MACROLINGUISTIC ERRORS IN INDONESIAN EFL LEARNERS' ESSAYS

UNDERGRADUATE THESIS

Arranged as one of the partial fulfillment of the requirement to obtain
a Bachelor Degree in English Education

Arranged by:

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2018

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DEDICATION

In the name of Allah S.W.T, I dedicate this thesis for:

My beloved parents, Ida Wiriadinata and Dadang Rahmat, S.H.

My best brother, Fahriza

My beloved friend, Luqman Sandy

And all of my best friends

You are my greatest rewards.

Thanks for always supporting me and standing by my side.

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MOTTO

Allah will not change the condition of people until they **change** what is in themselves

(Q.S Ar-Ra'd, 11)

Whatever you do, do it well

(Walt Disney)

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ACKNOWLEDGMENTS

Alhamdullahi robbil'alamin, the researcher praise to Allah SWT who has given her blessing, mercy, strength, and good way in finishing this research. Peace and salutation always be there to our prophet Muhammad SAW. The researcher feels full of grateful because she can finish this research as the partial fulfillment of the requirement for S1 degree smoothly.

The researcher would like to thank all people who helped her in finishing her research paper.

1. Prof. Dr. H. Soleh Hidayat, M. Pd., as the rector of University of Sultan Ageng Tirtayasa.
2. Dr. H. Aceng Hasani, M.Pd., as the dean of Teacher Training and Education Faculty.
3. Dr. Siti Hikmah, M. Pd., as the Head of English Education Department.
4. Dafid Wahyu Utomo, M. A and Yusti Fargianti, M. Pd., as the researcher advisors who always guide her in and always give the motivation in finishing her researcher paper.
5. Dr. Syafrizal, M.Pd., as the rater who has validated the data analysis and also provide advices to researcher.
6. Dina Rachmawati, M. Pd, as the great lecturer who always gives her advice and motivation and as the very kind lecturer who always lend her the books.
7. All the lecturers in English Education Department for the valuable knowledge during the researcher's college life.

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8. The researcher beloved parents and brother who always give their love, prayers, trust, affection, support to the researcher. They have been struggling and very patient to assist her education morally and materially until finishing this thesis with their ways. They also have been so patient in waiting for her graduation.
9. Luqman Sandy as the researcher beloved friend. Thank you for always love, support, help, care and accompany her every time she needs.
10. All of students of English Department 2015 as the subject of this research.
11. Siti Anisah, Lia Siti, Monica Malkan, and Lulu Araspa as the researcher best friend for the unconditional care and motivation to graduate together.
12. Novela Francisca, Rein Yudha, Holidayanti as the researcher partner for the support and motivation during the process of this thesis writing.
13. English Student Association and all of English Department students.
14. All loving people who give their positive vibes in her life whose name the researcher cannot mention one by one.

This thesis is far from perfection. Therefore, the researcher would gladly accept suggestions and comments to improve this thesis. She hopes that this thesis can give values to the readers and other researchers.

Serang, May 20th, 2018

The researcher

Fanisa Fitrianti Putri

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LISTS OF ABREVATION

AP : Absence of parallel structure

CP_1 : Cohesion Problem

CP_2 : Coherence Problem

DM : Improper use of Discourse Markers

EFL : English Foreign Language

LR : Unawareness of Logical Relation between sentence

M : Maxim violation of Maxim Manner

MS : Mis selection of Lexical Item

OQ : Overuse of Qualifiers

PD : Poor paragraph development

MX : Maxim

QL : Maxim violation of Maxim Quality

QN : Maxim violation of Maxim Quantity

R : Maxim violation of Maxim Relevance

RS : Run-on sentences

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MACROLINGUISTIC ERRORS IN INDONESIAN EFL LEARNERS' ESSAYS

By

Fanisa Fitrianti Putri

223142398

ABSTRACT

The objectives of this research were to find out the macrolinguistic errors in writing essay and to know the possible causes of the errors commit by students. The subject of this research is the sixth-semester students of English Education Department who have joined Academic Writing class. It was conducted in Sultan Ageng Tirtayasa University. This research employed qualitative research approach with content analysis method. In this research, the instruments used were the student's essay and interview. The result of the analysis shows that: (1) the students commit seven types of error at the discoursal level and two types of error at the pragmatic level. In the discoursal level, the students commit run-on sentences, unawareness of logical relation between sentences, poor paragraph development, cohesion problem, improper use of discourse markers, coherence problem, and absence of parallel structure. In the pragmatic level, the researcher found miss-selection of lexical item and violation of the maxim of quantity, manner and relevance. (2) The possible causes of the errors included: students have lack interest in writing; students got difficulties to use the correct and appropriate grammar; students got difficulties to construct their idea to the cohesive and coherent paragraph; students' vocabulary mastery was low; and students got difficulties to formulate their own idea of writing. Finally, it can be concluded that from 10 errors only 9 errors appear in the student's essay.

Keyword: *Macrolinguistic error, students' essay*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a form of communication that allows learners to put their feelings and ideas on paper; to organize their knowledge and beliefs in convincing arguments; to convey meaning through well-constructed text. As children learn the steps of writing and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays, so it represents what writer thinks. Writing is the mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be clear to the reader (Nunan, 2003: 88). Therefore, the student needs to master writing skill because it can be used to express students' ideas as well as feelings and communicate with others. In most advanced form, written expression can be as a work of art.

However, the activity of writing is not easy, especially in Academic Writing. A number of factors became the reason, such as cultural factor, social factor and cognitive factor**.** First, from cultural factor, the differences in the academic register is perceived and understood in different countries. Second, from social factor, there are negative attitudes toward the target language, continued lack of progress in the foreign language, a wide social and psychological distance between them and the target culture, and a lack of integrative and instrumental motivation for learning. Third, writing is believed to be cognitively complex. Particularly, acquisition of academic vocabulary and discourse style is difficult

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(Klimova, 2013). Additionally, from the researcher's pre-observation to the sixth-semester students of English Department of Sultan Ageng Tirtayasa University, the researcher found that they still find some difficulties in writing assignments. First, deal with grammar, the problem is student confused about choosing the correct and appropriate grammar when they write. Second, is the lexical problem, students have difficulties in interpret some of particular words or phrases. Last, is plagiarism, some students find it hard to deliver their thought and ideas down on paper. There are many factors that made acquiring writing skill seems not easy, therefore learners should be able to develop their writing skill better than before.

Developing foreign learner's competence in writing entails teaching the learners a number of sub-skills ranging from the mechanics of writing to sentence and discourse skills. The foreign language learners often only focus on developing the grammatical competence which is focused on the micro-linguistic level such as the mechanics of writing, spelling, punctuation and the sentence structure. This practice does not turn out communicatively competent language users, especially in written expression. The learners do not realize that they neglected the other competencies of communicative competence in the macrolinguistic area namely, discourse and pragmatic competence. First, discourse competence, according to Richard (2006:3) discourse competence is the ability to interpret and produce stretches of language that go beyond the sentence level. Discourse competence is the ability to select and arrange lexical items and syntactic structures in order to achieve well-formed texts. Second, pragmatic competence is the ability to comprehend, construct utterances which are accurate and appropriate to the social

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and cultural circumstances where the communication occurs (Deda,2013). Pragmatic competences are concerned with the functional use of linguistic resources. Furthermore, pragmatics is also concerned with discoursal features of texts and conversation such as cohesion, reference, coherence, politeness, cooperation as well as turn-taking conventions.

To date, there has been much research which focused on investigating the performance of EFL learners in writing. Among others are first, Hackling (1991) analyzed the errors commit by Japanese students in writing. Second, Umair (2011) conducted a study to identify the causes of the problems that Arab learners of English encounter in multi-ability academic English writing classes. Third, Yasinta (2015) conducted a research in order to analyze the students' error in using past tense in writing English text.

From those research, it seemed to reveal still rare research have discussed problems at macrolinguistic errors in the written performance of learners of English as a foreign language, and the possible causes of the errors. Therefore, this research is intended to find out the macrolinguistic errors based on theory from Fareh (2014). The research entitled "MACROLINGUISTIC ERRORS IN INDONESIAN EFL LEARNERS' ESSAYS".

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B. Identification of the Problem

According to the background of study above, the researcher identifies some problems as follow:

1. The activity of writing is not easy.
2. Acquiring writing is one of the most complex processes in foreign language.
3. The sixth-semester students of English Education still have some difficulties in writing assignments.
4. The second language learners neglected the other competences of communicative competence namely, discourse and pragmatic competencies.

C. Limitation of the Problem

This research is limited to analyze the macrolinguistic error in the essay by using theory from Fareh (2014). This research will focus on finding the macrolinguistic errors by the sixth-semester students of English Education Department commit to writing essays at the discoursal and pragmatic levels.

D. Formulation of the Problem

This research attempts to identify the macrolinguistic errors in the essay written by the sixth-semester students of English Education of Sultan Ageng Tirtayasa University. This research is an attempt to answer the following questions:

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1. What errors do students at the sixth-semester students of English Education commit to writing English essay at macrolinguistic error?
2. What are the possible causes of these errors committed by the sixth-semester students of English Education in writing English essay at macrolinguistic error?

E. The Objective of the Problem

Being related to the previous problem above, the objectives of this research are provided as follow:

1. To identify the errors at the sixth-semester students of English Education commit to writing English essay.
2. To find out the possible causes of these errors at the sixth-semester students of English Education commit to writing English essay.

F. The Significance of the Study

1. Practical Significances

This research may raise teacher's awareness of the pragmatic that they need to give in teaching writing.

2. Theoretical Significances

This research will enrich the theories about students writing.

G. Operational Definition

To avoid misunderstanding of the meaning contained in this research paper, the researcher writes the operational definition as follow:

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1. Macrolinguistic

   Macrolinguistic is a study about other side or an external factor of language. The board discussion of language and linguistic itself (Aya, 2014).

2. Macrolinguistic Error

   Macrolinguistic error in writing is macrolinguistic problems covers discourse and pragmatic error faced by the student in writing English essays (Fareh, 2014).

3. Discourse

   Discourse is sometimes used in contrast with 'text,' where 'text' refers to actual written or spoken data, and 'discourse' refers to the whole act of communication involving production and comprehension, not necessarily entirely verbal (Bloor, 2013).

4. Discourse error

   Discourse error is insufficient to understand, create, and develop stretches of language that are longer than a sentence such as a paragraph, essays, short stories, conversations, and dialogues (Fareh, 2014).

5. Pragmatic error

   Pragmatic errors are manifest in words, expressions, sentences or even paragraphs that, though grammatically acceptable, do not fit the given situation, fail to express the intended meaning of the writer, or cause misunderstanding or displeasure to the targeted reader (Fareh, 2014).

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6. Essay

   The essay is a piece of writing, usually from a writer's personal point of view on a particular topic. (Nordquist, 2017).

H. Paper Organization

In this research proposal, the researcher divides the organization of writing into three chapters, they are:

1. Chapter one presents introduction that consists of the background of the study, identification of the problem, limitation of the problem. Formulation of the problem, the objective of the problem, the significance of the study, operational definition, and paper organization
2. Chapter two presents theoretical foundation that consists of EFL writing and macrolinguistic errors which is consist of discourse errors and pragmatic errors.
3. Chapter three presents research methodology that consists of research method, subject of the research, research instrument, data collection technique, research procedures, and data analysis technique.
4. Chapter four presents finding and result and discussion that as Answers the statement of research questions in chapter one.
5. Chapter five presents conclusion and suggestions. Due to findings and discussion as presented in chapter IV, there are some important points.

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CHAPTER II

THEORETICAL FOUNDATION

A. EFL Writing

Writing is a form of written communication which is one of the skills in learning English. As one of the English language skills, English Foreign Language writing has always been considered an important skill to be learnt by student. Written communication is same as spoken communication because it deals with delivering idea or information to others. In addition, according to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. Therefore, the students need to master writing skill because it can be used to express the students' ideas as well as feelings and communication with others.

