

AN ANALYSIS ON ELEMENTS OF WRITING FOUND ON THIRD SEMESTER STUDENTS WRITING AT ENGLISH DEPARTMENT OF CITRA BANGSA UNIVERSITY

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Abstract

Language is a communication tool in the form of a sound symbol system that is produced by human speech organs, in order to be able to interact and communicate with other people around us. In the world of education, we learn many languages. One of which is English language. English is an international language. In English, there are four skills that should be mastered, there are listening speaking, reading and writing. Writing skill is one of the difficulty skill, because writing skill is needed a creative thinking and skill in mastering that ability. The aim of this research is to know the elements of writing and to find out the dominant element of writing mostly found on third semester students writing at English Department of Citra Bangsa University. In this research the researcher analyzed the elements of writing found on students writing. The researcher used descriptive qualitative method to describe the data. The subjects in this research are the English three lecturer and the third semester students of English department at Citra Bangsa University. The data that researcher obtained through documentation and interview explain in description. The result of this research the central idea element get first rank, the element of organization get second rank, the element of supporting material get third rank, the element of expression, word choice and point of view get fourth rank and the element of spelling, grammar and punctuation get fifth rank.

Keywords: elements of writing, third Semester students

Abstrak

Bahasa merupakan suatu alat komunikasi dalam bentuk sistem simbol yang dihasilkan oleh organ ucap manusia yang digunakan untuk berinteraksi dan berkomunikasi dengan orang yang lain disekitar kita. Dalam dunia pendidikan, kita belajar banyak bahasa. Salah satunya bahasa Inggris. Bahasa Inggris merupakan bahasa internasional. Dalam bahasa, ada empat keahlian yang harus dikuasai yaitu menyimak, berbicara, membaca dan menulis. Menulis merupakan salah satu keahlian yang sulit sebab keahlian ini membutuhkan pemikiran kreatif dan keahlian dalam menguasainya. Tujuan dari penelitian ini untuk mengetahui elemen-elemen menulis yang dan untuk menemukan elemen menulis yang dominan ditemukan pada mahasiswa semester ketiga, program studi Pendidikan Bahasa Inggris, Universitas Citra Bangsa. Dalam penelitian ini, penulis menggunakan metode deskriptif kualitatif untuk mendeskripsikan data. Adapun subjeknya yaitu dosen mata kuliah Writing III dan mahasiswa semester ketiga pada prodi Pendidikan Bahasa Inggris, Universitas Citra Bangsa. Data diperoleh menggunakan observasi dan wawancara. Hasil dari penelitian ini ditemukan ide pokok/utama berada pada elemen yang paling dominan, organisasi tulisan berada pada urutan kedua, elemen kalimat pendukung berada pada urutan ketiga, elemen ekspresi pada urutan keempat dan elemen pelafalan, tata bahasa dan punctuation ada pada urutan kelima.

Kata Kunci: elemen menulis, mahasiswa semester tiga

1. Introduction

Language is a communication tool in the form of a sound symbol system that is produced by human speech tools, in order to be able to interact and communicate with other people around us. Language consists of words or a collection of words. With the existence of language we can make many things, such as talking with others, singing and etc. Human knows the language since she/he was born and starts learning languages until she/he grows up.

In the world of education, we learn many languages. One of which is English language. English is an international language. As an international language, English is very important and has many links to various aspects of life. In Indonesia, English is considered as first foreign language and is formally taught at school. At school we have been taught English from elementary to high school, some even learn it at the college when she/he chooses the English language major.

In English, there are four skills that should be mastered, there are listening speaking, reading and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skill, which the user of language requires to receive the spoken and written language. While, speaking and writing are productive skills, which the language users require the ability to produce language both spoken and written (Harmer in Sadana, 2017:1). Those skills in English should be integrated well including writing skill.

