

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents and analyzes the data of this research. The data were obtained from the students' composition and the questionnaire. The students' composition was used to answer the research problems (1) What are the problems faced by Writing 1 students in organizing ideas when they are writing a paragraph and the questionnaire was used to answer the research problem (2) What are the causes of those problems.

A. Background Information

1. Writing 1

a. The Strategy of The Lecturer in Teaching of Writing 1

Based on the interview with the lecturer of writing 1,¹ (see in appendix 5) writing is kind of lesson that requires skill. Beside skill, it also needs a theory about how to write better. That is why, it is important to use a textbook. The function of textbook is to support exercises for the students. If they do a lot of exercises, they will create a qualified composition.

¹ The Lecturer of Writing 1 is Prof. H. Arief Furqan, Ph.D, The interview was done on Wednesday October 19, 2011 at 13.00 p.m

The textbook used for Writing 1 in A and B class is *Effective Academic Writing 2*. The lecturer used that book because it has a lot of exercises that support the students' writing skill.

To develop the students' English writing skill, they must do a lot of exercises. Therefore, every week the lecturer gives assignment to the students to make a paragraph. The students usually do their assignment at home, and submit it when they attend to the Writing 1 class. For the topic, sometimes they choose the topic by themselves but sometimes the lecturer decides the topic of the paragraph.

The lecturer also said that the important thing in writing is the organization of composition. Every paragraph has a topic sentence, supporting sentence, and a concluding sentence. He focuses his teaching on these three structural parts. Therefore, there are only little mistakes in topic sentence, supporting sentence, and concluding sentence.

For grammar, structure, and vocabulary the lecturer does not emphasize it too much because they are still in the second semester and it is the first time for them to get writing subject. If there are a lot of mistakes in grammar, structure, and vocabulary, it is natural, because the focus of his teaching is organization. The lecturer assumes that they have mastered structure and vocabulary because they have particular subject about that.

Also, if the lecturer teaches about structure and vocabulary they will assume that it is more important than organization. Besides, if he emphasizes a lot of aspects in their writing, they will get confusion, because in fact, the key of writing is organization. The better organization of the composition, it is easier for the readers to understand the meaning.

b. The Scoring of Writing 1

The final score is seen from three aspects, they are the weekly assignment, the middle test, and the final test. The lecturer gives information about the scoring standard to the students. So, they can estimate their score. For instance, if they want to get A score, they must fulfill the requirement to get A score.

The progress of students' writing skill every week is better because when the lecturer corrects their compositions, he always gives note about their mistakes, so the students know their mistakes, and they do not repeat it in the next assignment.

Table 4.1: The Standard of the Lecturer in Scoring the Students' Paragraph

Score	Criteria
A	<ul style="list-style-type: none"> - There are topic sentence, supporting sentence, and concluding sentences - There is little error in grammar, structure, and vocabulary - The total of the word is reached
B	<ul style="list-style-type: none"> - There are topic sentence, supporting sentence, and concluding sentence - There are a lot of errors in grammar, structure, and vocabulary - The total of the word is reached
C	<ul style="list-style-type: none"> - There is not one of three structural parts (topic sentence, supporting sentence, and concluding sentence) - There are a lot of errors in grammar, structure, and vocabulary - The total of the word is not reached

2. The Test

The lecturer had taught the students various paragraphs. Among of those paragraphs are descriptive, narrative, example, and opinion paragraph. But, for the final examination, he chose opinion paragraph. The reason is that the students in college have to master opinion paragraph, because when they are in the last semester, they are required to write a thesis, and in fact the thesis is kind of opinion essay. So, the final examination is one of exercises to be a master in making a good opinion essay.

The final examination was chosen as research data because of some reasons. First, the final examination is the measurement of their writing competence and also it has big role for the final score. Therefore, they will do it seriously. Second, in the final examination their writing is original, because they do it by themselves in the class without any help from the other person. So, it will ease for the writer to know their difficulties in writing.

B. The Results of Students' Opinion Paragraph

The A and B class was classes investigated in this study. There were twenty students for each class. So, the total number of students was forty students.

After the students' compositions were collected, they were analyzed in terms of the topic sentence, supporting sentence, concluding sentence, unity and coherence. The purpose of this analysis was to know the problems faced by

Writing 1 students in organizing ideas when they are writing a paragraph. Those problems are classified into five. They are topic sentence problems, supporting sentence problems, concluding sentence problems, unity problems, and coherence problems.