However, EFL writing is a difficult, complex and challenging process. This difficulty and complexity in EFL writing arise from the fact that writing includes discovering a thesis, developing support for the thesis, organizing, revising, and finally editing the thesis to ensure an effective, error-free piece of writing (Langan, 2005). Most EFL students are feeling difficult because the writing process calls for a wide range of cognitive and linguistic strategies of which EFL students are mostly unaware (Luchini, 2010). According to Nguyen (2016), micro and macro skills play in becoming effective writers. Micro skills focused on the grammatical forms meanwhile macro skills focused on the

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cohesion and the coherent of the paragraph as well as how the text can be understood by the reader. The macro and micro skills of writing are also known as the sub-constructs of writing (Brown, 2007). They constitute the emphasis of writing rubrics which are used in standardized and classroom assessment. In conclusion, micro and macro interact and influence each other, and lead to an improvement in EFL writing so that the learners become better academic writers.

B. Macrolinguistic Errors

In EFL writing, the learners have to concern about microlinguistic and macrolinguistic. Microlinguistics is a branch of linguistics that concern itself with the study of language systems in the abstract, without regard the meaning or notional content of linguistic expressions. Microlinguistic level in composition is concern about the mechanics of writing, spelling, punctuation and the sentence structure. On the other hand, macrolinguistics is the study of meanings and how the language and meaning function within social systems. The goal of macrolingusitic is to achieve a scientific understanding of how people communicate. It is concerned external view of language itself with related to other sciences and how to apply it in daily life. Macrolinguistic in composition is concern about coherence and cohesion of their writing. In conclusion, microlinguistic and macrolinguistic area are two important things which is have to be consider by the writer in writing activity.

However, the foreign language learners often only focus on developing the grammatical competence which is focus on the microlinguistic level without they

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realize that they neglected the other competences of communicative competence in macrolinguistics area. The unawareness of student about macrolinguistic area in writing composition caused they commit macrolinguistic error. Macrolinguistic error in writing is macrolinguistic problem covers to discourse and pragmatic error faced by the student in writing English essays (Fareh, 2014). Consequently, macrolinguistic error leads to the reader's difficulties in understanding the whole text in the essay.

C. Discourse Errors

Foreign language proficiency is not only determined by the grammatical choice of the word but also by the correct achievement of the text purpose. This is because texts such a complex skill that needs a holistic study approach. Discourse is a continuous stretch of (especially spoken) language larger than a sentence. According to Bakhtin (2003), discourse is when someone else's speech is quoted, reported or alluded to. In discourse, cohesion and coherence are important to achieve the meaning of the text. Therefore, the learners should concern with the way sentences and ideas form the body and the essence of a text.

Discourse analysis is the study of speaker meaning and the study of contextual meaning. This area of analysis focuses on how language is used in oral or written to express some particular intention. Learners must have a great discourse competence that is defined as the ability to interpret and produce stretches of language that go beyond the sentence level. If the learners do not have a great competence in discourse they will commit error at the discoursal level.

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Discourse error is insufficient to understand, create, and develop stretches of language that are longer than a sentence such as paragraph, essays, short stories, conversations, and dialogues (Fareh, 2014). The example of discourse errors that often commit by the learners are run-on sentences; unawareness of logical relation between sentences; poor paragraph development or coherence problem; cohesion problems; and improper use of inter-sentential connectives or discourse markers.

1. Run-on Sentence

A run-on sentence is a condition when two or more independent clauses are not joined correctly. An independent clause is a group of words that can stand alone as a sentence. Run-on sentence occurs when student tend to join sentences with each other, using a comma instead of a full stop or a semicolon (Fareh, 2014). A paragraph is not just a juxtaposition of sentences without being controlled by punctuation rules. It can be concluded that the students must know the basic textual conventions pertaining to paragraph structure.

There are two types of run-on sentences, fused sentences and comma splices. A fused sentence occurs when independent clauses run together with no marks of punctuation or coordinating conjunctions to separate them. In contrast, a comma splice occurs when two or more independent clauses are joined only by a comma. This kind of error can be attributed to two main causes. First, errors are due to negative transfer from the students' mother tongue, Indonesian. Second, teacher's attention is usually focused on sentence structure, grammatical correctness and spelling rather than the skill of writing and its components.

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The problem of run on sentence can be revised in one of four ways. According to Korichi (2016), the first to solve run on sentence is by using a comma and a coordinating conjunction (and, but, yet, so, or, nor, for) to join two independent clauses with a coordinating conjunction, place a comma before the coordinating conjunction. Second, by using a semicolon or, in some cases, a colon or a dash; the writer can use a semicolon alone or with a transitional expression (e.g., however, at any rate, in contrast, as a result, and etc.). Third, by separating the independent clauses into sentences; this is an especially good technique when one of the independent clauses is very long. Forth, by re-structuring the sentence by subordinating one of the clause; the writer can subordinate a clause if one of the independent clauses seems less important than the other. In conclusion, problem of run on sentence can be prevented if the writer is notice all the things that have been mentioned by Korichi.

2. Unawareness of Logical Relations between Sentence

A sentence relation is a meaning created just by placing two sentences next to each other in a text. According to Fanning (2012), sentence relations have two main characteristics that have to be borne in mind if the writers are trying to discover and understand one in a text. First, relation involves two sentence means that the meaning created by placing two sentences together. The presence of two sentences will, of course, be shown by a full stop between them, though an acceptable alternative might be a semi-colon. Second, the second sentence indicates the specific meaning. The first sentence gives the cause of what the

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second says, and the second gives the result of the first. In conclusion, the writers must be aware about the logical relation holding between sentence so that they can develop the paragraph correctly and there is no digression that will distorts the flow of the text.

The writers, however have lack of awareness of logical relation between sentence. Furthermore, they are not aware of the paragraph development patterns that require logical sequencing of ideas. Unawareness of logical between sentence is when the writers make a paragraph that consists of a number of sentences that develop one main idea that is usually expressed in the topic sentence. According to Fareh (2014), very often students produce a general statement at the beginning of a paragraph but they do not know which part of this statement is to be developed through supporting details. In this case, the writer starts with a general statement that does not show any focus for what is coming next and often they could not know how to put the topic sentence or forget to put it completely in the paragraph.

3. Poor Paragraph Development

Poor paragraph development is the learners' problem in writing English which is actually related to coherence problem. Coherent is important in making discourse. Learners need a suitable language to structure their ideas in the form of a coherent discourse. Their task must focus on the smooth connection of the sentences together. Each sentence should take the reader easily to the progression of thought, and to achieve this, sentences must be arranged in an order showing

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the connectives between ideas. In this respect, Panatoja (2013) stated that, is a written speech unit consisting of several sentences expressing an idea and end with a full stop. The coherence of a longer text depends on the coherence within each paragraph or section of the text. According to Fareh (2014) the poor paragraph development is said when the learners fail to realize the form of a paragraph as a number connected sentences that develop one major theme. Instead, they often produce a number of separate and disconnected sentences that do not constitute a coherent unit. From this, it means that there is a tendency to divide a paragraph into three or more sections or sub-paragraph by indenting each sentence. They are not able to maintain information flow of sense in their paragraph texts. Consequently, the movement from one idea to another and thus render the text incoherent.

A number of factors became the reason of coherence problems faced by the learner. First, lack of exposure to authentic texts in English; insufficient exposure to exemplary and sample texts in the different genres in English reduces the students' exposure to the real language in use. Second, lack of practice and guidance in writing paragraphs and essays is a decisive factor that may account for the students' inadequate performance. Third, methods of testing usually focus on micro-linguistic aspects of language rather than on macro-linguistic ones. Forth, Major problems are greatly associated with the linguistic interferences (negative transfer) due to the cultural differences and over generalization of the rules of the target language in their learning process and their production (Korichi: 2016). There are many factors for poor paragraph development or coherence

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problems that faced by the learners, therefore they should be taught writing through range of process, genre and product approaches, directing their attention to the usefulness of the pre-writing techniques, like clustering, to generate supporting details for their central themes. It can be concluded that the view of a non-native speaker teacher as coherent and acceptable piece, it does not always acceptable, or it might unacceptable or awkward in the view of a native speaker teacher of English.

4. Cohesion Problem

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. In writing, cohesion is the use of repetition, pronouns, transitional expressions and other devices called cohesive clues to guide readers and show how the parts of a text relate to one another (Nordquist, 2017). On the other hand, cohesion refers to the logical connections of a text at sentence level. This term involves grammatical and lexical relationships between the elements of written production (Kaplan, 2014). In conclusion, cohesion is the process of linking and connecting sentences together which is important aspect in writing.

Cohesion plays an important role in academic writing because it affects the interpretation of a writer's discourse. Although some instructors may say that the writers will not lose the points because of grammatical errors in their composition, they may lose points the tone of their writing is too casual in academic writing. Cohesive writing does not mean just grammatically correct

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sentences; cohesive writing refers to the connection of the ideas both at the sentence level and the paragraph level. According to Halliday and Hasan (2013: 299), the continuity provided by cohesion enables the reader or listener supply all the missing pieces, all the components of the picture which are not present in the text but are necessary to its interpretation. Therefore, writers should correctly produce cohesive texts to ensure others understand their messages.

However, EFL compositions were often evaluated on the basis of sentences in isolation without paying attention to the cohesion of the text produced. According to Fareh (2014), a text should display continuity of senses and a smooth flow of ideas. Fareh (2014), classifies the problems in creating cohesive texts into the following types:

a. Reference

Generally, to get a cohesion whole, writers often need to find other words or phrases to substitute for the key word, so they will not have to repeat it over and over again. Even more common is the use of pronouns to refer to key words called referents (Scrivener, 2010). Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. The use of reference and some key terms, indicate the unity of the paragraphs to some extent, and the relevance of the ideas to the central theme. Misuse of reference will distort the cohesion of the paragraph.

The writer should avoid the misuse of reference to create cohesion in the paragraph, there are two referential devices that can create cohesion,

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anaphoric reference and cataphoric reference. Anaphoric reference means that a word in a text refers back to other ideas in the text for its meaning. It can be compared with cataphoric reference, which means a word refers to ideas later in the text and the writer needs to look forward to understand. There is one more referential device, which cannot create cohesion, namely exophoric reference. Exophoric reference is used to describe generics or abstracts without ever identifying them (in contrast to anaphora and cataphora, which do identify the entity and thus are forms of endophora): e.g. rather than introduce a concept, the writer refers to it by a generic word such as "everything". The prefix "exo" means "outside", and the persons or events referred to in this manner are never identified by the writer. Halliday and Hasan considered exophoric reference as not cohesive, since it does not tie two elements together into in text.

b. Overuse of pronominal reference

The repetition of pronominal pronouns reveals the students' lack of familiarity with certain stylistic and textual features of English written discourse. This also implies that students were inadequately taught how to write well and develop ideas in a manner that conforms to the conventions of writing in English. The concept of cohesion seems to be absent in textbook and in the teaching practice as well.

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c. Omission of the relative antecedent

Antecedent is a noun that must precede the use of a pronoun. An antecedent, sometimes called a pronoun antecedent, can be any noun. However, it is only called an antecedent once a pronoun is used. A pronoun cannot be used without an antecedent. In this way, pronouns and antecedents are invariably linked. An example will help clarify this concept:

The box remained open. In it were three beautiful gifts.

Here, *the box* is the antecedent for the pronoun *it* in the following sentence. If the first sentence did not exist, it would be unclear what *it* is. *The box* precedes the pronoun *it*. If a pronoun is used in a dependent clause, the antecedent will always be in the independent clause. As with all other pronouns, an antecedent must be identified before a relative pronoun is used. Relative pronoun is one which is used to refer to nouns mentioned previously, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences. There are only a few relative pronouns in the English language. The most common are *that, who, whose, whoever, whomever, whom, where, which*. In some situations, the words what, when, and where can also function as relative pronouns. Often, relative pronouns are used in clauses. Examples with Relative Pronouns:

1) The man who drove the bus was wearing black boots.

The man is the antecedent to clarify the relative pronoun *who*.

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2) My local farmer's market, where I purchase my produce, was crowded this weekend.

