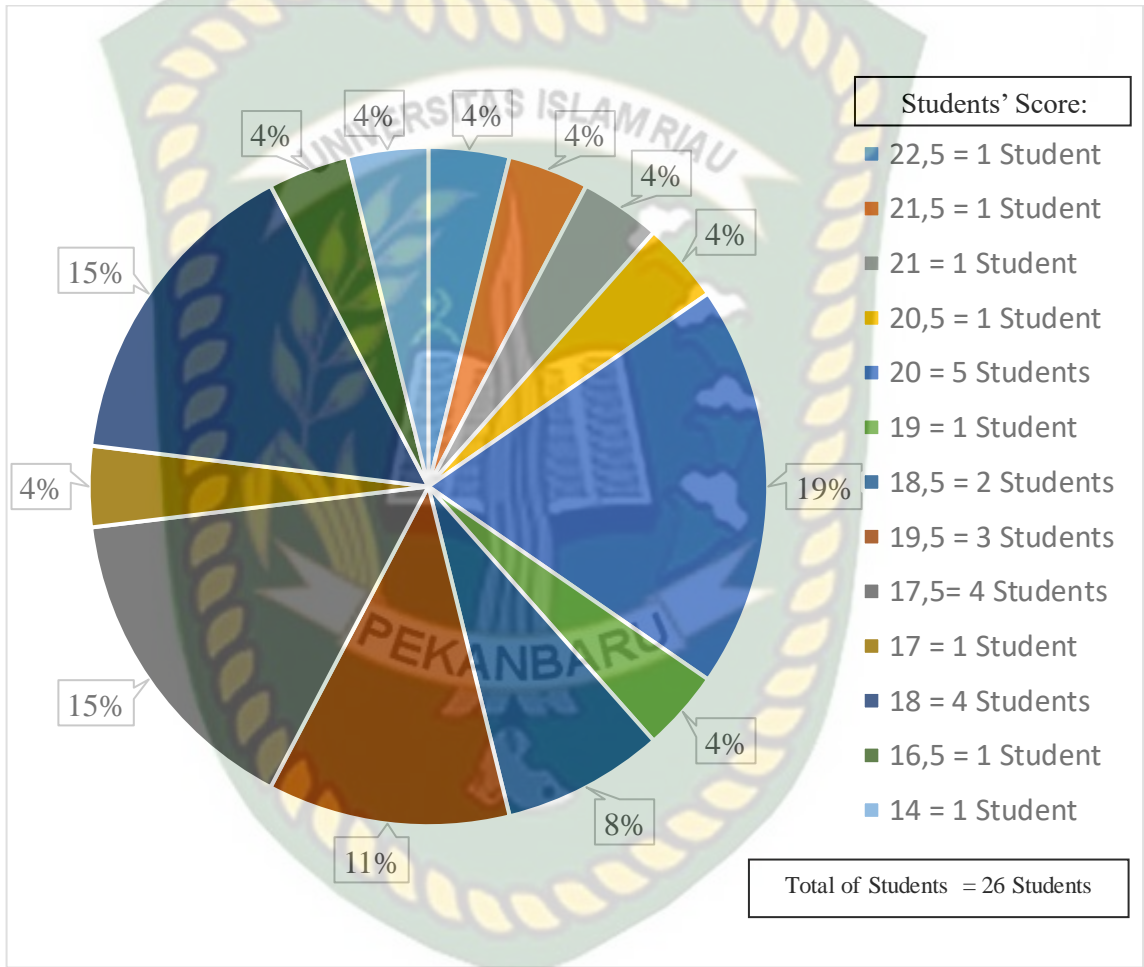
Students	Rater 1	Rater 2	Total Score	Average
Student-1	22	21	43	21,5
Student-2	23	22	45	22,5
Student-3	21	21	42	21
Student-4	20	20	40	20
Student-5	20	20	40	20
Student-6	19	18	37	18,5
Student-7	20	20	40	20
Student-8	19	19	38	19
Student-9	20	19	39	19,5
Student-10	19	20	39	19,5
Student-11	19	20	39	19,5