The topic sentence problems includes the topic sentence is unclear, there is not topic sentence, there is not controlling idea, and it is too general. The supporting sentence problems includes the supporting detail is unclear and there is lack of detail or explanation. The concluding sentence problems includes the absence of concluding sentence and end-of paragraph signals. Whereas, unity problems occurs when one paragraph discusses two main ideas and there is irrelevant sentence. The paragraph has coherence problems when there is lack of transition signals and there is not chronological transition signals.

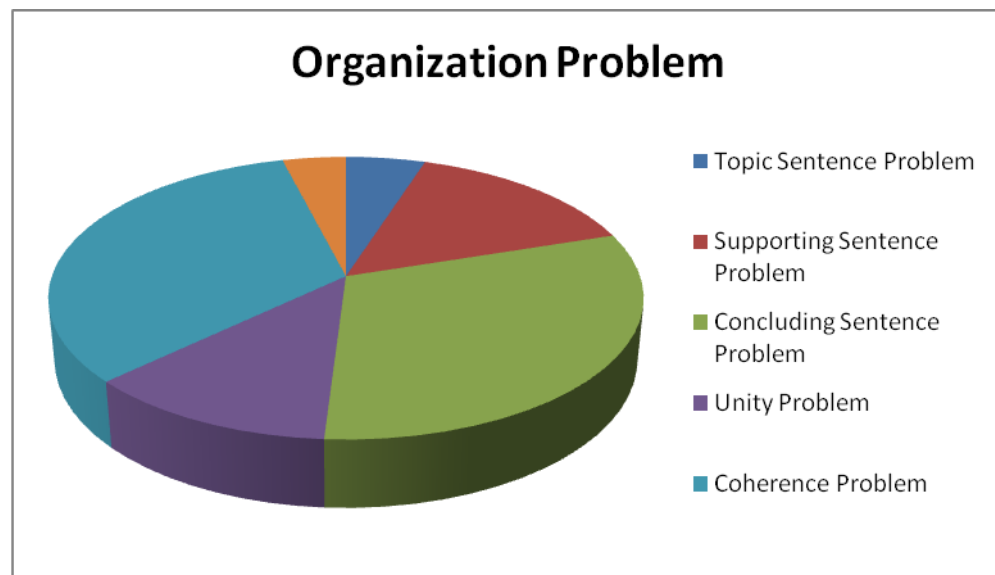
Approximately, there are one problem until three problems in one paragraph. For instance, the paragraph under the title “The Best Way to Learn Writing”, there are three problems, they are topic sentence problem, supporting sentence problem and coherence problem.

The data about the total of students which have organization problem is summarized in the following table.

Table 4.2: The Total of Student Who Have Problem in Each Part of Organization Problem

No.	Kind of Organization Problem	The Total of Student
1.	Topic sentence problem	4
2.	Supporting sentence problem	11
3.	Concluding sentence problem	23
4.	Unity problem	9
5.	Coherence problem	24
6.	No problem	3

If the students' problem in organizing ideas and the total of students in each organization problem is presented in chart. It can be seen as follow.



After the students' paragraphs were analyzed, it was found that there are 4 students (5 %) have problem in topic sentence, 11 students (15%) in supporting sentence, 23 students (31 %) in concluding sentence. Meanwhile, for unity

problem, there are 9 students (12%) and for coherence problem, there are 24 students (33%). Beside, it was also found that there are paragraphs which do not have problem. There are only 3 students (4%) which made good organization paragraph.

The data about the total of students which have combined organization problem is summarized in the following table.

Table 4.3: The Classification of the Student which Have Combined Problem

No.	Kind of Combined Problem	The Total of Students
1.	Concluding sentence and coherence	10
2.	Concluding sentence	5
3.	Coherence	3
4.	Supporting sentence, unity and coherence	2
5.	Supporting sentence, concluding sentence, unity coherence	2
6.	Supporting sentence and coherence	1
7.	Concluding sentence and unity	1
8.	Topic sentence, supporting sentence and coherence	1
9.	Topic sentence, supporting sentence and unity	1
10.	No problem	3

There are 10 students who get difficulties in concluding sentence and coherence. Next, there are 5 students who get difficulties only in concluding

sentence. Then, there are 3 students who get difficulties only in coherence. In addition, there are 2 students who get difficulties in supporting sentence, unity and coherence. Meanwhile, there are 2 students who get difficulties in supporting sentence, concluding sentence, unity and coherence. Whereas, there is 1 student who get difficulties in concluding sentence and unity and also there is 1 student who get difficulties in topic sentence, supporting sentence, and coherence. And the last, there is 1 student who get difficulties in supporting sentence and coherence and also there is 1 student who get difficulties in topic sentence, supporting sentence, and unity.