My local farmer's market is the antecedent to clarify the relative pronoun *where*.

The omission of antecedent distorts the cohesion of the paragraph in text. In addition, a text should display continuity of senses and a smooth flow of ideas.

d. Changes in tense

Verb form can be used as a signal of cohesion in texts. Cook (2004:15) considers verb form a cohesive device in the sense that the verb form in a sentence determines the verb form in the next. A verb form in a sentence can be judged wrong because it does not fit the sequence of the forms of verbs used in the preceding sentences. Sometimes, Students unjustifiably shift from one tense to another in a sequence of sentence.

5. Improper Use of Discourse Markers

A discourse marker is a word or a phrase that plays a role in managing the flow and structure of discourse. In line with Swan (2005) stated, discourse markers are words used to show how discourse is constructed and they can signal sentential roles holding between sentences in a text. For example, the connective *and* signals the relation of addition, whereas *but* indicates a sentential relation of

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contrast between clauses. Connective play an important role in creating contextual cohesion as they signal the logical relations that hold between sentences in a text. Furthermore, Garcia (2009) stated, discourse markers provide information on the learners' pragmatic competence in the target language. It can be concluded that discourse markers play an important role in a text's cohesion and coherence so that the writers must use the discourse markers properly.

Students, however can be misuse of discourse markers in the sense that a connective may be erroneously used to indicate a certain logical relationship between two clauses. The inadequate renditions of connectives imply that the learners are not aware of the correct use of such connectives because they are not properly taught or trained to use them (Fareh,2014). It can be concluded that the improper use of discourse markers can distort the cohesion and the coherence of the text.

6. Coherence Problem

Coherence is the way in which ideas in a text are linked logically. The senses of ideas in the text should be continuity. According to Halliday and Hasan (1976, cited in Wang 2014), a text is coherent which must satisfy two conditions: one is a text must be consistent with context in which it is created, the other is a text must have cohesion, that is, all parts in a text must be connected by cohesive devices. In other words, a text or a paragraph is coherent when each sentence contributes to the development of the topic of a paragraph. Definitely, coherent

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text is easy to read and understand because there is unity of ideas between sentences and paragraphs.

Most of the EFL learners, however less concern about coherence in writing. As Fareh (2014) stated that, most of the problems that students encounter in producing coherent texts are manifest in their inability to maintain information flow of senses in their paragraphs and texts, they move from one idea to another and thus render the text incoherent. Consequently, when a text lacks coherence, a reader very often finds himself forced to stop reading it because he or she cannot make a complete sense of it. In conclusion, EFL learners should be aware about coherence in writing to make the reader understand the message of the text. Creating coherence in texts requires intensive and ongoing training in teaching writing.

7. Absence of Parallel Structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can be happened at the word, phrase, or clause level. Parallel structure means that coordinate parts of a sentence, such as items in a series or list, have the same grammatical form. Items in a series must be all nouns, all verbs, or all participles, and so on. Parallel clauses are usually combined with the use of a coordinating conjunction such as for, and, nor, but, or, yet, so. Parallel structure adds both clout and clarity in text. In conclusion, parallel structure is important in order to increase the readability by creating word patterns in order to make readers can follow easily.

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In a complex sentence that consists of two or more clauses, or in case of making a list of things, EFL learners sometimes list phrases or clauses that are not parallel in structure. In case of making a list of things, EFL learners sometimes list phrase or clause that are not parallel. This practice renders their writing awkward and not cohesive. (Fareh, 2014). Parallelism is a linking device in texts. When sentence structures are not parallel, writing sounds awkward and choppy. Therefore, the writer should always remember to skim through the paper and look for conjunctions. Check on each side of the conjunction to see if the clauses joined are parallel.

D. Pragmatic Errors

Pragmatics is the study how people use language in real life. The education of pragmatics is necessary and important in our globalized world. The reason is that English is currently used by people in the world for interaction and communication with each other in order to do international trade or participate in the academic conferences (McKay, 2002). For avoiding miscommunication caused by cultural difference, being familiar with diverse cultures and pragmatics is essential. Studies of Pragmatics emphasize the appropriateness in inter-cultural discourses. Through learning pragmatics, the English speakers' intercultural communication competence should be raised.

Pragmatics explores how listener and readers can make inferences about what is said or written in order to arrive at an interpretation of users intended

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meaning. Crystal (1997) emphasizes that the pragmatics knowledge is necessary and useful in second language learning. He proposes that pragmatics is the study of language form and the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication. The ability to use language effectively in order to achieve a specific purpose and to understand language in context is Pragmatic Competence.

Pragmatic Competence of the speakers would be better if they are knowing the cultural differences and being aware of the significance in appropriate languages. In other words, the teaching and learning of pragmatics would release the difficulties of international communications for both native and non-native speakers. Moreover, Kasper (1997, cited in Lin 2007) argues that a further aspect of students' pragmatic competence is their awareness of what is, and is not appropriate in the given contexts. In conclusion, pragmatics is a field of knowledge that makes people know how to appropriately achieve the mutual comprehension, and politely face the challenges, that are caused by the miscommunication and misunderstanding in international situations.

To avoid miscommunication and misunderstanding English speakers need to be not only proficient the linguistic competence, but also the pragmatics knowledge. They need to be informed with issues of cultural disagreements, which include issues of politeness, appropriateness, and speech act strategies in communication. In a word, the teachers should educate students to learn pragmatics in order to integrate themselves into different international

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environments and interact with foreigners appropriately in our globalized world. However, pragmatics or language use is not often included in foreign language teaching materials. That is probably why foreign language learners sometimes commit subtle mistakes that may not be accounted for in terms of syntactic accuracy. In this respect, Harlig and Dornyei (1998, cited in Fareh 2014) hold that EFL learners and their teacher tend to overlook the effect of pragmatic error. Pragmatic errors are manifest in words, expressions, sentences or even paragraphs that, though grammatically acceptable, do not fit the given situation, fail to express the intended meaning of the writer, or cause misunderstanding or displeasure to the targeted reader.

In this research the pragmatic errors only focus on three categories, such as miss-selection of lexical item, maxim violation and overuse of qualifiers.

1. Miss-selection of Lexical Item

A lexical item is a word or phrase that is a unit of language that the meaning of it can be found in dictionary. According to Nolda (2014), words is the smallest element that can be uttered in isolation with objective practical meaning. When appropriately chosen, words help language structures hold together and help language learners convey their intended meaning. Lexical items can be generally understood to convey a single meaning, much as a lexeme, but are not limited to single words. Lexical items are like seems in that they are "natural units" translating between languages, or in learning a new language. Therefore,

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the lexical knowledge is important foreign language learner in academic writing success.

Miss-selection of lexical item is a process where students use a lexical item instead of using another one because they confuse the meaning of the item. Students commit the error due to their inadequate of lexical competence and may be due to the influence of L1. Students sometimes use certain word in wrong context, a matter that renders the sentence vague and sometimes incomprehensible (Fareh, 2014). The misused word sound is correct in term of grammar, but wrong in terms language use. In line with Carter (1998), the lexical error can appear in many cases that could hinder communication, which are less tolerated by readers as compared to syntactic errors. In conclusion, to avoid the miss-selection of lexical item, it is important for the foreign language learner to learn lexical knowledge in learning and communication in a foreign language.

2. Maxim Violation

As languages have emerged and developed in the history of human based on the need of communication, people involved in any kind of conversation intend to communicate their messages. Grice (1975) defined the cooperative principle and the maxims of cooperation as the principles that people obey for successful communication. He defines how people communicate in his article “Logic and Conversation”:

> Our talk exchanges do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent,

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> a common purpose or set of purposes, or at least a mutually accepted direction. (Grice, 1975: 47)

Grice defines how these purposes are set in a conversation. These purposes might be set at the beginning of a conversation with a set question or discussion topic, or they may be set during the exchange of the talk and it may be definite or quite indefinite leaving some ground for the recipient to interpret. However, at some stages of the process of these purposes, some *conversational moves* can turn out to be unsuitable for the purposes of the communication. At this point Grice explains the principle that people are expected to follow:

> Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. One might label this the cooperative principle. (Grice, 1975:48)

Upon his assumption that people are expected to abide by the cooperative principle, Grice defines four "specific maxims" or "submaxims" following the philosopher Kant. These maxims are Quantity, Quality, Relation and Manner. He describes these maxims as follows:

a. Quantity

Grice thinks that the first sub-maxim under Quantity is someone must make contribution as informative as is required (for the current purposes of the exchange), do not make contribution more informative than is required.

b. Quality

Under quality, Grice (1975) talks about a super maxim that is simply telling the truth. Under maxim quality, Grice counts two sub-

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maxims which are not telling lies and not telling things for about which you are not sure. In conclusion, try to make the contribution one that is true and do not say if it lacks of evidence.

c. Relevance

Maxim relevance means exchanging information relevant to the purposes of the conversation. For example, if B needs a screw driver, A is expected to hand in a screw driver but not a hammer, cassette, keys, etc.

d. Manner

Grice (1975: 46) suggests that the maxims of manner are different from the others in the sense that whereas other maxims are related to "what is said", manner is related to "how what is said to be said". In essence, be perspicacious, brief (avoid unnecessary prolixity), orderly and also speaker must avoid obscurity and ambiguity of expression.

Though Grice's maxims have often been used in the analysis of spoken communication, there is no argument stating that they cannot be used in writing. Indeed, writing is another form of communication and violating these maxims in writing may cause problems in communicating or getting the meaning out of a particular text. As Grabe and Kaplan (1996: 41) state, writing is "structured to communicate information within certain accepted principles", which may include Grice's Cooperative Principle and its maxims. Moreover, the studies on content schemata also support the claims that the writers must consider their audience's background knowledge, which is also parallel to the Grice's maxims (1975).

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The analysis for the violation of Grice's maxims involved the organization and development of the information structure and the connectivity, development and relation of ideas in the text. The explanation how each maxim can be adapted for analyzing an essay, as the following illustrates:

a. Quality

An analysis of the essays for the violation of quality maxim is needed to judge whether this maxim, as well as the other maxims, has a role in the quality of the essays. The maxim of quality requires the writer to provide support and justification for his/her position in order to render the text accurate and give it truth-value. Particularly in academic writing, providing justification and evidence is important and this is often accomplished through citing references.

b. Quantity

An analysis of the essays for the violation of quantity maxim is evaluated as, whether the students have provided unnecessary details about their arguments; whether the information they have provided is sufficient enough to support their claims by evaluating whether what they argue needs to be further explained and developed. The maxim of quantity requires the writer to make his contribution meaningful. In this type of failure, students often add sentences and ideas that are not needed. This renders their writing repetitive, monotonous and less informative.

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c. Manner

An analysis of the essays for the violation of manner maxim is focuses on ambiguity (having more than one meaning); obscurity (expressions that are difficult to understand); prolixity (wordiness, repetition of the same ideas); being orderly (organization of ideas in the way expected for the type of essay written). Student sometimes tend to produce vague and fuzzy sentences that do not convey a specific meaning. In other words, they violate the maxim of manner that requires participants to make their contribution as clear as possible without ambiguity or vagueness.

d. Relevance

An analysis of the essays for the violation of relevance maxim is questioned as, whether there are any pieces of information that are irrelevant to the topic of the essay; whether there are any pieces of information that are irrelevant to the thesis statement; whether there are any pieces of information that are irrelevant to the major supports under each topic sentence. This maxim states that a participant should make his contribution relevant to the topic of conversation of writing.

In other words, in terms of writing, the things that make the reader comprehend the text in terms of what the writer provides and how he provides them. This approach is based on the assumption that written text is a result of the attempt to produce sequence of sentences in accordance with the maxims

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described by Grice. Therefore, in written text, each sentence is intended to say something necessary, true and relevant to accomplishing some objective in which the text producer and the intended audience are mutually interested.

