

THE COHERENCE OF ARGUMENTATIVE COMPOSITIONS BY ENGLISH DEPARTMENT STUDENTS

A THESIS

In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



By:

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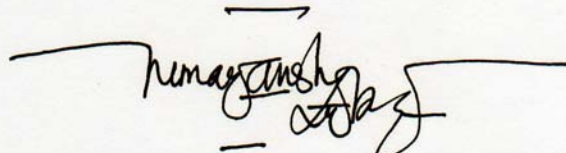
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December, 2008**

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ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His Presence, His Guidance, His blessings, and His love as a faithful father and a kind Shepherd to the writer that enable her to accomplish this thesis and finish it in due time.

The writer would also like to express her deepest gratitude and appreciation to those who had given their valuable guidance, time, love, and support that make the completion of her thesis possible, especially to:

1. Prof. Dr. Agustinus Ngadiman, her single advisor, who has patiently given useful inputs, comments, and suggestions on her thesis and willing to spend his vulnerable time in examining her thesis.
2. Drs. Stefanus Laga Tukan, M.Pd., her oral examination chairman, who has patiently given extra time to guide, correct, and give inputs and advice to revise this thesis.
3. Drs. B. Himawan Setyo W., M. Hum. and Hady Sutris Winarlim, M.Sc. who have given precious inputs to revise her thesis.
4. Vina Agustina, her co-analyst, who has given inputs to the writer's data analysis during the process of making her thesis.
5. The writer's parents and sister, Janice, who has given the biggest patient support, love, and guidance, I love you.

6. The writer's best friends, David Kosalim, Maria Grace Natanael, Ryan Saputra, Jimmy, Hengky Hario, Aloysius Girindra, Patricia Aci, Fiyanti, Lia Wahyuni, Vivi Marta, 'SAVE DAMN' gangs, and Anita Puspitasari, who have given their valuable time and support in helping the writer finishes her thesis.
7. The director of 'STUDENT GRANT I-MHERE' who has given financial support to finish her thesis.

Surabaya, December 16, 2008

The Writer

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ABSTRACT

Widjaja, Anastasia Maya Sari. 2008. **The Coherence of Argumentative Compositions by English Department Students.** S-1 Unpublished Thesis. The English Department of Widya Mandala Catholic University Surabaya. Advisor: Prof. Dr. Agustinus Ngadiman.

Key Words: coherence, composition, argumentative composition, paragraph, thesis statement, topic sentence, supporting details.

Writing is one of the subjects offered to the students in the English Department at Widya Mandala University. The Writing course, is compulsory subject, including Writing course 1, Writing course 2, and Writing course 3. Writing course 3 provides students with the knowledge and skills to produce and to write good argumentative compositions. A good composition is the one that creates a clear impression of coherence. It must be coherent in two levels, in the whole composition (overall composition level) and in each paragraph (paragraph level).

This study is aimed at analyzing the coherence of argumentative compositions of English Department of Widya Mandala Catholic University Surabaya. The focus of this study was to find whether the students have been able to write coherent argumentative compositions or not.

The data of the study were taken from the final test's argumentative compositions of English Department of Widya Mandala Catholic University Surabaya. The subjects of this study were students who took Writing course 3 in the academic year 2005/2006 in the English Department at Widya Mandala Catholic University Surabaya. The key instrument was the writer.

Based on the data analyzed, it demonstrated four student's argumentative compositions were written incoherent paragraph. It happened because the students' argumentative compositions were written more than one unrelated supporting detail in a paragraph. The writer also found out that the incoherence in the paragraph level affected the whole composition. Another finding is that four students' argumentative compositions were written incoherent.

In line with the findings, the following suggestions are proposed:

- 1). For teaching argumentative composition. The students should give good and bad argumentative compositions to be analyzed. Then, the students are asked to produce their own argumentative compositions.
- 2). For further research. Another researcher will be better to use the subjects of this study more than a class. In addition, other researchers can analyze the coherence in different types of compositions besides of argumentative composition.

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