Writing ability is one of the English skill that needs a creative thinking and skill in mastering that ability. Writing skill is needed for occupation and academic purpose. Hence, people who want to master English writing ability, they must have good capability in producing cohesive and coherent writing. Moreover, the writer must be able to use the correct language and punctuation as well. Therefore, writing is a difficult activity for most people. Many people thought that writing is the most complex skill, if they compared it to the other skills. According to Pranoto (2004:9), writing means pouring thoughts into the form of writing or telling something to others through writing. It means writing can also be interpreted as an expression of feelings. In other words, through the writing process we can communicate indirectly. The writer must be able to organize the ideas, to construct the sentences, to use punctuations and spelling well. Beside that, they must be able to arrange their writing into cohesive and coherent paragraph and text. Hence, writing is a very complex skill.

The complexity of writing ability has caused many problems for the English lecturer in teaching the skill to the students. One of the main problems faces by the students is producing a cohesive and coherent writing. Beside that, many students assume that the

process of writing is not only the process of transferring what the student feels, but also convey a message to the reader. Actually, in every schools has taught how to write English in form of essay or work paper. However the fact is even though writing skill has been taught since elementary school until university, but not all the university students especially those who study at English major program or English department are able to produce a cohesive and coherent writing. If the students want to produce high quality writing they should follow some writing elements because they are the English department students who finally would write the academic and scientific writing such as writing their thesis.

Therefore, they should understand and should know about some writing elements and could help them in order to be the successful academic writers. However some students at English department in Citra Bangsa University said that writing skill is a very difficult skill. In this research, the researcher chooses the third semester students because even though they are in third semester, they are also still wrong in writing. They must learn more about writing and know the elements in writing, so when they prepare their thesis they have no trouble. They always find difficulties when they are asked to produce their writing, the difficulties can be central idea, organization, supporting material, expression, word choice, point of view, spelling, grammar and punctuation

2. Research Method

The type of research that used by the researcher is qualitative descriptive research. According to Bodgan and Taylor, (1975:5), qualitative research is s research that produces descriptive data in the form of words in written and oral form of people and observed behavior. Then according to Best (1982:119), descriptive research is the one type of research method that trying to describe and interpret objects according to what they are. Based on these two statements, it can be concluded that in qualitative research does not require significant calculations to answer every problem in this study. The researcher will use this method to analysis the elements in writing and the dominant elements found on thirrd semester's students, English department, Citra Bangsa University.

2.1 Literature Review

2.1.1 Writing

a. Definition

According to Marwoto (1987: 19), writing is expressing ideas or concept in the form of essays freely. In this case the author needs extensive knowledge and experience, so the author is easily and smoothly to express ideas, concept and opinions.

According to Suparno and Yunus (2008: 13) writing is an activity of delivering messages (communication) using written language as a tool or medium.

Tarigan (2005: 21) suggests that writing is reducing or describing graphic symbols that produce a language understood by someone so the other people can read and understand the language and the graphic symbols.

Based on the opinions of experts, it can be concluded that writing is a process of conveying idea, illusion, feelings in the form of symbols / signs / writings that are meaningful. In writing there is an activity of string up, arrange, arranging, describing a symbol / sign / writing in the form of a collection of letters that form words, a collection of words forming a group of words or sentences, a collection of sentences forming paragraph and a collection of paragraphs that form complete and meaningful discourses or essay.

b. The Purpose of Writing

According to Cox (1962), the purposes of writing are:

- 1) To inform, you may have more than one purpose in any assignment. You may wish primarily to inform, that is to convey information.
- 2) To amuse, when your purpose in writing is to amuse or entertain, be funny if you can.
- 3) To satirize, satirize is often a form of humor, but it is always humor with a serious purpose to effect reform.
- 4) To persuade, if your purpose in writing is to persuade you desire to influence your reader's thoughts or action

c. The Process of Writing

According to Harmer in Ayu (2013:13), the writing process divide into four stages: planning, drafting, editing, and final versions. All the stages of writing process are explained below:

- 1) Planning
It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the

writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

- 2) Drafting
Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.
- 3) Editing (reflecting and revising)
It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.
- 4) Final Versions
It is the last stage of the writing process when the written text is ready to send to its intended audience.

2.1.2 The Elements of Writing

According to Wilbers (2007:127) there are five elements of effective writing:

a. Central Idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea.