3. Overuse Qualifier

Qualifier is a word that limits or enhances another word's meaning. According to Nordquist (2017), qualifiers is a word or phrase such as *very* that precedes an adjective or adverb, increasing or decreasing the quality signified by the word it modifies. Qualifiers can play an important role in writing text, because it is giving the reader clues about how confident the writer feel about the information he is presenting. Activity in academic writing, the writers need to clearly indicate whether they think claims are certain, likely, unlikely, or just false. In conclusion, qualifier is a word or phrase that are added to another word to modify its meaning, either by limiting it or by enhancing it.

The writer, however does overuse of qualifiers can make the writer sound unsure of the facts; it can also make his or her writing too informal. It is best not to use some qualifiers too much because writing that contains too many qualifiers can sound unclear and wordy. The writers rely-on qualifiers because they either don't know or don't take the time to find the appropriate word. Instead they construct the meaning by employing a not-quite-right word with a qualifier added to strengthen or to tone down a noun or verb. It can be concluded that when the writers overuse these words, their writing will seem lazy, as if they have not taken the time to look for the just right word to describe what their means.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A research design is a detailed online of how an investigation will take place. In this research, the researcher used qualitative research design to find out the answer of research questions. The use of qualitative research design is based on the consideration that to find out the macro-linguistic error in students' essay involves the various aspects that have to be examined more deeply and comprehensive. In fact, qualitative research is an approach to exploring and understanding the meaning of individuals or groups ascribe to a social or human problem (Creswell, 2014). According to Vanderstoep and Johnston (2009: 7) state that qualitative research produces a narrative or textual description of the phenomena under study. Obtaining rich and in-depth information is the characteristic of qualitative research. This research focused on the detailed explanation and aimed to present in-depth information related to the macrolinguistic error in students' essay as the result.

The process of this research involves emerging questions and procedures. The data typically collected in the participant's setting. The data analysis inductively building from particulars to general themes, finally the researcher making interpretations of the meaning of the data.

In this research, content analysis method used in this qualitative research. Content analysis is a method that will be preserved to be the fundament for a qualitative oriented procedure of text interpretation (Mayring, 2000). It can be

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concluded that, content analysis is a method of text analysis for interpreting interview transcripts and other documents in a research, as attempts to find out the macro-linguistic errors in essay written by the sixth-semester students of English Education at University of Sultan Ageng Tirtayasa.

B. Subject of the Research

Subject of the research is students who has participated in human subject research by being the target of observation by researcher. The subject for this research is the sixth-semester students in English Education at University of Sultan Ageng Tirtayasa University who had taken Academic Writing course. The sixth-semester students will be chosen because the researcher find that they seemed to find difficulties in writing assignments. Related to the course, the Academic Writing course is taught one times a week for 90 minutes for each meeting.

For this research the researcher applied technique of sample determination namely purposive sampling. Purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study (Crossman:2017). The researcher used the document from the subject of research which is will represent the data.

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C. Place of the Research

This research attempts to identify the pragmatic errors in essay written by the sixth-semester students of English Education of Sultan Ageng Tirtayasa University. Sultan Ageng Tirtayasa University is a state university where located on Jl. Raya Jakarta KM 4 Pakupatan, Serang, Banten Province, 42118.

D. Data Collecting Technique

Based on the research question of this research, the data collecting technique done as follow:

1. The Sixth-semester Students' Essays

The sixth-semester students' essays were employed for answering the first research question, the data collected through the documents or students' essays to find out the macro-linguistic errors in English essay written by the students. The essay is argumentative essay. The theme of the essay is *The Good Qualities of Teacher*.

2. Interview

Interview was employed for answering the second research question. Interview is a conversation between two people in order to gain information. The conversation was conducted by two parties, namely interviewers who ask questions and interviewees who provide answers to the question (Moleong, 2007). The data was collected through the interview to find out the possible causes of a student errors in making English essay.

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This research used semi structured interview. According to Harrell and Bradley (2009), in semi-structured interviewing, a guide is used, with questions and topics that must be covered. The kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to delve thoroughly the answers provided. The application of this technique in interview was to create relaxed and flexible situation to gain the information about the possible causes of a student errors in making English essay.

E. Data Analysis Technique

The next step after data collection technique is data analysis. Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Data in this research obtained some data collection techniques such as document analysis, interviews, and questionnaires. This qualitative research took a smaller sample, and its picking tends to choose a purposive rather than a random one.

Data analysis technique for this research applied the theory from Miles, Huberman and Saldana (2014). Model analysis by Miles, Huberman and Saldana is often referred to as an interactive data analysis method. They revealed that activity in qualitative data analysis is done interactively and continuously to complete, so the data is saturated. Three procedures in data analysis technique are suggested by Miles, Huberman and Saldana namely data condensation, data display, and drawing conclusion or verification.

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1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/ or transforming the data that appear in the full corpus (body) of documents and questionnaires. In data condensation, the researcher selected the document or essay from the sixth-semester student of English Education that represent the data and the researcher was made coding and generating categories. Coding and categorizing applied in the document. The data chunked to code and which to pull out, which category labels best summarize a number of chunks, which evolving a conclusion.

Table 3.1. Categories of Error

NO	DATA	CATEGORIES OF ERROR												
		PE						DE						
		MS	MX				OQ	RS	LR	PD	CP_1	DM	CP_2	AP
			QL	QN	R	M								
1														
2														

Notes:

AP : Absence of parallel structure

CP_1 : Cohesion problem

CP_2 : Coherence problem

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DM : Improper use of discourse markers
LR : Unawareness of logical relation between sentence
M : Maxim violation of maxim manner
RS : Run-on sentence
MS : Miss-selection of lexical Item
OQ : Overuse of qualifiers
PD : Poor paragraph development
QL : Maxim violation of maxim Quality
QN : Maxim violation of maxim Quantity
R : Maxim violation of maxim relevance

The coding systems were as follows:

e.g. AK/01/DE/RS

AK: The student

01: Paragraph one

DE: Discourse error (category of error)

RS: Run-on sentences (type of error

Example:

Teacher is figure that very important in education system, teacher also very determine the success the students, especially in teaching and learning in the class.

(Datum AK/01/DE/RS)

For the second research question, "What are the possible causes of these errors?" the researcher did the interview by using the interview guide line. The interview used to find out the students' ability and interest in writing activities. The topic of the interview guide line contains four questions. The researcher did not include the name of the participants to keep the identity of the participants confidential, the researcher only put the code on the identity sheet.

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Table 3.2. The Interview Guide Line

No	Topic	Question
1	Students' interest in writing.	Do you like writing? Give your reason.
2	Students' performance in writing.	How is your performance in writing?
3	Students' problem in writing.	What kind of problems that you found in writing?
4	Students' effort to improve their writing skill.	What are your efforts to improve your writing skill?

2. Data Display

After the data is identified and classified, the researcher displayed the data by simple description to make the reader easy to understand.

3. Drawing Conclusion

Finally, the researcher draw meaning from data and subsequently building a logical chain of evidence.

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F. Research Procedure

The research procedure for this research as follow:

1. Determine the problem will be studied for this research.
2. Determine the subject of this research.
3. Identify and formulate the problem.
4. Performing the literature review.
5. Identifying the gap in literature.
6. Finding the appropriate data collection method.
7. Collect the document and the interview from the subject of this research.
8. Analyze the data by using theory from Miles, Huberman, Saldana (2014).
9. Finding the result that related to the research.
10. Took the note, draw conclusion and give recommendation after conducting the research.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Macrolinguistic Errors Commit by The Students

This section aimed at answering the first research question, namely what errors of the macrolinguistic errors do at the sixth-semester students of English Education commit to writing English essay. The data was collected by the researcher from the sixth-semester students' essay who have joined the academic writing class. The essay is argumentative essay and the title of the essay is "The Good Qualities of Teacher".

The researcher analyzed the essay which represent the data of the macrolinguistic error at discoursal and pragmatic level based on the theory from Fareh (2014). The researcher has found seven types of error at the discoursal level and two types of error at the pragmatic level. In the discoursal level, the researcher found run-on sentences, unawareness of logical relation between sentences, poor paragraph development, cohesion problem, improper use of discourse markers, coherence problem, and absence of parallel structure. In the pragmatic level, the researcher found miss-selection of lexical item and maxim violation.

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1. Run- On Sentences

A run-on sentence is a condition when two or more independent clauses are not joined correctly. According to Fareh (2014), students sometimes tend to join sentences with each other, using a comma instead of a full stop or semicolon.

Example:

> Teacher is figure that very important in education system, teacher also very determine the success the students, especially in teaching and learning in the class.
>
> **(Datum AK/01/DE/RS)**

> Not only experience, but also how accountable the teacher, how the teacher can relate, determined and organized, and how the teacher bring the classroom atmosphere to become more alive and make students comfortable learning, because the teacher is facilitator, motivator and role model for his students.
>
> **(Datum AK/02/DE/RS)**

The example above is the run-on sentence. The example shows a comma splice in which occurs when two or more independent clauses are joined only by a comma. It is in line with Fareh (2014) who argues that students do not know some of the basic textual conventions pertaining to paragraph structure. They believe that a text is just a juxtaposition of sentences without being controlled by punctuation rules. The students usually focused on sentence structure, grammatical correctness and spelling.

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2. Unawareness of Logical Relations Between Sentences

A sentence relation is a meaning created just by placing two sentences next to each other in a text. According to Fareh (2014), students often produce a general statement at the beginning of a paragraph but they do not know which part of the statement is to be developed through supporting details.

Example:

> Teacher is someone who could be **example for the students**. **The qualities of education**, that were good or bad is determined by the teacher quality standards.
>
> (Datum AK/01/DE/LR)

> **The teacher** not only must teach how the subject or material in the class, but also have responsibility to teach **good morals and manners** to the students. Because how **students behavior** is depend on teacher or **parents** who teach them.
>
> (Datum AK/03/DE/LR)

The first example, the topic sentence is teacher as the example for the students but the student did not mention a sentence that support the topic sentence. The student mentioned the qualities of education that is not logically related to idea mentioned in the topic sentence.

The second example also the topic sentence and the supporting sentence are not logically related. It is better to the student to mention about the good morals and manners that should be teach by the teacher.

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A paragraph consists of a number of sentences that develop one main idea that is usually expressed in the topic sentence. The main idea is referred as the controlling idea that is further developed through supporting details. Those examples indicate that the student is not aware of the logical relations holding between sentence. Moreover, the students not aware of the paragraph development patterns that require sequencing of ideas.

3. Poor Paragraph Development

According to Fareh (2014) the poor paragraph development is said when the learners fail to realize the form of a paragraph as a number connected sentences that develop one major theme. Students often produce a number of separate and disconnected sentences that do not constitute a coherent unit. Thus it means that there is a tendency to divide a paragraph into three or more sections or sub-paragraph by indenting each sentence.

Example:

Good Qualities of Teacher

Teacher is **figure that very important** in education system, teacher also very determine the success the students, especially in teaching and learning in the class. Teacher is **someone who could be example** for the students. The qualities of education, that were good or bad is determined by **teacher quality standards**.

(Datum AK/01/DE/PD)

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The example shows that the paragraph consists of some interconnected sentences that do not develop one main idea. Instead, the students produce a number of separate and disconnected sentences that do not constitute a coherent unit. The movement from one idea to another idea is incoherent so that it shows the poor paragraph development.

4. Cohesion Problem

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. A text should display continuity of senses and a smooth flow of ideas (Fareh, 2014).

Example of **reference type**:

> The teacher who loves **they** work as a teacher would find art in teaching and they would find something comfort and interest to share more knowledge to their students.
>
> **(Datum AK/01/DE/CP$_1$)**

> First argument, good teacher need to show responsibility however young they are. **This** will enable them to perceive emotional fluctuations among students.
>
> **(Datum DR/02/DE/CP$_1$)**

The first example, the pronoun ‘they’ has no antecedent, which distorts the cohesion of the paragraph. Pronoun is a word that refers to a noun. In conclusion, the student should mention the noun first before the pronoun or use the correct pronoun to create the cohesion.

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The second example, the demonstrative pronoun ‘this’ has no antecedent, which distorts the cohesion of the paragraph. In conclusion, the student should mention the proper antecedent before use the demonstrative pronoun to create the cohesion.