<b>Students</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>Total Score</b>	<b>Average</b>
Student-12	18	19	37	18,5
Student-13	17	18	35	17,5
Student-14	18	18	36	18
Student-15	16	20	36	18
Student-16	20	20	40	20
Student-17	15	18	33	16,5
Student-18	15	20	35	17,5
Student-19	20	21	41	20,5
Student-20	15	20	35	17,5
Student-21	15	21	36	18
Student-22	15	20	35	17,5
Student-23	16	18	34	17
Student-24	20	20	40	20
Student-25	17	19	36	18
Student-26	15	13	28	14
<b>Total</b>	<b>474</b>	<b>505</b>	<b>979</b>	<b>489,5</b>
<b>Mean</b>	<b>18,2</b>	<b>19,4</b>	<b>37,7</b>	<b>18,8</b>

The researcher had calculated the students' average score based on the total score. The students' average score on grammar and sentence structure aspect according to Rater 1 and Rater 2;

$$Mx = \frac{\sum x}{N} = \frac{489,5}{26}$$

M = 18,8



**Figure 5**

*The Percentage of Students' Ability in Essay Writing on Grammar and Sentence Structure Aspect According to The Two Raters*

#### 4.2.6 Students' Score on Each Aspect of Writing According to the Two Raters

In addition, the researcher also provided the data in each aspect of essay writing that had been analyzed. There were five aspects of writing that already analyzed by the researcher; format, punctuation and mechanics, content, organization, grammar and sentence structure. Also, from the result of the research was found the highest and the lowest score on each aspect, it could be seen from the table 4.8 and figure 1.

The highest score that gotten by the student on format aspect was 5. This score was also the maximum score of format. There were two students who got this score, they were Student-1 and Student 2. For the lowest score was gotten by three students, they were Student-5, Student-7 and Student-26, the score was 3.5. For the rest of students, 19% of students got 4.5, they were Student-9, Student-11, Student-12, Student-17 and Student-18. 62% of students got 4, they were Student-3, Student-4, Student-6, Student-8, Student-10, Student-13, Student-14, Student-15, Student-16, Student-19, Student-20, Student-21, Student-22, Student-23, Student-24, Student-25. The mean score from the aspect of format was 4,1.

In the aspect of punctuation and mechanic, three students (12%) got the highest score, which was 4,5, the students were Student-2, Student-3 and Student-24. The lowest score in punctuation and mechanic aspect was 2 that gotten by one student (4%) which was Student-26 and the mean score was 3,7. Furthermore, half of students (50%) got 4, these students were Student-1, Student-7, Student-9, Student-10, Student-14, Student-15, Student-16, Student-17, Student-18, Student-19, Student-21, Student-22 and Student-23. Five students (19%) got 3.5, they were

Student-4, Student-6 Student-8, Student-11 and Student-20. 15% of students got 3 as their score, they were Student-5, Student-12, Student-13, Student-25.

Based on the aspect of content, the highest score was reached by one student (4%), Student-24 reached 17,5. The lowest score was reached by Student-6 and Student-8, they got 8,5. While the mean score was 12,8. 19% of students got 14, these students were Student-1, Student-14, Student-15, Student-19 and Student-25. 15% of students got 13,5, they were Student-4, Student-5, Student-9 and Student-11. Another 15% students got 13, they were Student-10, Student-17, Student-22 and Student-23. Two students (8%) got 11, they were Student-20 and Student-21. Another 8% students got 15, they were Student-16 and Student-18. The next scores were 15.5, 11,5, 10,5, 10, and 9,5. Each point represent one student (4%)

For organization aspect, Student-2 reached the highest score, which was 41. Otherwise, The lowest score gotten by the Student-26 which is 32. The mean score was 41. The following score, 39,5, 37,5, 37, 36,5 and 36, represent 4% of Students in each scores, they were Student-1, Student-5, Student-18, Student-16 and Student-23. 8% of students got 38,5, they were Student-3 and Student-4. 8% of students got 34, these both students were Student-8 and Student-10. Another 8% of students got 33,5, they were Student-13 and Student-20. There were six students (23%) got 35, these students were Student-6, Student-7, Student-14, Student-17, Student-19, and Student-25. 11% of students got 35,5 , they were Student-9, Student-15 and Student-22. Another 11% students who got 34,5 were Student-11, Student-12 and Student-21.