There are important points to note:

- 1) Central idea is clearly stated, normally in the opening.
- 2) All subordinate ideas relate clearly to the central idea.

b. Organization

This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material.

There are important points to note:

- 1) Introduction orients the reader to the central idea and the line of reasoning.
- 2) Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- 3) Transitions are clear and helpful.

- 4) Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion

c. Supporting Material

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade.

There are important points to note:

- 1) Examples are relevant, specific, detailed, sufficient, and persuasive.
- 2) Quotations support the argument.

d. Expression, Word Choice, and Point Of View

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis.

There are important points to note:

- 1) Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon.
- 2) Sentences are free of wordiness and ambiguity

e. Sentences are free of wordiness and ambiguity

This element of good writing counts only when it's wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you make a mistake.

There are important points to note:

- 1) Spelling, including technical terms and proper names, is correct.
- 2) Correct words are used to convey the intended meaning.
- 3) Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.
- 4) Punctuation, particularly comma placement, reflects standard usage.
- 5) Copy is free of mechanical errors and mistakes in proofreading

3. Findings and Discussion

The researcher had analyzed the data and also had transcribed the result of interview. Based on the data displayed on findings and discussion below.

3.1 The Elements of Writing found the Third Semester Students' Writing

There are some elements of writing obtained from students on English Department of Citra Bangsa University, as follows:

3.1.1 Central Idea

At the 9th meeting, the topic that has been given by the lecturer is about "*The Importance of The Education*". The lecturer asked to the students to write an essay in accordance with the topic. There are five students attended the class. From the results of their writings there are four students who meet the central idea, which are listed in figures 1.1, 1.3, 1.4 and 1.5. Where, the central idea is in the first paragraph. This is the evident in the data. The first, from the writing of Joan Antonio, in the figure 1.1 "*Early childhood is very important to determine the success of a child*" based on his writing, central idea is "*the important of early childhood education*". In his writing he explained the importance of education in early childhood and explained the positive effect on the children of the social environment and peers.

The second, from the writing of Trivena Nenometa in the figure 1.3 "*Education is very important. There are two reason become barrier fast the education*". In this sentence, central idea is about "*education is very important*" In her writing, she explained the importance of education and will discussed two reasons that become obstacles in education that barrier.

The third, from the writing of Winda Dopen in the figure 1.4 "*Education is a continuous process, not stopping. Education is the learning of the knowledge, skill and habit*". In this sentence, the central idea is about "*education is a continuous process*". In her writing, she explained about education and explained two reasons of the education related to expensive and the best school.

The last from the writing of Sara Perang in the figure 1.5 "*PAUD is education more important for the children in which attain the age of the three to five years*". In this sentence, central idea is about "*PAUD is more important education*". She explained the importance of education for PAUD and she gives some reasons about the education.

At the 10th meeting, the topic that has been given by the lecturer is about "Christmas Day". The lecturer asked to the students to write an essay in accordance with the given topic. there were 6 students attended the class. From the

results of their writings, all the students have fulfilled the central idea, which are listed in Figure 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6. Where the central idea is in the first paragraph. This is the evident in the data. The first, from the writing of Aryanti Lomi in the figure 2.1 “*Christmas is the most special day and only takes a few days for one year*”. In this sentence, central idea is about “*Christmas Day*”. She explained about Christmas Day and explained the preparation before Christmas.

The second, from the writing of Trivena Nenometain the figure 2.2, “*Christmas day is a special day that has been awaited by Christmas*”. In this sentence, central idea is about “*Christmas Day*”. In her writing, she explained about Christmas Day and explained the activity before Christmas.

The third, from the writing of Sara Perang in the figure 2.3 “*Christmas is a special day For Christian and Catholic. They celebrate Christmas day with their family because Christmas day they celebrate once a year, so they celebrate with happiness*”. In this sentence, central idea is about “*Christmas is a special day*”. In her writing, she explained about Christmas and explained the activity before Christmas. The fourth, from the writing of Mega Mooy in the figure 2.4 “*Christmas is the most desirable day by Christians and Catholics. Christmas has more appeal For everyone, who celebrates the day, even before Christmas many people will arrive, already preparing the equipment they will use at Christmas*”. In this sentence, central idea is about “*Christmas is the most desirable day by Christians and Catholics*”. In her writing, she explained about Christmas Day and explained the preparation before Christmas. Another example of the students writing in the figure 2.5 and 2.6.