The use of reference indicates the unity of paragraph to some extent, and the relevance of the ideas to central theme. Misuse of reference will distort the cohesion of the paragraph.

5. Improper Use of Discourse Markers

The inadequate renditions of connectives imply that the learners are not aware of the correct use of such connectives because they are not properly taught or trained to use them (Fareh,2014).

Example:

> When they love what are they doing, so they qualities is of course will improve, **but** don’t forget to upgrading training they skills to improve quality standard of teacher that’s very important.
>
> **(Datum AK/04/DE/DM)**

> I think to be a good teacher, we have to have these important values, **which is** target, communication and satisfaction.
>
> **(Datum DG/14/DE/DM)**

The examples above indicate that the students are not aware of the correct use of such connectives word. The first example indicates that the students do not exactly know the connective ‘but’ that is use to show

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contrast between two sentences. In the first example it is said about the qualities of teacher will improve, next the student said about upgrading training. Improve and upgrade have the similar meaning, so it is better to use connective ‘and’ to indicate same, similar, or equal. The second example indicates that the students do not exactly know about discourse markers or connective words. The student use word ‘which is’ for mention or give example, even though the word ‘which’ is relative pronoun. Generally, ‘which’ is reserved for non-restrictive function. So that the usage of ‘which is’ is not correct as discourse markers. The student should use the correct discourse marker usually for mention or give examples use the connective ‘for example’, ‘such as’, ‘namely’. The inadequate renditions of connectives imply that the students are not aware of the correct use of connectives because they were not properly trained to use them or transfer from student’s mother tongue.

6. Coherence Problem

Coherence is the way in which ideas in a text are linked logically. According to Fareh (2014), most of the problems that students encounter in producing coherent texts are manifest in their inability to maintain information flow of senses in their paragraphs and texts, they move from one idea to another and thus render the text incoherent.

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Example:

The Good Qualities of Teacher

Teacher is **figure** that very important in education system, teacher also very determine the success the students, especially in teaching and learning in the class. Teacher is someone who could be **example for the students**. **The qualities of education**, that were good or bad is determined by the teacher quality standards.

(Datum AK/01/DE/CP$_2$)

One station was for gardening and we could plant seeds and check them every day to see how much they had grown. Another station in that classroom that stick out in my mind is the art and craft station. By choosing which station we wanted to work at, we were becoming much more interested in what we wanted to do, not what we had to do.

(Datum H/02/DE/CP$_2$)

Those paragraph has coherence problem. The first example shows that the paragraph is lack of coherence. The paragraph is supposed to develop the main theme clearly. However, every single sentence in the paragraph has their own topic, which is did not support the main topic. The student moves from one idea to idea and thus render the text incoherent. The second example shows that the paragraph is incoherent because there is no single sentence that is develop the main theme, the good qualities of teacher. From those examples, it can be seen that the students fail to maintain information flow of sense in their paragraph.

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7. Absence of Parallel Structure

In case of making a list of things, EFL learners sometimes list phrase or clause that are not parallel. This practice renders their writing awkward and not cohesive. (Fareh, 2014)

Example:

A good teacher is **like a great teacher**, **focusing on the positive** and **never letting students lose hope**.

(Datum DT/03/DE/AP)

The teachers needs **passion for teaching**, **love of kids**, **love their subject.**

(Datum RM/01/DE/AP)

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. The first example and the second shows different series: noun phrase and verb phrase. The examples above show that the student seems not aware of the parallel structure. The list above should have the same grammatical form. Items in a series must be all noun, all verbs, or all participles, and so on.

8. Mis- selection of lexical item

Students sometimes use certain word in wrong context, a matter that renders the sentence vague and sometimes incomprehensible (Fareh, 2014).

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Example:

I do believe if you follow all of them, you will increase your **habit** while you were teaching the class.

(Datum SA/03/PE/MS)

Not only experience, but also how accountable the teacher, how the teacher can relate, determined and organized, and how the teacher bring the classroom atmosphere to become **more alive** and make students comfortable learning, because the teacher is facilitator, motivator and role model for his students.

(Datum AK/02/PE/MS)

The first example shows that 'habit' is not appropriate in the sentence. The word 'habit' should be changed by 'performance' to make the context clearly and relate to the how teacher teach the students. The second example shows that 'more alive' is not appropriate in the sentence. The word 'more alive' should be changed by 'dynamic' to make the context clearly and relate to the situation in the classroom.

9. Maxim violation

Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. One might label this the cooperative principle. (Grice, 1975:48).

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Example:

a. Violation of The Maxim Quality

The maxim of quality requires the writer to provide support and justification for his/her position in order to render the text accurate and give it truth-value (Grice:1975).

Example:

Students are **most affected** by the quality of their teacher.

(Datum DW/01/PE/MX/QL)

The violation of the quality maxim is identify as making overgeneralizations or giving inadequate or no evidence or support for the claims/ideas. That is, limited expressive ability hinders their ability to give adequate supportive information, which would cause the students to violate the quality maxim.

b. Violation of The Maxim Quantity

The maxim of quantity states that a speaker or writer should give the amount of information required to make his contribution meaningful. According to Fareh (2014), in this type of failure, students often add sentences and ideas that are not needed. Students renders their writing repetitive, monotonous, and less informative.

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Example:

The teacher not only must teach how the subject or material in the class, but also **have responsibility to teach good morals and manners** to the students. Because how students behavior is depend on teacher or **parents** who teach them. So it is important to **teacher and parents to have responsibility about teach a good morals and manners**, not only just teaching the subject matter.

(Datum AK/03/PE/MX/QN)

Students were asked to write a paragraph on the good qualities of teacher. The first sentence that is supposed to present controlling idea, includes a phrase should not be there 'not only must teach how the subject or material in the class'. The second sentence is not related to the controlling idea of the topic sentence, which is state about responsibility of the teacher to teach good morals and manners to the students. Until the last sentence the students did not give more explanation about the good morals and manners itself, so the paragraph is less informative thus it is a digression and a violation of the quantity maxim.

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c. Violation of The Maxim Relevance

The maxim of relevance states that a participant should make his contribution relevant to the topic of conversation of writing. According to Fareh (2014), in this type of failure, students write a sentences that are not relevant to the topic of the paragraph.

Example:

> One station was for gardening and we could plant seeds and check them every day to see how much they had grown. Another station in that classroom that stick out in my mind is the art and craft station. By choosing which station we wanted to work at, we were becoming much more interested in what we wanted to do, not what we had to do.
>
> **(Datum H/02/PE/MX/R)**

Students were asked to write a paragraph on the good qualities of teacher. The sentences of this paragraph are irrelevant to the topic of the paragraph. They do not talk about the qualities of good teacher. Therefore, this paragraph is unfocused because it violates the maxims of relevance.

d. Violation of the Maxim Manner

Grice (1975: 46) suggests that the maxims of manner are different from the others in the sense that whereas other maxims are related to “what is said”, manner is related to “how what is said to be said”. According to Fareh (2014), in this type

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of failure, students tend to produce vague and fuzzy sentences that do not convey a specific meaning.

Example:

A good teacher is like a great leader, **focusing on the positive**, and never **letting students lose hope**.
(Datum DT/03/PE/MX/M)

The example above indicates that the students produce a sentence that is lack of clarity, and ambiguous. The student did not explain more about the positive and students lose hope. The students should make their contribution as clear as possible without ambiguity or vagueness.

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B. The Possible Cause of These Errors

To answer the second research question in this research 'what are the possible causes of these errors?' the researcher used the interview as the instrument. The interview held on April 26th, 2018. The researcher interviewed five students who joined academic writing class. Each interview consisted of four main questions as well as appropriate follow-up questions. Interviewees were questioned about their interest, performance, problem, and effort in writing activities. The researcher recorded all responses by an audio equipment and taking some notes.

From the data which is gotten from the interview with the students, the researcher found that the performance of the student's writing is still not good enough. The students also have lack interest in writing even they do not like writing at the session of interview. The reason is the students said that they feel writing is difficult for them. They face many problems in writing. The most common problem is to use the correct and appropriate grammar. They felt that grammar is complex and difficult to learn. Besides grammar, they also said that they have problems in developing the idea, mastering the vocabulary, using the discourse makers and punctuation, constructing the cohesion and coherence in the paragraph. The students got difficulties to formulate and develop their own idea of writing. The students said, they got difficulties to formulate and develop their own idea of writing. The difficulties lead them to construct their idea to the cohesive and coherent paragraph as well. From the interview, the students admit that their vocabulary mastery was still low

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because they are still not familiar with the English word. It caused them commit the error in the selection of the lexical item. The students also said that they feel confused to use the appropriate discourse markers and punctuation when they write. But when the researcher asked about their efforts to improve their writing skill, the most common effort that students do to improve their writing skill is reading English and they have the guidebook from the lecturer. However, the student said that they are seldom to read the book even they said that the book is less helpful and they prefer to use the internet than the book from the lecturer. It indicates that the use of the book as guided writing is less desirable by students. From those reasons, it can be concluded that the first negative language transfers caused students write the sentences as well as when they are talking which is eventually causes the errors in writing sentence it is called interlingual erros. It is supported by Corder (1975 cited in Temmime, 2009) who explains about transfer, he states that, “the learner is carrying over the habits of his mother-tongue into the second language.” As he stated, when there is a similarity between native language and target language, learning a target language is easy through positive transfer, but if there is a difference between them, learning that language (target language) is difficult and it results in negative transfer where the errors occur. However, based on their efforts to improve their writing skill, the errors not only caused by mother tongue interference, but also the learners have not really acquired the knowledge because of the difficult of language itself. As supported by Dulay and Burt (1974 cited in Heydari, 2012)

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classified learners' errors into three broad categories. First is developmental errors, errors that are similar to L1 acquisition. Second is interference errors, errors that reflect the structure of the L1. Third is unique errors, errors that are neither developmental nor interference. Those problems can be proved by the errors committed by students in their essay. In conclusion, as a matter of fact, lack of practice and guidance in writing is a decisive factor for the students' inadequate performance.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings in Chapter IV, it can be concluded that the Indonesian EFL learners especially the sixth-semester students of English Education Department University of Sultan Ageng Tirtayasa were committed macrolinguistic errors in writing an essay. The students commit seven types of error at the discoursal level and two types of error at the pragmatic level. In the discoursal level, the students commit run-on sentences, unawareness of logical relation between sentences, poor paragraph development, cohesion problem, improper use of discourse markers, coherence problem, and absence of parallel structure. In the pragmatic level, the researcher found miss-selection of lexical item and violation of the maxim of quantity, manner, and relevance. The most dominant is discourse error, that indicates that students' ability to create and develop stretches of language that are longer than a sentence still low.

Then, dealing with the possible causes of these errors, there are some possible causes that lead to the errors commit by students. The possible causes of the errors included: students have a lack interest in writing; students got difficulties to use the correct and appropriate grammar; students got difficulties to construct their idea to the cohesive and coherent paragraph; students' vocabulary mastery was low; students got difficulties to formulate their own idea of writing. The main cause of the errors which were indicated above, they were related to the

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method of learning process delivered by the teacher. Lack of practice and guidance in writing is a decisive factor for the students' inadequate performances. In conclusion, a lot of practice equals better performance.

B. Suggestion

Based on the conclusion of the study, the researcher would like to offer the suggestions will be directed toward the English teachers, EFL learners and other researchers. The suggestions as follows:

1. For EFL teachers

   The EFL teachers should be made aware of the differences between the rhetorical patterns of the learners' first language and the target language. These difference should be highlighted, taught and sufficiently practiced. EFL teachers also are expected to focus on the errors do the students commit to writing an essay. They have to create the situation in learning process more enjoyable for the students to enhance student's motivation in learning writing. In learning writing, the classroom instruction should aim at enhancing students' pragmatic and discourse competences by focusing not only on the accuracy of linguistic forms but also on the functional uses of language to reach a native-like proficiency, mainly in information flow.

