Students' Academic Writing Competence Realized in Writing Research Proposals: Viewed from their Content, Organization and Cohesion, Range, Register, and the Accuracy of Language.

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Abstract
This paper attempts to reveal the students' academic writing competence realized in writing their final project proposals. Five proposals were taken randomly as samples and the analysis was focused on the background of the study due to its significant reasons for choosing the topic. Findings show that most of the students fulfil the content of the texts but does not cover sufficient range of points and most of the texts are poorly organized; only one out of five texts is ordered logically but only some cohesive devices such as but, therefore, and however are used to connect one sentence or one paragraph to the others though they sometimes are not properly used. Besides, students also have insufficient knowledge of vocabulary and grammatical structures for they often make use of the wrong vocabulary and structures, for example the repeated use of the word English in the same paragraph instead of using pronoun it or the wrong use of reflective pronoun in the sentence of the students itself where itself should be themselves. In the sense of the appropriateness of style to the topic, text type, purpose and target reader, it shows that all of the styles of the texts are formal and appropriate. Concerning the accuracy of language or the accuracy of the texts in their use of vocabulary, grammar, discourse features, it shows that most of them made many grammatical errors and awkward syntactic constructions, such as the wrong use of pronouns, reflective pronouns, present continuous tense, possessive form, the incompatibility of the clause sentence and the wrong use of prepositions.
Keywords: academic writing, competence, proposals, content, cohesion, language accuracy

I. Introduction

It is not exaggerating to say that Indonesian students who study English encounter the most problem in writing since this skill covers some complicated and complex aspects that should be taken into consideration in academic writing. According to Irvin (2010), "Academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills in thinking, interpreting, and presenting" (p. 8). It implies the meaning that in writing, especially academic writing, the writer has to have sufficient knowledge and proficiency of a certain disciplinary skill so that he or she has ample of ideas to be developed into a logical order that forms a meaningful piece of writing. Not only does a writer need to know how to express ideas through language but he also needs to make connections between ideas (Deriewianka, 2011: 4). In connecting between ideas especially in compound sentences, certain kinds of grammar such as conjunctions *and, but, so, or, neither, nor, and yet* should be used. It isn't all that hinder the students to write anyways; there are still many others that even much harder to do for the students, for example in building complex sentences where it requires the complexity of thought in which one clause may express the main message and another clause elaborates that message. It is the reason why the students are unable to write well because of the poor grammar mastery. Some studies revealed that a lack of grammatical accuracy in ESL writing may impede students' progress in the university at large (Ferris, 2010, p, 328). In line with Farris' idea, Schleppegrell (2004:49-50) states that texts that fail to effectively signal the context in which and for which they are created are often seen as lacking coherence. The question is whether undergraduate students have the ability to connect ideas to make the text make sense, cohesive and coherent. In general, based on my observation, undergraduate students rarely use sentence connectors like: *In short … or Briefly…to begin with…; Secondly…; in conclusion…* etc in order to make the text cohesive and coherent and even unable to make long or complex sentences to relate ideas that need to be brought together. They often overuse simple sentences, single clause or even incoherent sentences that make their text sounds

awkward and un-meaningful. The very serious problem encountered by students is the difficulties in making use of passive voice sentence or in determining whether or not a noun followed by indefinite articles: a, an or definite article: the. The followings are examples of the ungrammatical sentences showing the inability of the students in using articles and passive voice.

1.   Based on *definition* above, it can *conclude* that narrative text is ….;
2.   treatment *involve* a learning model that will be *use* by the researcher,"

The ungrammatical sentences above are generally made by the students who make research proposals for their final projects. In sentence 1, the writer used the word *based on* which may refer to something that has been mentioned before. Therefore, the word *definition* in sentence 1 should be preceded by article *the* so it becomes *Based on the definition above.* Likewise, the word *conclude* in sentence 1 should be in a passive form because the writer wants to get the conclusion after referring something that has happened. So, the sentence should be *it can be concluded that...* In sentence 2, the verb *involve* should be *involves* because it is preceded by the noun *treatment* and the phrase *will be use* should be *will be used* because this phrase is followed by the word *by*.