At the 11th meeting, the topic that has been given by the lecturer is about “*Student and Pregnancy*”. The lecturer asked to the students to write an essay in accordance with the given topic. There were 6 students attended the class. From the results of their writings, all the students have fulfilled the main idea, which are listed in figures 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6. Where, the main idea is in the first paragraph. This is the evident in the data. The first, from the writing of Maria Lopez in the figure 3.1 “*Many experience were felt when she was a mother at a young age while at the same time she was still continuing her studies in college maybe quite heavy carrying out the role of a mother as well as student*”. In this sentence, central idea is about “*a mother at a young age*”. In her writing, she explained the experience of

someone who became a mother and still continuing in college.

The second, from Trivena Nenometa’s writing in the figure 3.2 “*Being a student is a matter of pride for those who are currently undergoing education at the college level. However, what about those who take the wrong path and have to go through pregnancy during college*”. In this sentence, central idea is about “*pregnancy during college*”. In her writing, she explained the problem for college students who are pregnant.

The third, from the writing of Mega Mooy in the figure 3.3 “*Children are easy in relation to talking a decision to go to school and achieve their goals is not easy so that he can pass it just like that. The most prominent thing from school is when someone starts to be attracted to the opposite sex and end dating. Then in courtship three are those who can control themselves and some who cannot control themselves and become pregnant*”. In this sentence, central idea is about “*Children are easy in relation and become pregnant*”. In her writing, she explained the association of children in schools that cause pregnancy. The fourth, from the writing of Sarah Perang in the figure 3.4 “*Being a teacher and a housewife is not easy because there are many needs that must be met in order to create a good family*” In this sentence, central idea is about “*Being a teacher and a housewife*”. In her writing, she explained that being a teacher and a housewife is not easy.

3.1.2 Organization

At the 9th meeting, the topic that has been given by the lecturer is about “*The Importance of The Education*”. The lecturer asked to the students to write an essay in accordance with the topic. There are five students attended the class. From the results of their writings there are four students who have fulfilled the organization element, which are shown in Figure 4.1, 4.3, 4.4, and 4.5. Where, in their writing there are four paragraphs. The first paragraph is introduction paragraph, the second and third paragraph are supporting paragraph and the last paragraph is the conclusion paragraph.

At the 10th meeting, the topic that has been given by the lecturer is about “*Christmas Day*”. The lecturer asked to the students to write an essay in accordance with the topic. From the results of their writing there are five students who meet the elements of the organization, which are listed in Figures 2.1, 2.3, 2.4 and 2.5. Where, in their writing there are four paragraphs. The first paragraph is introduction paragraph, the second

and third paragraph are supporting paragraph and the last paragraph is the conclusion paragraph.

At the 11th meeting, the topic that has been given by the lecturer is about “*Student and Pregnancy*”. The lecturer asked to the students to write an essay in accordance with the topic. From the result of their writings there are four students who have fulfilled the organization elements, which are shown in figures 3.1, 3.4, 4.5, and 4.6. Where, in their writing there are four paragraphs. The first paragraph is introduction paragraph, the second and third paragraph are supporting paragraph and the last paragraph is the conclusion paragraph.

3.1.3 Supporting Material

The results of student writing contained at the 9th meeting with the topic “*The Importance of Education*”, the 10th meeting with the topic “*Christmas Day*” and the 11th meeting with the topic “*Student and Pregnancy*”. From the results of their writings the element of supporting material is still incomplete, because in their writing they just explained and give their personal examples and they didn’t provide the statistics and the citation. This is the evident in the data. The first, from the writing of Winda Dopen in the figure 3.4 with the topic “*The Importance of Education*” in the second and third paragraphs:

“Education is a process, not stopping. Education is the learning of the knowledge, skill and habits, so Many people went to compete to get the highest education possible. Many parents want their children to get a proper education, so they send their children to the best and expensive school for several reasons.