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2. EFL Learners

First, EFL learners should strive to maximize competence to the target language through extensive reading, listening, and writing. Second, EFL learners should be aware of their errors and avoid repeating the same errors in their further learning.

3. Other Researchers

For further research, the researcher suggests some suggestions, first another research can be carried out with a larger group of students from different institutions, with different essay types and with other L1s. Second, this research is only focused the macrolinguistic errors in EFL learners' essay, further research can be carried out about the microlinguistic errors in EFL learners essay. The last, the correlation between macrolinguistic and microlinguistic competence in students' writing.

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APPENDIX A

LETTERS

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Wakil Dekan Bidang Akademik

Dr. Suroso Mukti Leksono, M.Si.
NIP. 197202262005011002

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b. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
c. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
d. Keputusan Presiden RI Nomor 32 Tahun 2001 tentang Penegerian Universitas Sultan Ageng Tirtayasa;
e. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor: 17 tahun 2015 tentang Statuta Universitas Sultan Ageng Tirtayasa;
f. Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi RI Nomor 291/M/KP/VIII/2015 tentang Pengangkatan Prof. Dr. H. Sholeh Hidayat, M.Pd. sebagai Rektor Universitas Sultan Ageng Tirtayasa Periode 2015-2019;
g. SK Rektor Untirta Nomor: 818/UN43/KP/SK/2015 tentang pengangkatan Dekan FKIP Untirta;
h. Keputusan Rektor Universitas Sultan Ageng Tirtayasa Nomor: 325/UN43/AK/SK/2017 tentang Pedoman Akademik Universitas Sultan Ageng Tirtayasa Tahun Akademik 2017-2020.

Memperhatikan : Surat usulan Ketua Jurusan Pendidikan Bahasa Inggris Nomor : 165/UN43.2.03/PP/2018 tanggal 02 Mei 2018 tentang Permohonan SK Dosen Pembimbing Skripsi

MEMUTUSKAN

Menetapkan :

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Kedua : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila di kemudian hari terdapat kekeliruan, akan diadakan perubahan dan perbaikan sebagaimana mestinya.

Ditetapkan di : Serang
Pada tanggal : 03 Mei 2018
Dekan,

Dr. H. Aceng Hasani, M. Pd.
NIP 19670820 199802 1 003

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1. Rektor Untirta
2. Wakil Dekan di lingkungan FKIP Untirta
3. Ketua Jurusan Pendidikan Bahasa Inggris
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Jurusan Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Semester Genap Tahun Akademik 2017/2018

DAFTAR MAHASISWA DAN DOSEN PEMBIMBING TA/SKRIPSI
Semester : Genap Tahun Akademik 2017/2018

No	NIM	Nama	Judul	Dosen Pembimbing
1	2223140455	Tb. Ilham Hidayat	Improving Student's Writing Skill in Narrative Text Using ANimation Movie at Tenth Grade of SMA Negeri 4 Kota Serang	Pembimbing 1: Dr. John Pahamzah, M.Hum Pembimbing 2: Sutrisno Sadji Evendy, M.Pd.
2	2223140595	Nia Novianti	Improving Students' Vocabulary mastery by Using Pop-Up Book at Seventh Grade of SMPN 8 Kota Serang	Pembimbing 1: Dr. John Pahamzah, M.Hum Pembimbing 2: Rosmania Rima, M.Pd.
3	2223140724	Siti Nurkholifah	The Influence of Using E-Short towards Students' Vocabulary at the Eighth Grade of SMPN 17 Kota Serang	Pembimbing 1: Drs. Pupun Sampurna, M.Pd. Pembimbing 2: Ledy Nurlely, M.Pd.
4	2223140904	Fujy Puspita Damayanti	Students' Motivation in English Language Learning. Study Case for Grade Fifth at Lantaratpra Cha Utit School	Pembimbing 1: Dr. Siti Hikmah, M.Pd. Pembimbing 2: Dina Rachmawati, S.S., M.Pd.
5	2223140999	Humaeroh	Improving Students Reading Comprehension through Listen-Read- Discuss (LRD) Strategy at Eighth Grade of SMPN 1 Cikeusal	Pembimbing 1: Drs. Pupun Sampurna, M.Pd. Pembimbing 2: Rosmania Rima, M.Pd.
6	2223141544	Riska Lestari	Developing "Pepo-Zee!" Media for Teaching Preposition of Place at the Seventh Grade of SMP Negeri 1 Cikande	Pembimbing 1: Rosmania Rima, M.Pd. Pembimbing 2: Yusti Fargianti, M.Pd.
7	2223141568	Mardiatun Nisa	The Correlation Between Students' Reading Habit and Their Reading Comprehension of Eleventh Grade Students at MA At-taqwa Tangerang	Pembimbing 1: Drs. Pupun Sampurna, M.Pd. Pembimbing 2: Rahman Hakim, M.Pd.
8	2223141707	Zahrah Fawziah	An Analysis of the Implementation of Peer Correction Technique on Students' Exposition Text	Pembimbing 1: Dr. Yudi Juniardi, M.Pd. Pembimbing 2: Dina Rachmawati, S.S., M.Pd.
9	2223142110	Ratu Amalia M	An Analysis of Teachers' Classroom Management Skill in Teaching English at SMPN 5 Kota Serang	Pembimbing 1: Sutrisno Sadji Evendy, M.Pd. Pembimbing 2: Rosmania Rima, M.Pd.

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10	2223142398	Fanisa Fitrianti Putri	Macrolinguistic Errors in Indonesian EFL Learners' Essay	Pembimbing 1: Dhafid Wahyu Utomo, M.A Pembimbing 2: Yusti Fargianti, M.Pd.
11	2223142530	Desy Aulia Mariska	The Effectiveness of using Spelling Bee Game Toward Studentsâ€™ Vocabulary Mastery at Fourth Grade of Anuban Jitjongrak School Krabi Thailand.	Pembimbing 1: Dr. Siti Hikmah, M.Pd. Pembimbing 2: Ika Handayani, M.Pd.

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Pada tanggal : 03 Mei 2018
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Tanggal	Catatan Pembimbing	Paraf Pembimbing I	Paraf Pembimbing II
26-10-17	chapter I		
27-11-17	Chapter 1		
2/12 2017	chapter II		
12-01-2018	Chapter 2		
10-12-2018	chapter III		
16-01-2019	Chapter 3		
10-01-18	Acc for proposal Seminar		
16-01-18	Acc for Sempro		
20/04 2018	Chapter IV Chapter V		
26/04 18	Chapter IV		
18/05 18	Chapter IV Chapter V		

21/05 18	Acc for thesis examination		
21/05/18	Acc for thesis examination		

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Website: www.fkip.untirta.ac.id email: surat.fkip@untirta.ac.id

Nomor : 176 /UN43.2.03/PP/2018
Lampiran : 4 berkas
Perihal : **Ujian Skripsi**

Serang, 23 Mei 2018

Yth.
Dhafid Wahyu Utomo, M.A.
Penguji Ujian Skripsi
di
tempat

Dengan hormat,

Sehubungan akan dilaksanakannya Ujian Skripsi mahasiswa Jurusan Pendidikan Bahasa Inggris, maka dengan ini kami mengundang Bapak/Ibu sebagai penguji ujian Skripsi, yang akan dilaksanakan pada:

Hari/ Tanggal : **Rabu. 30 Mei 2018**
Kamis, 31 Mei 2018
Senin, 4 Juni 2018
Waktu : Terlampir
Tempat : Ruang CA104, CB313, dan Jurusan

Nama mahasiswa dan penguji terlampir. Penguji diharapkan kerjasamanya untuk menguji **tepat waktu** karena akan berdampak pada jadwal ujian berikutnya.

Demikian surat ini kami buat. Atas perhatiannya diucapkan terima kasih.

Ketua Jurusan,

Dr. Siti Hikmah, M.Pd.
NIP. 19770603 200312 2 002

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JURUSAN PENDIDIKAN BAHASA INGGRIS FKIP UNTIRTA

No	Hari & Tanggal	Waktu	Tempat	Nama	NIM	Judul Skripsi	Ketua Penguji	Penguji 1	Penguji 2	Kode
1	Rabu, 30 Mei 2018	08.00 - 09.00	Ruang CB313	Fanisa F. Putri	2223142398	Macrolinguistic Error in EFL Learners' Essay	Dr. Syafrizal, M.Pd.	Dhafid Wahyu Utomo, M.A.	Yusti Fargianti, M.Pd	2
2	Rabu, 30 Mei 2018	09.00 - 10.00	Ruang CB313	Novela Francisca K	2223142291	Gender Differences in Performing Refusal Strategies at the Sixth Semester of English Education Department at University of Sultan Ageng Tirtayasa	Dr. Syafrizal, M.Pd.	Dhafid Wahyu Utomo, M.A.	Yusti Fargianti, M.Pd	2
3	Rabu, 30 Mei 2018	10.00 - 11.00	Ruang CB313	A. Rein Yudha Wijaya	2223143241	An Analysis of Humor in Rooster Toeth's Animation RWBY Volume 1-3	Dr. Syafrizal, M.Pd.	Dr. John Pahamzah, M.Hum.	Dhafid Wahyu Utomo, M.A.	2
4	Rabu, 30 Mei 2018	11.00 - 12.00	Ruang CB313	Dwi Jadmoko	2223131307	The Correlation between Students' Critical Thinking Skill and Students' Argumentative Writing Skill at Fifth Semester English Education of Untirta	Dr. John Pahamzah, M.Hum.	R. Alpha Amirrachman, Ph.D / Delsa Miranty, M.Pd.	Delsa Miranty, M.Pd./ Welliam Hamer, M.Pd.	2
5	Rabu, 30 Mei 2018	13.00 - 14.00	Ruang CB313	Alvin Nur Al-Fath	2223131227	The Correlation of Reading Strategies and Reading Comprehension at Eleventh Grade of SMA Muhammadiyah Cilegon	Dr. John Pahamzah, M.Hum.	R. Alpha Amirrachman, Ph.D./ Delsa Miranty, M.Pd.	Delsa Miranty, M.Pd./ Welliam Hamer, M.Pd.	2

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BERITA ACARA
PENGUJIAN SKRIPSI

Pada hari Rabu, tanggal 30 bulan Mei tahun dua ribu delapan belas telah dilaksanakan pengujian skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Sultan Ageng Tirtayasa atas nama:

Nama : Fanisa Fitrianti Putri
NIM : 2223142398
Judul Skripsi : Macrolinguistic Error in EFL Learners' Essay

Adapun hasil pengujian/ penilaian skripsi tersebut dinyatakan LULUS/ TIDAK LULUS*) dengan yudisium ..... (.....). Sebagai format terlampir.

Serang, 30 Mei 2018

	Nama Penguji	Ttd.
1. Ketua Penguji	: Dr. Syafrizal, M.Pd.	
2. Penguji 1	: Dhafid Wahyu Utomo, M.A	
3. Penguji 2	: Yusti Fargianti, M.Pd.	

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APPENDIX B

DATA AND DOCUMENTATION

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APPENDIX B1

Interview Guide Line

Direction: In this session, there are four aspects that will be discussed and there is no correct or wrong answer, just speech based on your own.

1. Do you like writing? Please give your reason.
2. How is your performance in writing English?
3. What kind of problems that you found in writing English?
4. What are your efforts to improve your writing skill in English?

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APPENDIX B2

Documentation

This appendix is the documentation when the researcher interviewed the subject of this research.

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APPENDIX B3

Student's utterances transcribed

Name : SA

Duration of talk : 09:27 Minutes

R : Good morning. How are you?

SA : Good morning. I am fine, thank you.

R : Today I want to ask you about writing.

SA : Okay

R : Do you like writing?

SA : No

R : Why?

SA : I prefer speaking than writing. Because speaking is more expressive than writing, and it is difficult. In writing, I should have many vocabularies.

R : Okay. How is your performance in writing English?

SA : Good. I think I am good enough in grammar.

R : What kind of problems that you found in writing English except vocabulary?

SA : Connector, subordinator, such as moreover, unless, unfortunately, furthermore it is so difficult. I am not really understood about it.