It is admitted by Parrott (2007: 51) that the mistake in using articles may not lead to a serious problem. However, if it is constantly done in writing, the readers will work much harder to understand. The mistake of using passive voice in writing on the other hand, may lead to misunderstanding. For example a student intends to say that *he has killed a snake* but if it is expressed in a sentence *He is killed a snake,* of course the meaning would be on the other around. The ungrammatical sentences above are commonly performed by the students in writing whereas grammar can shape the text cohesive and coherent which is to be one of the criteria of academic writing. Grammar is a way of describing how a language works to make meaning (Derewianka 2011: 1). So, it is clear that grammar plays an important role in creating meaning. She further states that knowledge of grammar can help us critically evaluate our own texts and those of others. There are still many other kinds of grammatical errors encountered by the students such as the difficulties in understanding the linking devices including pronoun, reference, text connectives, coherence and cohesion. Tanskanen (2006) claims that although coherence without cohesion might be possible, it may actually be quite uncommon to find a coherent text having no cohesive links in real language data. Besides, students also have problem in organizing the text where the ideas jump from one paragraph to the others.

Thus, it is compulsory for the students, particularly those who are about to write proposals for their final projects to develop how to create well-structured sentences since it is the skill essentially needed in order to write a final project proposal. Therefore, the writer is interested in investigating the students' research proposals focusing on its backgrounds of the study viewed from their fulfilment of the content, the organization and cohesion, the range, the register and the accuracy of the language.

II.   Literary Review

Kern (2000, p, 172) states that one of the reasons why writing is essential to academic language learning is because through writing, learners are able to develop their ability to think explicitly about how to organize and express their thoughts, feelings and ideas in ways compatible with envisioned readers' expectations. From this statement, it is clear that writing is not only just writing for nothing but it has the purpose to develop ideas and share them for communication especially with the readers and as a matter of that language is realized in the form of a text (Thornbury: 2012: 6). Students in higher education are obliged to be able to write academic paper for first, they have to report the research findings of a particular subject as a prerequisite of graduating from the university; second, for the future career, writing skill is necessary in almost all fields and jobs.

In line with Kern, Nunan (2003: 88) states that writing is a mental activity of creating ideas, thinking how about to express them and manage them into statements and paragraph that will be explicit to a reader. The definition mentioned above implies the meaning that writing is the result of collection of thoughts that can generate ideas expressed in statements or paragraph. With reference to that idea, developing ideas into sentences or paragraphs is the most important competence to be practiced by the students though it seems to be the most difficult task to do. Seow (2002) in Richard and Renandya (2010:303) supports the idea that the students' difficulty in writing lies not only in generating and organizing ideas but also in translating these ideas into readable text. A text is readable when it is cohesive and coherent. Cohesive means that the sentences or the parts of a text hang together and make sense (coherent). It is possible that a cohesive text can be non-sensical when the ideas developed in the text are not interrelated. The aim of using cohesive devices is basically to relate ideas to make the text easier to follow and if the interaction between the reader and the text is achieved, it is cohesive and coherent (Thornbury 2005: 36). The ideas above are supported by Taboada (2004), who states that coherence is the hanging together of the text with relation to its context of situation or culture (p. 158). Yule

(2008) also in the opinion that coherence is everything fitting together well, and it is not something that exists in words or structures, but something that exists in people (p 126).