1. The Organization Problem Found

a. The Students' Problems in Making of Topic Sentence

There are four students who have topic sentence problems. Those topic sentence problems are the topic sentence is unclear, there is not topic sentence, it does not have controlling idea, and it is too general.

1). Example of opinion paragraph which the topic sentence is unclear

“WRITING CLASS”

I like writing class, because there are many knowledge that I have gotten. I think, this writing class can improve our skill. My lecturer, he is Mr. Arif Furqon gave us the task to write daily activities. Of course I am

very happy, because I always write my activity on my diary. But this one is very different. That we must write by English. Beside the lecturer gave some exercises and homework, in the writing class we study together about writing. The lecturer describes how to make good paragraph and how to make good writing very clearly. And that increase our knowledge. There are many kind of paragraph, like opinion, narrative, descriptive, and example. And now, we are can understand about that kind of paragraph by join writing class and we do it seriously. And in writing class is very gratify, because we are study by relax but sure, and that make us spirit to continue our writing skill. So, I think we must like writing class, because that is one of the important subject of English to improve our skill as the student and as the young generation in order that we can smarter than the others, include of the western.

By: F.R.

The above paragraph is classified into topic sentence problem, particularly the topic sentence is unclear because when reading the topic sentence of this paragraph "I like writing class, because there are many knowledge that I have gotten", the readers will have two understanding about what will be discussed in this paragraph. First, the readers will assume that the writer will discuss about the reasons she like writing class. Second, the readers will assume that the writer will discuss about

various knowledge which were gotten from writing class. So, the writer should write a clearer topic sentence in order that what the readers expect is reached from the paragraph.

2). Example of opinion paragraph which there is not topic sentence

“THE BEST WAY TO LEARN WRITING”

If we are study in English Department, the important studies in English are structure, reading, listening, and writing. All of that is very important in studying English lesson because all of that is the important lesson in English if we want to smart in studying English. If my opinion studying of writing is more important from another lesson, because writing is one of fondation in the studying English if we are cliver in study structure, reading, listening but not in the writing as same as we can read but we can't a writing. So that if we want smart in writing lesson we must study hard about writing lesson second we must study how to write the good paragraph the third we must study to write in English so we must study to write about how to make a good story paragraph. So that the conclusion is if we want to smart in writing we must about that.

By: S.H.K.

The above paragraph is classified into topic sentence problem because there is not topic sentence in this paragraph. The writer stated about the

importance of writing too much in introduction. So, it blurs the readers' understanding about the topic. It is true that in the middle of this paragraph there is a sentence like topic sentence that is "if we want smart in writing lesson" this sentence is not a good arrangement to make a topic sentence. It is also true that the topic sentence must not in the beginning of paragraph, but it is better if the writer placed it in the beginning of paragraph because it can ease the readers to guess the topic will be discussed.

3). Example of opinion paragraph that does not have controlling idea

“WRITING DAILY ACTIVITY”

Writing is interesting but how to write is difficult. That is why we need more practice in writing skill. I think to write you need some skill also. I mean write not only write but you have to read a lot anything. But do not be afraid because you can practice it little by little by writing your activity and what you like. You can write at anytime and anywhere if you want. Every case can be material to write. For them who is beginner write is little bit difficult. Because of it needs some skills in mastering or just know about the vocabularies. But for some people writing is interesting because they can share what they are thinking of and they are feeling. Write is their habitual. So, they can write well. I think the basic problem

in writing is willing. Some people is expert in writing have a big willing in write eventhough they neglect the role of write. It is the best way, you do not always think how write well. But think I can write well. I say like this because of some people always care about the role of writing until they can not write what the want to share about their opinion. Role will be in your hand if you always practice your writing. As I say before write only needs practice. More you practice more you know understand how to write well. I also try to wite what I think from little thing to serious thing. First, it is so hard because I have to open dictionary to know the verb meaning's in English but it is so benefit for me. Not only increasing my writing skill but also enreach in my vocabularies. I also do like people do. I read a lot an English language novel, newspaper, magazine, and news online. It is helpful for me to know to arrange the sentences in text i write. I mean i can write any activity from morning till night enough easy. So, I can speak that write daily activity is the best way how to write something. If you are excellent on it, it can be make you as writer or profesional writer. And you will love writing.

By: A.D.L.