R : Did you confuse to distinguish them?

SA : Yes, I confuse where I should place the word, whether it should be place

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before a coma or not.

R : When you write an essay, do you know about structure of the paragraph?

SA : Yes, I know a little.

R : Please explain.

SA : Hmm.. the sequence of paragraph from the beginning until the end. It should be an introduction.

R : Do you know what is introduction in the paragraph or in the sentence?

SA : Introduction is the essence what we want to discuss, such as topic sentence what we want to discuss, next is supporting, the content and conclusion.

R : Do you know the important things in writing an essay or a paragraph?

SA : No, I do not know.

R : Do you know cohesion and coherence in the paragraph?

SA : Yes, I know.

R : Can you explain about cohesion and coherence?

SA : I forget about cohesion. But I know coherence.

R : What is coherence?

SA : Coherence is connection.

R : Connect? Can you explain more.

SA : It should be consistent about the topic, consistent on what is being discussed.

R : Do you know about logical relation between sentences?

SA : Yes, I know.

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R : Is it belongs to cohesion or coherence?

SA : Coherence.

R : Have you ever learn about linguistic?

SA : Yes.

R : Do you know about maxim?

SA : Oh I forget about it.

R : Okay, then. Have you ever confused when choosing a word that is has a similar meaning in Bahasa but has different context in English, like change and replace.

SA : No, I am not confused.

R : Can you distinguish between based on and caused by?

SA : Um.. no, I cannot. I confused about it. Yes, I still confuse about it.

R : Do you know about parallelism or parallel structure in a sentence?

SA : Yes, I know.

R : Please explain.

SA : It is like we want to mention things, should be have the same tenses, all noun, like that.

R : Have you ever use word 'very' in your sentences?

SA : Yes, I have.

R : Do you know that the word that is used 'very' can be replace by one word, which is has the same meaning. Like very happy. Do you know another word that is similar with 'very happy'?

SA : Glad, is that true?

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R : Hm. Yeah, it can be glad or delight. Do you know qualifiers?

SA : No, I do not.

R : What are your efforts to improve your writing skill in English?

SA : Study. Study in class. When I join genre based writing class. The lecturer asked me to make a text, after that my friend corrected my work, and then I revised it. So, it helps me to improve my writing skill. It is fun to learn with peer correction method.

R : Is there any guiding books that tells the rules to write paragraph?

SA : Yes, there is a book that should be copied by the students.

R : Do you like reading that book?

SA : Actually not. If only the lecturer asked me to read.

R : Okay, thank you very much.

SA : You are welcome.

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Name : AN

Duration of talk : 10: 04 Minutes

R : Good morning. How are you?

AN : Good morning. I am fine, thank you.

R : Today I want to ask you about writing.

AN : Okay

R : Do you like writing?

AN : I like writing because I usually write poems in English, so that's why I quite like writing. So it's not that hard to writing English text. And it is like my usual activity to write on my Instagram, and blog, I have blog too.

R : Okay. How is your performance in writing English?

AN : It's quite good I think. Because I am very careful with my grammar, I am quite a grammar Nazi actually. I always check my writing so many times before I post it or before I submit it to the lecturer, well I think I little bit better than most of my friends in grammar. I really really tried it to arrange it to be more coherence as many times before submit it.

R : What kind of problems that you found in writing English?

AN : I usually find difficulties to elaborate some text, especially in genre based writing, to make text like factual report or text like that. Those kind of text is difficult to elaborate, sometimes I do not have any idea what to write.

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R : Do you know about cohesion and coherence?

AN : Yes, I know.

R : Could you explain them?

AN : I forget about cohesion. But coherence is… as I recall cohesion is cohesiveness of idea in paragraph.

R : Do you understand about the structure of the paragraph?

AN : No, I don't.

R : Are you sure? It is like the type of sentence in a paragraph.

AN : Oh, I see. That is should be topic and supporting. But … because I usually write on my blog or my status for Instagram, I write do I like.

R : When you write, do you consider about logical relation between sentences?

AN : Yes, I do. But it is usually for personal muse, it is not for assignment, so it's just as we like, informal.

R : Have you ever ignored about the relation between sentences?

AN : Yeah. That will be the problem for doing academic writing.

R : Do you know about the punctuation rules?

AN : Yes, I know, but I don't really mind about it. Sometimes I don't really concern about it. But I know when we reread it, and then when I heard it sounds weird, I will insert the punctuation, like comma.

R : Okay. Do you know about qualifiers?

AN : Qualifiers is addition of meaning in words, such as always, really, most, something like that.

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R : How often do you use qualifiers when writing paragraphs?

AN : Oh I often use it. For example, I am the most beautiful girl in the world. It can be exaggerating meaning or limiting the meaning.

R : Have you ever use word to describe something without using qualifiers but it has similar meaning?

AN : Yeah. Sometimes I am looking for a word that has similar meaning for example, 'I feel very happy' I change it 'I feel fantastic'. But sometimes.

R : Okay, then. Have you ever confused when choosing a word that is has a similar meaning in Bahasa but has different context in English, like alter and replace.

AN : Yes, always. But, I usually use word that is familiar. Or sometimes I check on the internet to make sure.

R : What are your efforts to improve your writing skill in English?

AN : Read more obviously. Personally I like to read, and memorize it.

R : Do you prefer learn writing in class or alone?

AN : I prefer learn writing alone, by myself. Because actually I am very very individual. I cannot learn with many people or with a group. Sit, silence, and listen to the music without anyone else. And the book that is given by the lecturer is less helpful. I prefer reading an English book and browsing.

R : Thank you

AN : You are welcome

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Name : HS

Duration of talk : 05: 31 Minutes

R : Good morning. How are you?

HS : Good morning. I am fine, thank you.

R : Today I want to ask you about writing.

HS : Okay

R : Do you like writing?

HS : I do not like writing.

R : Why?

HS : Because for me it is too complex, it's hard to me to write. Because so \many aspects, like structure, grammar and so on.

R : What is another kind of problem do you face in writing English?

HS : Writing is hard because it must follow the grammar develop the idea. It's hard to develop the idea, like topic sentence and supporting sentence sometimes not relate or connecting the sentences. I often blank when writing, and sometimes I don't really understand about the topic.

R : Do you know about structure paragraph?

HS : Topic sentence, supporting sentence.

R : Do you know about the punctuation rules?

HS : I know. But I do not really understand about it. I understand about the usage of comma, full stop, question mark, quotation mark. But I still confuse about how to use semicolon.

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R : Okay. Do you know about cohesion and coherence?

HS : Uhm.. The unity of paragraph,

R : What is cohesion and coherence?

HS : I forget about cohesion, but coherence is about the unity, cohesiveness and the unity of paragraph. I still confused about it.

R : Do you know about parallel structure?

HS : Yes, I little bit know. It is about if there is a sentence that contains a few noun or verb, for example, there are three noun or verb, so all of them must be same all noun or all adjective.

R : Have you ever confuse when choosing a word that is has a similar meaning in Bahasa but has different context in English, like change and replace.

HS : I still confused about it.

R : Do you know about qualifiers?

HS : It is about degree of something, isn't it? It's like very, fairly, better. I still rarely find the right match word to replace the qualifier, because I still do not understand.

R : So, how is your performance in writing English?

HS : My performance in writing is still not good. However, after join the academic writing class which taught by lecturer, I get many knowledge in writing. At least, there is improvement in my writing skill. My writing skill has improved, started from understand how to write a good paragraph, kinds of text, general structure, language features, and etc.

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However, my writing skill is not good especially in grammar, I still have to learn about it.

R : Uhm.. okay. What are your efforts to improve your writing skill in English?

HS : I often read English text like English novel, watch movies by using English subtitle to expand my vocabulary. I also learn about grammar, the usage of conjunction, subordinator, and many things, which is related to writing. Another thing I also asked my friend to do peer correcting when I do assignment and consult to the people who has a good skill in writing.

R : Okay, thank you

HS : You are welcome.

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Name : E

Duration of talk : 05: 31 Minutes

R : Good morning. How are you?

E : Good morning. I am fine, thank you.

R : Today I want to ask you about writing.

E : Okay

R : Do you like writing?

E : Honestly, I do not really like writing because writing is so difficult, so many aspects that I should pay attention to the writing aspect like punctuation or choosing the best word and capitalization, and the grammar.

R : So, those are your problem and reason why you do not like writing.

E : Yes.

R : Do you know about the structure in paragraph?

E : I think the first is tittle and the topic sentence, the supporting sentence, numbering, and I forget.

R : It is okay. Do you know about the relation about sentences?

E : Yes, that is one of the problem. Sometimes we write a paragraph, we start with a topic, but when we thing it is relate, we do not realize that the sentence is out of topic.

R : Do you know about the rules of punctuation?

E : Uhmm, a little bit. Only based rules of punctuation. Many things that I

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forget, because the last I learn about punctuation is when I was in the second semester, sentence based writing.

R : Okay, do you know about cohesion and coherence?

E : Yes, sometimes I confused about is.

R : Could you explain both of them?

E : Cohesion is the unity, it's like we discuss one topic so we must discuss it. Coherence is interconnected between sentences.

R : Have you ever confuse about diction in writing?

E : Usually I look at the context of the sentence. Diction is not really matter for me. Except when I translate Bahasa into English

R : Have you ever heard about parallel structure? Do you know about it?

E : Yeah. It is about when the sentence should be equal. I mean when we say about playing games, so we should mention all the kind of game or we mention about verb, so the other items should be about it.

R : So, how is your performance in writing?

E : I am good in brainstorming and paragraph organization. I have much idea when I really want to write something, even though sometimes I cannot find the suitable words to express my idea. I also have a good managing paragraph because I always read a book about the topic before I start writing.

R : Uhm.. okay. What are your efforts to improve your writing skill in English?

E : The first, I read a book about it, for example I would like to write about

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procedure text or argumentative text so I wil read about it carefully in order to reduce the mistakes and practicing.

R : Do you prefer learn writing in class or alone?

E : I think.. I prefer learn writing with my friends because the situation will be enjoyable for me.

R : Okay, thank you very much.

E : You are welcome.

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Name : AK

Duration of talk : 08: 06 Minutes

R : Good morning. How are you?

AK : Good morning. I am fine, thank you.

R : Today I want to ask you about writing.

AK : Okay

R : Do you like writing?

AK : I like writing in Bahasa, but I do not like in English.

R : Why?

AK : Because my hobby is write a poem with Bahasa not English.

R : How is your performance in writing?

AK : I think my performance in writing in Bahasa is good enough may be. But in English language is not good yet. Because I find difficult things in English.

R : What kind of problems that you found in writing English?

AK : I found difficult in grammar and good language system, and tenses, and the structures.

R : In developing idea when writing, do you have problem about it?

AK : In Bahasa is not difficult but in English is difficult and it takes a long time to think before writing.

R : Do you know the structure of paragraph?

AK : Uhm.. Usually there is an introduction, middle and the last, orientation

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and etc. But I just know it but when doing writing I do mistakes.

R : Do you know about the kind of sentence in the paragraph?

AK : Yes, perhaps the structure is started from the general, and then specific.

R : Do you know about topic sentence and supporting sentence?

AK : Yes, I know. Topic sentence is general it can be understood by the reader directly without more explanation. Supporting sentence is explanation, for example if the topic sentence is not clear, so that the supporting sentence explain the topic sentence.

R : Do you know about cohesion and coherence?

AK : I know but I forget.

R : It's okay. Do you know punctuation rules?

AK : Yes, I know. Punctuation is full stop and comma. I usually use the punctuation correctly while I am chatting with my friend. I use all the punctuation while chatting. Usually in writing a poem. I use more punctuation with using many full stop at the end of my poem.

R : Have you ever confuse about diction in writing English?

AK : Actually, is not too difficult, but I feel not familiar with English word. So it is difficult.

R : Do you know qualifier?

AK : I do not know qualifier.

R : What are your efforts to improve your writing skill in English?

AK : Usually read a book in Bahasa, I never read English novel, but I just download BBC application yesterday. So I will learn to improve from it.