Seow (2010) in Richard and Renandya (2010: 309) further states that there are complex elements of writing such as content, organizing, originality, style, fluency, accuracy or rethorical forms of discourse and that is why it is suggested that a writer should prioritize the most important ones to be taken into consideration in writing. With reference to the major function of language, Derewianka (2011: 4) states that it is a representation of experience that helps us express and understand what goes on in our lives and therefore developing ideas should be prioritized. When the main idea is stated in a sentence, the statement is called topic sentence or thesis statement (Smith 1989: 127). Topic sentences can be placed at the beginning, at the end of the paragraph, in the middle of paragraph and in both introductory and concluding sentences. In general, when the main idea is put at the beginning of a paragraph, it is followed by some details. The details are specific examples or statements that support the main idea and to guide the readers to a full understanding of the main idea. It is not easy, however to develop ideas because it requires a lot of experience acquired from reading books, articles or whatever where that experience will influence the ideas the writer intends to generate. Under-graduate students even still find difficulties in connecting ideas as it can be seen from their text in which they very often use very simple sentences. The text produced is like children's. As a matter of fact, in academic writing, students are required to write long sentences in order to connect related ideas in one paragraph.

With reference to Derewianka, Thornbury (2005: 153) citing from the Cambridge Advanced English Examination states that students' writing paper is assessed based on the criteria of content, organization and cohesion, range, register, target reader and accuracy of language. The content refers to the extent of which the text covers the points according to the specification of the task; organization and cohesion refer to the appropriateness of the organization, the lay out and the link of the text; range means whether or not there is sufficient wide range of vocabulary and grammatical structures; register means the appropriateness of style to the topic, text type, purpose and target reader. Target reader is meant to see whether or not the writer has kept the reader in mind and accuracy of the language is meant to see whether or not the text is accurate in its use of vocabulary, grammar, discourse features. Similarly, Richards and Schmidt (2002) state that accuracy is the ability to produce grammatically-correct sentences, but it may not include the ability to speak or write fluently (p.204). Buck, Byrnes, and Thompson (1989, cited in Hadley, 2003) further state that accuracy is the acceptability, quality and precision of the message conveyed (p. 17).

III. Research Methodology

In this study, a qualitative research method was employed for it was intended to analyse and evaluate the students' research proposals. Five proposals out of 15 ones from the 6th semester students of UNNES University were chosen randomly as samples in which it is assumed to be representing the available ones for that semester. The researcher chose only background of the study as a part of the research proposal and then identified, classified and analysed based on 5 categories: content, organization and cohesion, range, register, and the accuracy of language. Only the background of the study in the proposals was taken as a sample for its importance role in the research that covers the information surrounding the current issue, previous studies, and its relevance to the issue being researched. In short, it sets forth the history and background information on the thesis problem. Besides, in this part of the study, students genuinely express their idea to ascertain the readers of the importance of the issues being studied.

IV. Findings And Discussion

In this section the writer tries to show the result of the study on how the students composed their research proposals by evaluating them with the criteria of content, organization and cohesion, range, register, target reader and accuracy of language. The result of the evaluation of each criteria is presented in table as follows:

Table 1. Content

Content	Commentary
Text 1	The text covers sufficient range of points. The writer has convinced the reader that games (the topic of the research) can be a good alternative technique for the teaching of vocabulary.
Text 2	The points are quite sufficient. The writer has fulfilled a bit on the importance of using Audio media for teaching listening
Text 3	The writer fulfils a little description on the effectiveness of suggestopedia technique using classical music for the teaching of English. Less points are covered in the text.
Text 4	The writer fails in fulfilling the description of the importance of the theme "fruits" through word search puzzle. The content of the text is not relevant to the topic.
Text 5	The writer has fulfilled the description of the importance of analyzing the textbooks based on the syllabus viewed from its content suitability. Sufficient points are covered in the text.

Table 2. Organization and Cohesion

Organization and cohesion	Commentary
Text 1	The text is logically ordered; cohesion is achieved through the use of cohesive devices like but, therefore, however, and, because and so. The writer also attempts to put sentences in sequence through the use of words repetition (English).
Text 2	The writer tries to arrange the sentences in a sequence though the text often jumps from one sentence to the other; cohesion is poorly achieved by the use of cohesive devices such as but, and, because.
Text 3	The text is poorly organized and illogically ordered. There is no linkers from one sentence to the other so that cohesion is not achieved.
Text 4	The text is poorly organized and is not arranged logically. The cohesion is not achieved for there is no linking words from one sentence to the others.
Text 5	The organization of the text is good and logically ordered. The limited cohesive devices such as and, on the other hand, and so are used to make the text cohesive.