The first reason is that their children are smarter and excel in all fields because ,the best and expensive have high quality teachers in teaching their children.

The second reasons is that expensive and best school have facilities that are quite different from other schools, starting from the provision of vehicles, cctv, wi-fi and many more. one of which is to make it easier for parents not to bother taking their children to school”.

The second, in the writing of Sara Perang, with the topic “*Christmas Day*” in the figure 2.3. In the second and third paragraphs:

“The First they spend their money to go shopping. In over there they buy some clothes, ingredients For making cakes and ingredients For home decoration.

The second they began to decorate the christmas tree they had bought. Then they will decorate it with Christmas trinkets in order to beautify the Christmas tree”.

The last, from the writing of Mega Mooy. In the figure 3.3 with the topic “*Student And Pregnancy*”, in the second and third paragraphs:

“The following are positive and negative impacts when a student becomes pregnant while attending school.

“The first is the negative impact that will occur on a student who is pregnant that she will have difficulty in dividing her time to attend school.

The second are the positive impact that will occur on a student, who is Get more advice From pregnant women ahead of you, and be guided to become an adult”.

Based on three writings above, they just explained and give their personal examples but they didn’t provide the statistics and the citation to support their writing. Where, in the writing of Winda Dopen, she just explained about the importance of education and explain the reason of the education. In the writing of Sara Perang, she just explained the activity of the people before Christmas day. The last in the writing of Mega Mooy, she just explained the positive and negative impacts when a student pregnant.

3.1.4 Expression, Word Choice and Point of View

At the 9th meeting, the topic that has been given by the lecturer is about “*The Importance of The Education*”. The lecturer asked to the students to write an essay in accordance with the topic. There are five students attended the class. From the results of their writings there are two students who have fulfilled the element of expression, word choice and point of view. This is the evident in the data. The first, from the writing of Joan Melur in the figure 1.1. In his writing there is expression where stated in the first paragraph “*Early childhood education is very important*”. The next, in his writing the word choice is almost true, where stated in the sentence “*Early childhood education is very important and will form a good personality in children who will grow up to adulthood*” In this sentence, the word choice is incorrect there is stated in the underline word. In his writing, there no have the element of point of view.

The second, from the writing of Winda Dopen in the figure 1.4. “*I concluded that many parents want their children to get a proper*”. In this sentence, there are the expression and the point of view. Where the expression she give the

expression of opinion about the parents who want their children to be success. The next, the point of views he gave the opinion about the education. In this sentence also, the word choice is incorrect.

At the 10th meeting, the topic that has been given by the lecturer is about “*Christmas Day*”. The lecturer asked to the students to write an essay in accordance with the topic. There are six students attended the class. From the results of their writings there are three students who have fulfilled the element of expression, word choice and point of view, but their sentence is less precise. This is the evident in the data.

The first, from the writing of Aryanti Lomi in the figure 2.1. In her writing there are expression and word choice, there no have point of view. Where, in her writing there is “expression” in the sentence “*Christmas is most special day*”. In this sentence, she gave the expression that Christmas is most special day. The next, there are “word choice” in the sentence “*Christmas is the most special day. Before Christmas day, people will be very busy because there will be a lot of preparation to welcome Christmas*”. In this sentence, the word choice is not true and can understand by the reader.

The second, from the writing of Sara Perang in the figure 2.3. In her writing there are expression and word choice, there no have point of view. Where, in her writing there is “expression” in the sentence “*Christmas is a special day*”. In this sentence, she gave the expression that Christmas is a special day. The next, there are “word choice” in the sentence “*Christmas is a special day for christian and catholic. They spend their money to go shopping*”. In this sentence, the word choice is not true and can understand by the reader

The third, from the writing of Joan Melur in the figure 2.6. In her writing there are expression and word choice, there no have the point of view. Where, in his writing there is “expression” in the sentence “*This Christmas moment is very special for Christian and Catholic*”. In this sentence, he gave the expression that Christmas moment is very special for Christian and Catholic. The next, there are “word choice” in the sentence “*Christmas preparation is the main moment before the celebration arrives. This Christmas moment is very special for Christian and Catholic, to welcome the birth of our Lord Jesus Christ*”. In this sentence, the word choice is not true