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R : Do you prefer learn writing in class or alone?

AK : I prefer outside class. But still with my lecturer. Consult with my lecturer but not in the class, because in the class the lecturer is not focus to one student only but many students. So, I prefer learn outside the classroom.

R : Okay, thank you very much.

AK : You are welcome.

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APPENDIX B4

The error of students' essay

This appendix is the table that contains the errors committed by the sixth-semester students in writing essay.

1. DISCOURSE ERROR

a) Run- On Sentences

No	Student	Data
1	AK	Teacher is figure that very important in education system, teacher also very determine the success the students, especially in teaching and learning in the class.
2	SA	The first, teacher should have a good personalities which will increase students enthusiast to learn with you as teachers when teachers have good personalities, teacher would be seen so good with students and the other staff at school.
3	DG	I think to be a good teacher, we have to have these important values, which is target, communication and satisfaction.
4	DA	Second, when he comes on time, it means he can appreciate other people well and understand about other people that they have other business of course.
5	NU	The teacher is someone who is very influential, every teacher wants to be a good teacher, a teacher should have a character and a great way to teach to have good teaching quality.

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b) Unawareness of Logical relations between Sentences

No	Student	Data
1	AK	The teacher not only must teach how the subject or material in the class, but also have responsibility to teach good morals and manners to the students. Because how students behavior is depend on teacher or parents who teach them.
2	DR	Teacher is a practice that involves passing of knowledge people considered ignorant in the field of study that is being taught. Morever, teacher must show a good command of confidence.
3	DG	They could be the parents, the guidance, and the role model for students. I think to be a good teacher, we have to have this important values, which is target, communication and satisfaction.
4	HS	A teacher is the one of components to increase the intelligence of the nation. To be the teacher like this, we believe that teacher must have good qualities,
5	RM	A good qualities of teachers influence a learning process in school. The subject needs passion for teaching, love of kids, love their subject to be a good of teachers.
6	KY	Teacher is a person whose job to educate, teach, direct, others with the knowledge. Every teacher want to be the best teacher.
7	AN	Teacher can play important role in class. Good qualities of teachers can make teaching learning more effective.
8	H	Dedication refers to a love of teaching or passion for the work, which includes commitment to studens' success. Response often refered to loving the subject matter or sampling being dedicated to the work.

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9	DA	Teacher is someone who makes some new generations. Teacher can be mark as teacher who have good quality if he comes on time.
10	RH	Teachers are one of the factors that influence in teaching learning in the classroom. A teacher have important role than can promote positive behaviors for students.

c) Poor Paragraph Development

No	Student	Data
1	AK	*Good Qualities of Teacher* Teacher is figure that very important in education system, teacher also very determine the success the students, especially in teaching and learning in the class. Teacher is someone who could be example for the students. The qualities of education, that were good or bad is determined by teacher quality standards.
2	SA	*Good Qualities of Teacher* The first, teachers should have a good personalities which will increase students enthusiast to learn with you as a teachers when teachers have good personalities, teacher would be seen so good with students and the other staff at school. The second, teachers should have deep understanding about what they want to present in the class because it will make teacher be more interactive without any miss understanding between students and teachers. The last, teachers should be good speaker and listener.
3	DR	*Good Qualities of Teacher* Teacher is a practice that involves passing of

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		knowledge people considered ignorant in the field of the study that is being taught. Moreover, teacher must show a good command of confidence.
4	HS	*Good Qualities of Teacher* First, the teacher must has deep knowledge and great education. These are very important because it would be very influential to the students. If the teacher has both of them, they can teach the student clearly and can be understood. Moreover, the teacher is role model and will be used as a good example by their students. Therefore, the teacher must has deep knowledge and great education in order when they teach they will not give explanation.
5	RM	*Good Qualities of Teacher* A good qualities of teachers influence a learning process in school. The teachers need passion for teaching, love of kids, love their subject to be a good of teachers.
6	KY	*Good Qualities of Teacher* Firstly, the most important be teacher can have is to be friendly with his students. I think students have always thoughts of their teacher as their enemies. This way make students not afraid with teacher and the material that teacher teach can understanding by the students.
7	DW	*Good Qualities of Teacher* Dedication refers to a love of teaching or passion for the work, which includes commitment to studens' success. Response often refered to loving the subject matter or sampling being dedicated to the work. To a

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		student, this means, this means, a teacher should be "always willing to help and give time".
8	DT	*Good Qualities of Teacher* Good quality of good teachers is very influential in learning. I think the good quality of good teachers should inspirational, positive, organize.
9	DA	*Good Qualities of Teacher* First, when he comes on time, it means that he has a good planning because he could manage all the things before go to school and it means he has great responsibility.
10	NU	*Good Qualities of Teacher* The teacher is someone who is very influential, every teacher wants to be a good teacher, a teacher should have the character, and a great way to teach to have good teaching quality. to be a teacher of good quality, which must be owned by the teacher is a good communication.
11	RH	*Good Qualities of Teacher* Teachers are one of the factors that influence in teaching learning in the classroom. A teacher have important role than can promote positive behaviors for students. Every teacher also want to be a good role for their students. We do believe that every person have different characteristics, but teacher must have a good characteristics to make the classroom more interesting.

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d) Cohesion Problem

No	Student	Data
1	AK	The teacher who loves **they** work as a teacher would find art in teaching and they would find something comfort and interest to share more knowledge to their students.
2	DR	Good teacher need to show responsibility however young they are. **This** will enable them to perceive emotional fluctuating among students.
3	RM	Secondly, love of kids to be a good teacher. **They** could love their kids in the class.
4	H	Teachers have the very important responsibility of shaping the lives of young, impressionable children. With **this** responsibility comes great pride and joy.
5	NU	Second, if **he** is a good speaker his class strength increases automatically.

e) Improper use of discourse markers

No	Student	Data
1	AK	When they love what are they doing, so they qualities is of course will improve, **but** don't forget to upgrading training they skills to improve quality standard of teacher that's very important.
2	DR	I think to be a good teacher, we have to have these important values, **which is** target, communication and satisfaction.

f) Coherence Problem

No	Student	Data
1	AK	Teacher is **figure** that very important in education system, teacher also very determine the success the students, especially in teaching and learning in the class. Teacher is someone who could be **example for the students**. **The qualities of education**, that were good or bad is determined by the teacher quality standards.

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2	KY	Firstly, the most important be teacher can have is to be friendly with his students. I think students have always thoughts of their teacher as their enemies. This way make students not afraid with teacher and the material that teacher teach can understanding by the students.
3	H	One station was for gardening and we could plant seeds and check them every day to see how much they had grown. Another station in that classroom that stick out in my mind is the art and craft station. By choosing which station we wanted to work at, we were becoming much more interested in what we wanted to do, not what we had to do.

g) Absence of Parallel Structure\

No	Student	Data
1	DT	A good teacher is **like a great teacher**, **focusing on the positive** and **never letting students lose hope**.

2. PRAGMATIC ERROR

a) Mis- Selection of Lexical Item

No	Student	Data
1	AK	The good qualities of teacher is get from the teacher seek knowledge or doing the **upgrading training** that set by government standards.
2	SA	I do believe if you follow all of them, you will increase your **habit** while you were teaching the class.
3	RM	Passion make the teacher good in everything, such as the teachers enjoy what they do, comfortable in their own **skin**, and etc.
4	DA	Based on the reasons above if we want to **mark** someone to be a good teacher ,we should give attention to the time.

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b) Maxim Violation

Violation of Maxim Quality

No	Student	Data
1	KY	The **most important** be teacher can have is to be friendly with his students.
2	DW	Students are **most affected** by the quality of their teacher.
3	NU	The teacher is someone who is **very influential**.
4	RM	**Passion make the teacher good in everything**, such as the teachers enjoy what they do, comfortable in their own skin, and etc.

Violation of Maxim Quantity

No	Student	Data
1	AK	The teacher not only must teach how the subject or material in the class, but also have responsibility to teach good morals and manners to the students. Because how students behavior is depend on teacher or parents who teach them. So it is important to teacher and parents to have responsibility about teach a good morals and manners, not only just teaching the subject matter.
2	DG	When we have achieved certain target, challenges our students to improve more on their knowledge. It will broaden their knowledge and open up their mind.
3	HS	There are some characteristics that should be owned by the teacher who have good qualities.
4	KY	Firstly, the most important be teacher can have is to be friendly with his students. I think students have always thoughts of their teacher as their enemies. This way make students not afraid with teacher and the material that teacher teach can understanding by the students.

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5	DT	Good quality of good teachers is very influential in learning. I think the good quality of good teachers should inspirational, positive, organize.
6	R	A good teacher must have some qualities. there are many qualities that usually we find in field of education.

Violation of Maxim Relevance

No	Student	Data
1	DT	A good teacher is like a great leader, **focusing on the positive**, and never **letting students lose hope**.
2	DA	Teacher is someone **who makes some new generations**. Teacher can be mark as teacher who have good quality if he comes on time.
3	RH	The next important characteristics is, teacher must have **good classroom management skill** to manage the classroom more effective and productive.

Violation of Maxim Manner

No	Student	Data
1	H	One station was for gardening and we could plant seeds and check them every day to see how much they had grown. Another station in that classroom that stick out in my mind is the art and craft station. By choosing which station we wanted to work at, we were becoming much more interested in what we wanted to do, not what we had to do

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIX C

VALIDATION

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Subject: Validation Permission

Serang, May 21st, 2018

Dr. Syafrizal, M.Pd.
Lecturer at English Education Department,
Faculty of Teacher Training and Education,
University of Sultan Ageng Tirtayasa

Dear Mr Syafrizal
Good morning

The under signed is a 4rd year English Education Department, University of Sultan Ageng Tirtayasa undertaking a research entitled "**Macrolinguistic Errors in Indonesian EFL Learners' Essays**". With your expertise, I am humbly asking your permission to validate my research analysis and conclusion (chapter 4 and 5) using the attached self-made validation form.

I am looking forward that my request would merit your positive response.

Thank you and more power.

Respectfully Yours,

Fanisa Fitrianti Putri
Researcher

Noted by:
Dhafid Wahyu Utomo, M.A
Advisor I

Yusti Fargianti, M. Pd
Advisor II

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

LETTER VERIFICATION OF DATA ANALYSIS

I hereby undersigned this form:

Name : **Dr. Syafrizal, M.Pd.**

Position : **Lecturer of Sultan Ageng Tirtayasa University**

To whom it may concern that the data Analysis of:

Name : **Fanisa Fitrianti Putri**

Research Title : **Macrolinguistic Errors in EFL Learners' Essays**

Has been reviewed and validated through my analysis since May 21st, 2018

Sincerely Yours

Dr. Syafrizal, M.Pd.

NIP. 19760130 200112 1001

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VALIDATION FORM

Validation Checklist :

Point of Validation		1	2	3	4	5
Chapter 4	Analysis Description				✓	
Chapter 5	Conclusion					✓

SCALE	INTERPRETATION
5	Very High Valid
4	High Valid
3	Valid
2	Less Valid
1	Not valid at all

Comments and Suggestions:

Dr. Syafrizal, M.Pd.

NIP. 19760130 200112 1001

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

CURRICULUM VITAE

The researcher's full name is Fanisa Fitrianti Putri. She was born in Sukabumi, on 28th January 1997. She is the first and the only one daughter of Mr. Dadang Rahmat, S.H., and Mrs. Ida Wiriadinata. She has one young brother named M. Naufal Fahriza. Now she lives with her parents at Taman Buah 2 Kutabumi, Kelurahan Kutabumi, Kecamatan Pasarkemis, Kabupaten Tangerang. The researcher can be contacted via e-mail: fanisafitriantiputri@gmail.com.

The researcher's formal education waas started from Elementary school at SDI Miftahul Huda for 4 years and SDN Kutajaya 1 for 2 years. Then, she continued to Junior High School at SMPN 1 Pasarkemis. After that, she continued her study at Sultan Ageng Tirtayasa University (UNTIRTA) – Banten. She takes English Education Department at Teacher Training and Education Faculty in 2014.

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