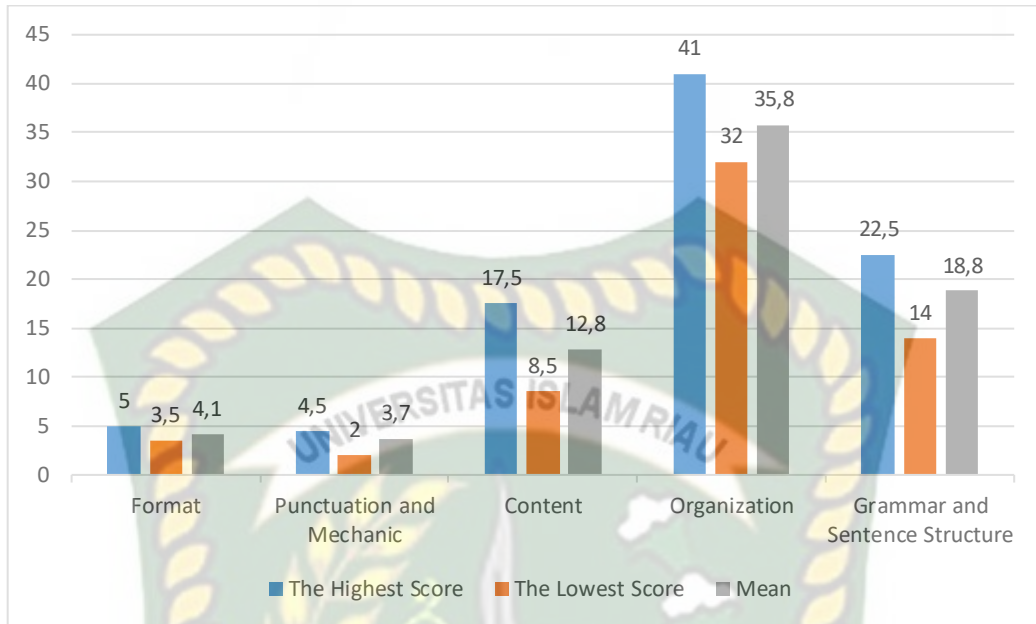
For grammar and sentence structure aspect, the highest score gotten by the Student-2 which was 22,5. The lowest score was gotten by Student-26 who got 14 as her score. Next score were 21,5, 21, 20,5 and 19, each score represent one student (4%), they were Student-1, Student-3, Student-19 and Student-8. 8% students got 18,5, these students were Student-12 and Student-6. 11% of students got 19,5, they were Student-9, Student-10 and Student-11. 19% of students got 20, they were Student-4, Student-5, Student-7, Student-16 and Student-24. 15% got 18 as their score, these students were Student-14, Student-15, Student-21 and Student-25. Another four students (15%) got 17,5, they were Student-13, Student-18, Student-20 and Student-22. In this aspect, the mean score was 22,5.

**Table 4.8**

**The Result of Students' Score on Each Aspect of Writing According to the Two Raters**

No	Aspect of Writing	The Highest Score	The Lowest Score	Mean
1	Format	5	3,5	4,1
2	Punctuation and Mechanic	4,5	2	3,7
3	Content	17,5	8,5	12,8
4	Organization	41	32	35,8.
5	Grammar and Sentence Structure	22,5	14	18,8





**Figure 6**

*The Result of Students' Score on Each Aspect of Writing According to the Two Raters*

### 4.3 The Students' Ability in Essay Writing

The students' ability in essay writing according to the two raters could be seen in table 4.9 and table 5.0

**Table 4.9**

**The Students' Score by Rater 1 and Rater 2**

No	Students	Raters		Total Score	Average	Level of Ability
		Rater 1	Rater 2			
1	Student-1	86	82	168	84	Very Good
2	Student-2	91	86	177	88,5	Very Good
3	Student-3	78	77	155	77,5	Good