Table 3. Range

Range	Commentary
Text 1	Simple vocabularies are used throughout the text. The word *English* is repeated many times showing the writer's doubt or incapability of using pronoun *it* instead of *English*.
Text 2	The sentences are quite complex, relatively simple vocabulary, the word *English* is over-used, the wrong use of reflective pronoun *it* in … *from students itself*, the writer relies heavily on the verb to be in his description,
Text 3	The sentences are a bit complex but limited in coherence, evaluative language consists of *important, serious, and difficult*, and only a limited intensifier *very* is used.
Text 4	Evaluative language used consists of (*complex, difficult, smart, tricky* and intensifier *very* is used.
Text 5	Evaluative language used consists of *important, new*. Complex sentences are used.

Table 4. Register

Register	Commentary
Text 1	Some of the linkers (*therefore, however, whenever)* and some conjunctions (*and*, *because, so, but*) are used. The style is appropriate and formal including word choice and sentence structure work together to establish meaning in a text.
Text 2	The language style is formal; linkers used are *but, because, of course*.
Text 3	The language style seems to be formal the message conveyed is unclear. The only linker used is *even though*
Text 4	The language style is formal; using linkers (*because, but and or)* to link one sentence to the other to make complex sentences.
Text 5	The style of the language is formal; using linkers (*so, on the other hand* and *so*) are used.

Table 5. Accuracy of the Language

Accuracy of the language	Commentary
Text 1	Excessive repetition of the word *English*; there are some wrongly chosen words such as *mastery English*, *English to be in school, students' mastering;* passive voice without subject such as *The students can be more motivated and challenged;* wrongly choice word of *challenged;* awkward syntactic construction.
Text 2	Excessive repetition of the word *English;* wrongly chosen words such as students need to learn English to improve their ability *in it; about English;* wrong grammar: *had been getting; teacher talking; students itself; is usually use video*
Text 3	The main idea is not supported by supporting details; there is no connector that connects one sentence to the others; the conclusion is not preceded by the information being concluded.
Text 4	Using complex sentences; wrong grammar: *can said; ..that describe people...* The information in the paragraph does not conform to the topic.
Text 5	There is an awkward sentence; wrong choice of word *born;* complex sentences; Wrong grammar choice *provided;* in general the text is accurate and meaningful.

As can be seen in table 1, it shows that most of the students minimally fulfil the content of the texts where information dealing with the titles of the research is achieved. It means that the writers have great efforts in order to express their ideas appropriately and chronologically which are in accordance with the titles of the research. They can engage the readers to understand the main points they try to communicate. Owning the knowledge of content, the particulars about which the communication is transacted (Soter 2013: 218) can facilitate the writers to write the content or ideas in the text well. Actually not only does the knowledge of content will facilitate writing the content of the text but also as cited from Saville and Troike (1989) Soter further states that the linguistic knowledge, interaction skills, and cultural knowledge will do more. Therefore, it

is suggested that the words that convey primary content in our language, that is nouns, verbs, adjectives and adverbs should be mastered.

Text 4 which does not fulfil the content of the text at all is due to the fact that it does not tell anything about what it is. The information in one sentence has no correlation with the antecedents that forms ridiculous meaning. In other words, the information presented in the text is beyond the topic and the material within what the writer writing and meaning is not clear. Therefore, text 4 does not convey meaning and the information conveyed is blurred.

Table 2 that deals with the organization and cohesion shows that text 1, text 2 and text 5 achieve good organization and cohesion. The texts are logically ordered and some cohesive devices are used such as *but, therefore, however, and, because, on the other hand* and *so*. The cohesive devices are properly used to link one sentence to the others or one paragraph to the others. The writers also attempt to put sentences in sequence through the use of word repetition *English,* for example. In general, besides the texts are cohesive, they also make sense.