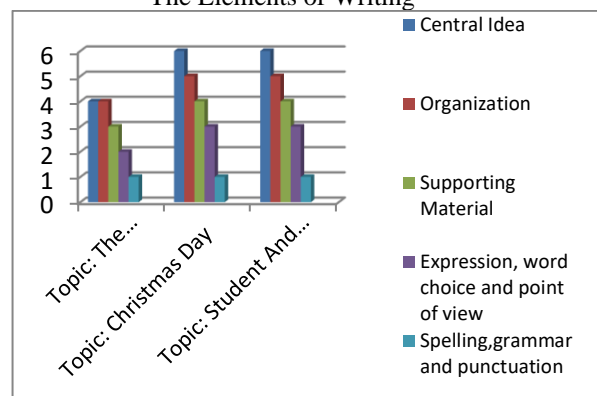
3.1.5 Spelling, Grammar and Punctuation

At the 9th meeting, the result of students writing based on the topic that the lecturer given to them about “*The Importance of Education*”. Almost all the students writing still less precise, there is only one student who have met the element of spelling, grammar and punctuation. This is the evident in the data, from the writing of Winda Dopen in the figure 1.4. “*Education is a continuous process, notstopping. Education is the Learning of the knowledge, skill and habi*”. In this sentence, the use of spelling, grammar and punctuation is incorrect, in the spelling in the word is ‘*stopping*’ is incorrect.

At the 10th meeting, the result of students writing based on the topic that the lecturer given to them about “*Christmas Day*”. There is only one student has fulfilled the element of spelling, grammar and punctuation. This is the evident in the data, from the writing of Aryanti Lomi in the figure 2.1 “*Christmas is the most special day and only takes a few days for one year*”. Usually. *Before Christmas day people will be very busy because there will be a lot of preparation to welcome Christmas*”. In this sentence, the use of spelling, grammar and punctuation is correct.

3.2 The Dominant Element of Writing

Figure 4.1
 The Elements of Writing



Based on the figure 4.1, the researcher displays the elements found on third semester students writing, which is obtained from the 9th meeting until 11th meeting. In this figure, the element of central idea gets first rank, because this element is found in almost all of the students writing from 9th meeting until 11th meeting. Where as, in the 9th meeting the central idea is found in 4 students writing, in the 10th meeting it is found in all students writing and in the 11th meeting it is also found in all students writing.

The element of organization gets second rank, because this element is found to be less than the central idea element. This data can be proven in the 9th meeting where, the organization element is found in 4 students writing, in the 10th meeting it is found in 5 students writing and in the 11th meeting it is also found in 5 students writing.

The element of supporting material gets third rank, because the element is found to be less than two previous elements. This data can be proven in the 9th meeting where, the supporting material element is found in 3 students writing, in the 10th meeting it is found in 4 students writing and in the 11th meeting it is also found in 4 students writing.

The element of expression, word choice and point of view gets fourth rank, because this element is found to be less than three previous elements. This data can be proven where, in the 9th meeting the element of expression, word choice and point of view is found in 2 students writing, in the 10th meeting it is found in 3 students writing and in the 11th meeting it is also found in 3 students writing.

The element of spelling, grammar and punctuation gets fifth rank, because this element is found at least of the other previous elements of writing.

Therefore based on the data found, it can be said that central idea element is the dominant element of writing mostly found on third semester students writing at the English Department of Citra Bangsa University. Because, all the students who include this element of central idea in their writing

4. Conclusion

Based on the result of findings and discussion above, the researcher draws some conclusion on elements of writing found on students writing as follows:

- 4.1 All the elements of writing found in students writing. Those elements are central idea, organization, supporting material, expression, word choice and point of view, spelling, grammar and punctuation.
- 4.2 The most dominant element found in student writing is central idea, the second is organization, the third is supporting material, the fourth are expression, word choice and point of view and the last, the element found in student writing are spelling, grammar and punctuation.

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