4	Student-4	81	78	159	79,5	Good
5	Student-5	78	77	155	77,5	Good
6	Student-6	70	69	139	69,5	Fair
7	Student-7	75	71	146	73	Good
8	Student-8	70	68	133	69	Fair
9	Student-9	90	74	164	82	Very Good
10	Student-10	76	73	149	74,5	Good
11	Student-11	75	76	151	75,5	Good
12	Student-12	69	75	144	72	Good
13	Student-13	68	72	140	70	Fair
14	Student-14	75	75	150	75	Good
15	Student-15	75	76	151	75,5	Good
16	Student-16	82	76	158	79	Good
17	Student-17	69	79	148	74	Good
18	Student-18	76	80	156	78	Good
19	Student-19	79	73	152	76	Good
20	Student-20	68	71	139	69,5	Fair
21	Student-21	69	74	143	71,5	Good
22	Student-22	71	77	148	74	Good
23	Student-23	73	75	148	74	Good
24	Student-24	86	87	173	86,5	Very Good
25	Student-25	74	74	148	74	Good

No	Students	Raters		Total Score	Average	Level of Ability
		Rater 1	Rater 2			
26	Student-26	65	58	123	61,5	Fair
<b>Total</b>		<b>1969</b>	<b>1953</b>	<b>3917</b>	<b>1961</b>	<b>Good</b>
<b>Mean</b>		<b>75,7</b>	<b>75,1</b>	<b>150,7</b>	<b>75,4</b>	

The researcher had calculated the students' average score based on the total score. The students' average score according to Rater 1 and Rater 2;

$$Mx = \frac{\sum x}{N} = \frac{1961}{26}$$

$$M = 75,4$$

**Table 4.10**

**Students Percentage in Essay Writing by Rater 1 and Rater 2**

No	Level	Percentage
1	Excellent	0%
2	Very good	15,4%
3	Good	65,4%
4	Fair	19,2%
5	Poor	0%
<b>Total</b>		<b>100%</b>

Based on the table 4.9 and 5.0, it showed the classification of the students' ability in essay writing. There were four students (15,4%) were categorized Very Good, there were 17 students (65,4%) categorized Good, there were 5 students

(19,2%) categorized fair and there were no students got score in Excellent level and Poor level. In short, the students' average score according to both raters was 75,4 which means the ability of the third-semester student of English Language Education FKIP UIR in essay writing was GOOD.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

After obtaining and analyzing the data in the previous chapter, the conclusion was presented as the last part of this research. It could be concluded from the score given by the two raters, there were 4 students (15,4%) in Very Good level, 17 students (65,4%) in Good level and 5 students (19,2%) in Fair level. In short, the students' average score according to both raters was 75,4 which mean the ability of the third-semester student of English Language Education FKIP UIR in essay writing was good.

This research also found that the average of each aspect in essay writing. The average of format was 4,1. Almost all students understood the correct format in essay writing. The average of punctuation and mechanic was 3,7. There were few students who did not properly put punctuation and mechanic in their essay writing. The average of content was 12,8. The students nearly fulfilled all the requirements of the assignment, also the essay was interesting enough and showed several cares and thoughts. The average of organization was 35,8. The students did not too bad in organization. The average of grammar and sentence structure was 18,8. In grammar and sentence structure, the students sometimes had the wrong grammar and sentence structure.

## 5.2 Suggestion

From the conclusion, the researcher would like to propose some suggestions :

### a. The Lecturer

The researcher hopes that the result of this research could give some feedbacks to the lecturer to improve students' ability in essay writing. The lecturer needs to provide some writing exercise, especially in essay writing. The more practice the better student in essay writing.

### b. The Students

The researcher suggests the student to practice their writing skill, especially in essay writing in order to improve their ability.

### c. The Next Researcher

The result of this study could be used as input to conduct further research about essay writing in different kinds of research methods, such as classroom action research.

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