Texts 3 and 4 are both poorly organized; limited connective devices are used to connect sentences but still do not make sense or coherent. Coherence involve two different kinds micro-level coherence and macro-level coherence (Thornbury 2005: 36 and 51). At the micro-level, coherence occurs when the readers' expectations of how the proposition or meaning of a sentence or sentences that follow it is met. At the macro-level, coherence is achieved when a) the reader can easily discern what the text is about, b) the text is organized in a way that answers the reader's likely questions and c) the text is organized in a way that is familiar to the reader. Thus, it can be concluded that both texts, text 3 and text 4 do not meet either micro-level or macro-level coherence since they are not meaningful.

Table 3, concerning range, shows the sufficiency use of vocabulary and grammatical structures in general. The writer uses simple and complex sentences. The evaluative language used are among others, *important, serious, difficult, complex, smart, tricky, new* and limited intensifier *very*. The word *English* is written repeatedly instead of using pronoun *it*. It indicates that they lack of vocabulary knowledge or in other words have a very limited vocabulary. They make use the wrong reflexive pronoun *it* in *"from students itself"*. Thus, most writers have less sufficient words and grammatical structures used in the texts.

Table 4, concerning register, indicates the appropriateness of style to the topic, text type, purpose and target reader. It shows that all of the styles of the texts are formal and appropriate; the words choices and sentence structures that work together to establish meanings in texts are appropriate. The linking words used to combine two clauses or sentences to establish clear connection between ideas are *therefore, however, whenever, even though* and *some conjunctions and, because, so, on the other hand* and *but* and are used appropriately.

Table 5, concerning the accuracy of language or the accuracy of the texts in their use of vocabulary, grammar, discourse features, shows that most of the writers have tried to do their best but still many grammatical errors and awkward syntactic constructions are found such as 1) *Therefore the **student** is hoped to increase **their** ability in English.* 2) *This study examines the students **mastering** of...* 3) *This problem comes from **students itself**..* 4) *When listening, teacher **is usually use** audio...,* 5) *the teachers have to think how to make **students mastery** English for their own purposes.* 6) *Actually, most of students in senior high school want to study **about** English, and most of them **had been getting** English when they are studying in elementary school, but they **did not** understand what their **English teacher talking** about.* 7) *Students usually not understood what the speaker said, because their pronunciations are **different with us**.*

In sentence 1, the possessive form of *their* does not conform to the subject *the student* (singular) where its right possessive form is *his* or *her*. Sentence 2 indicates that the writer makes the wrong word choice where the right word mastery is written *mastering*. If he intends to perform possessive form, it should be *students' mastery*; so in this case the writer makes double mistakes. In sentence 3, the reflexive pronoun of *itself* does not conform to the subject *students* where the correct form is *themselves*. In sentence 4 the writer makes double mistakes. First, actually he intends to say something in general especially what the teacher does in teaching listening because he mentions usually. So the right form should be *teacher usually uses media ...;* meanwhile the second error in sentence 4 is the use of *when listening followed by coma*. May be the writer wants to use present gerund but it is unusual to use the verb *listening* preceded by *when and* followed by coma. So this sentence can be restructured into *teaching listening using audio is more fun*. In sentence 5, the writer chooses the wrong term *mastery* instead of *master* for it is the verb preceded by the verb make *the teachers have to think how to make the students master English....* In sentence 6, the writer overuses preposition *about* in *study about English*. The verb *study* is not necessarily followed by preposition *about*. So, it is enough to be written *study English*. Still in sentence 6, the writer makes the wrong grammar in *"... most of them had been getting English ..."*; the verb phrase *had been getting* is actually preceded by the simple present of *" Actually, most of students in senior high school **want to study...**"* so, the following verb should be present perfect tense*, have got English* instead of *had been getting*. Next, the clause *"they did not understand what their English teacher talking about"* does not conform to the previous clause. In the previous clause the writer uses present simple tense and

therefore this clause should be present tense too. Besides, the verb in *their English teacher talking about ... is* inappropriate. The noun phrase *most of them* is repeated twice in a sentence that sounds awkward. So, the above sentence can be restructured into: *Actually, most of the students who study English in senior high schools have got this subject before even since they are in elementary school; however, they still do not understand anything when their English teacher is talking in English.* This sentence may not sound academic but the meaning is clearly understood.

In sentence 7, there are several kinds of errors that deal with grammar and preposition. The first is dealing with grammar where the writer uses past tense instead of present tense like in *Students usually not understood ...* The adverb of time *usually* should be accompanied with present tense rather than past tense *understood*. Besides, the writer also makes use of the tense without auxiliary verb do. Thus, sentence number 7 can be restructured into: *Usually, the students do not understand what the teacher is saying because they don't know the pronunciation.*

V. Conclusions And Suggestions

With reference to the discussion of the study mentioned above, it can be stated that in general, the sixth semester students of UNNES still do not have sufficient knowledge of how to write proposal properly. First, the content of the text is minimally achieved due to the limited points covered in the texts. Second, some of the texts are well organized and logically ordered but some are poorly organized. Third, it is admitted that there is sufficient range of vocabulary and grammatical structures used in the text. Fourth, all of the texts used formal style which refer to the academic writing rules. And lastly, it can be concluded that most of the students have difficulties in the language accuracy including vocabulary, grammar, and discourse features. They overuse certain vocabularies to ascertain the readers for their important meanings in the text but they sound awkward. Some are the wrong choice of words such as the verb master but written mastery etc. In grammar particularly, they severely made mistakes in almost all kinds of grammatical features, for example, in sentence: *students usually not understood ...* The adverb of frequency *usually* actually refers to present tense but it is written in past tense. Besides, if it is written in past form it should be preceded by auxiliary *did.* So, it becomes *Students did not understand.* In short, they still encounter problems in grammar and lexis but most of the errors still do not seriously threaten the intelligibility of the texts.

Therefore, it is recommended that students who join research subject should be trained as much as possible to write proposal with reference to the criteria as mentioned above: content, organization and cohesion, range, register, and language accuracy. Based on the result of the study, it indicates that most of them have difficulties in the accuracy of the language. It means that they do not care too much on the correct use of grammar although it plays an important role in making the text meaningful and cohesive. It will be of a great help for them if they are trained to implement the use of lexical cohesion, grammatical cohesion and rhetorical cohesion in their academic writing, especially in writing proposal so that their proposals will be worth reading.

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Appendix

Text 1. IMPROVING THE STUDENTS' MASTERY OF VOCABULARY THROUGH GAMES

Sentence No	Paragraph	Sentence description
1	1	In Indonesia English is not considered as a second language but, it is a foreign language.
2	1	The student is hoped to increase the ability in English.
3	1	English is also called as the target language that *has to be in schools* in today's Indonesian curriculum
1	2	Increasing the students' ability in mastering English the teachers have to think how to make students to master it for their own purposes.
2	2	There are so many approaches, methods, and techniques that can be used by the teacher.
1	3	One technique that was used by the teacher to increase the students' ability in English is Games.
2	3	The students can be more motivated and challenged. Games provide language practice in various skills of speaking, listening, writing, and reading. Games also encourage students to interact and communicate.
3	3	Through games there are so many advantages for students and teachers in learning process.
4	3	Games provide language practice in various skills of speaking, listening, writing, and reading. Games also encourage students to interact and communicate.
1	4	This study examines the students mastering of vocabulary through games because Games have been shown to have advantages and effectiveness in learning vocabulary in various ways.
2	4	Therefore, the role of games in teaching and learning vocabulary cannot be denied.
3	4	However, in order to achieve the most important from vocabulary games, it is essential that suitable games are chosen.
4	4	Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.
5	4	Based on the background above the research entitled Improving Students' Mastery of Vocabulary will be conducted to see if games can improve the mastery of vocabulary.

Text 2 THE USE OF VIDEO MEDIA TO IMPROVE THE STUDENTS' LISTENING SKILL FOR THE SECOND GRADE STUDENTS OF SENIOR HIGH SCHOOL

1	1	English is the international language.
2	1	English is also used intensively in international communication.
3	1	English is one of the needs of students, which is needed by students in this period; students need to learn English to improve their ability in it to make them ready to face the era of globalization in the future.
4	1	Through English, they can get good jobs at companies and they feel confident when they can speak English fluently.
5	1	Of course, when students learn English, students need to learn about four English skills such as listening, speaking, reading and writing.
6	1	The purpose of foreign language studies is to learn languages to read literature or to benefit from mental discipline and intellectual development resulting from the study of foreign languages (Richard and Rodgers, 1986: 3).
1	2	Actually, most of students in senior high school want to study *about* English, and most of them had been getting English when they are studying in elementary school, but they did not understand what their English teacher talking about.
2	2	This problem comes from students itself because they feel that English is very hard to be understood, especially in listening.
3	2	Some students have problem in listening.
4	2	They think that listening is hard.
5	2	When listening, teacher is usually use audio and the speaker is native speaker.
6	2	Students usually not understood what the speaker said, because their pronunciations are different with us.
7	2	

Text 3 The Effectiveness of Suggestopedia Method Using Classical Music on English Learning Interest in 8th Graders at SMPN 13 Yogyakarta Academic Year 2017

1	1	Interest in learning is very important for the initial step of acceptance of the lesson
2	1	Even though English does not require students' numeracy skills, it also requires serious verbal concentration, especially Indonesian people who use English in daily communication.
3	1	There have been many methods used on how to learn, understand and capture a foreign language lesson in any country.
4	1	This is what makes a Bulgarian educator Dr. Georgi Lozanov, made research and literature on how to learn foreign languages well using music through the Suggestopedia method he discovered.
5	1	The purpose of the Suggestopedia method is to free students' minds from negative assumptions such as the words "learning is boring", "English grammar is difficult" and others

Text 4. Teaching Vocabulary with the Theme "Fruits" through Word Search Puzzle to the Seventh Grade Students of the State Junior High School 16 of Palembang

1	1	A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought.
2	1	This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language.
3	1	Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication.
4	1	Teaching English to the students can be tricky
5	1	Many people argue that describe the subject matter is very difficult, because English is a foreign language inevitably be carried out under the demands of the curriculum in force in our country.
6	1	Many students feel confused when they want to speak English with smart fast way.
7	1	But they were confused where to start.

Text 5. Content Suitablity Assessment for 7th Grade Textbooks "When English Rings Bell" with the Syllabus in 2019

1	1	Teaching material is one of the important components in the teaching and learning process in the educational environment in Indonesia.
2	1	And when the curriculum system changes, new textbooks will appear according to government regulations
3	1	Textbooks are also as a companion when learning activities take place can be structured, according to what is designed, to achieve learning objectives.
1	2	The process of evaluating textbooks can be done by examining the content of textbook in two ways namely external and internal evaluation (McDonough, Shaw, and Masuhara, 2013).
2	2	External evaluation focuses on cover, introduction, table of content, and the like.
3	2	On the other hand, internal evaluation deals with materials including tasks and exercises.
4	2	The combination of internal and external are seen as an important thing to be conducted as it provided comprehensive information to the readers regarding the appropriateness of certain textbooks seen from the perspective of physical appearances as well as their contents. .
1	3	Based on the explanation above, the writer uses the syllabus as a reference to analyze the 7th grade English When the Bell of Junior High School textbooks are suitable for use in the learning process that is specialized in internal content involving tasks and exercises.
2	3	So the results of this study can be used as a reference for the feasibility of using textbooks in the next period