The above paragraph is classified into topic sentence problem particularly there is not controlling idea, because the controlling idea in this topic sentence "how to write is difficult" is unclear. First, the

structure in the controlling idea usually consists of one or two words, but in this paragraph the controlling idea consists of five words. So, it is not an effective controlling idea. Second, the controlling idea and the content of this paragraph are unsuitable. If the controlling idea is how to write is difficult, the writer should write the reasons why how to write is difficult. But, the content of this paragraph is the way to learn writing. So, it is called that this paragraph does not have controlling idea.

4). Example of opinion paragraph which the topic sentence is too general

“THE BEST WAY TO LEARN WRITING”

Good strategy is important to learn writing. It is important because it can make easier to learn writing. For example, the students have to write an English journal everyday. So, if they write everytime, they will have a new common and it is useful for their ability. I always write on my diary book every moment. It effects my writing ability. I can write everything easily. Writing is not a theory, it needs a practice to get success to learn writing. In fact, there are many way to learn writing. And we can choose one of them. Good strategy is important component of them. So, we need smart method to learn writing.

By: M.A.N.H.

The above paragraph is classified into topic sentence problem particularly the topic sentence is too general because one of requirements to make a good topic sentence is not reached. That requirement is the topic sentence may not be too general or too specific. The topic sentence in the above paragraph “Good strategy is important to learn writing” is too general. So, the readers are confused what kind of strategies which are important to learn writing. The writer should choose one kind of strategies which is the best strategy according to him. The example of strategies in learning writing such as writing diary, exercises, reading, or others.

a. The Students’ Problems in Making of Supporting Sentence

There are eleven students who have supporting sentence problems. Those problems are the supporting detail is unclear and there is lack of detail or explanation.

1). Example of opinion paragraph which has unclear supporting detail

“THE BEST WAY TO LEARN WRITING”

The best way to learn writing is more more practice. Because the more practice can we also do correct in our mistakes, in order that we try to train ourself in writing. Everything is need a process and time, no mater in this world instanly and directly in a short time. Without training

we only silent we can not do what the best. Cause we only silent, if we work and training hardly, we will gate what we want and need. When I try to start writing, I always give up. Cause I do not know what must I do. My writing is not understandly to continuou writing or reading. Cause, the topic is run away. So my lecturer explain me that the best things in study is more training and study hard. And I try what my lecturer said, I do training for my self more and more but at the first time I failed again and I try again until I had wroten perfectly and I can do and write perfectly too. Actually there are many ways to learn writing but the most of important than the more practice with pationly and work hard. And harder and never let to give up but, in order that actually, the most important is we do what the suggest and try. But if we only yes or no or only save the suggest without do some thing. We can not gate what we wanted but if we try to do is the more chance to success. In our hand, be an English writer.

By: N.R

The above paragraph is classified into supporting sentence problem particularly the supporting detail is unclear because in every supporting sentence consists of supporting detail and the sentences that support the supporting detail. In the above paragraph the supporting details are unclear. Those supporting details are “Because the more practice can we

also do correct in our mistakes“ and “we will gate what we want and need“ . The readers cannot separate between the supporting detail and the sentence which support it. Beside, the idea is not logic. Also, there are a lot of sentences which are repeated. So, it will make the readers confused. The writer should classify the ideas into division. So, it will ease the readers to understand the flow of idea.

- 2). Example of opinion paragraph which the supporting sentence is lack of detail or explanation

“MY WRITING CLASS”

I very like writing class. I’m sure about my opinion for many reason. First of all, I can learn about how to make a good paragraph. The paragraph has many vocabulary, so in making a paragraph, I also leran about vocabulary. Second, in writing class I can use my imagination to think the supporting sentences for my topic. It is important because the paragraph will be good from the arragnment of supporting sentences. Next, in writing class we can write our feeling. We can write our problem in our jurnal. It will help me to solve my problem easily. Finally, writing class gives me many advantages in studying English.

By: F.N.S

The above paragraph is classified into supporting sentence problem particularly there is lack of detail or explanation because the writer only gives little explanation, so the readers cannot believe with her opinion. She should add facts, experiences, reasons, examples, or others to convince the readers about her opinion because she is writing an opinion paragraph.

c. The Students' Problem in Making of Concluding Sentence

There are twenty three students who have concluding sentence problems. Those problems are that there is not concluding sentence and there is not end-of paragraph signal.

1). Example of opinion paragraph which there is not concluding sentence

“THE BEST WAY TO LEARN WRITING”

I like study writing, because in writing many people like writing, then I every day study writing don't know time and day, maybe, many people there is exceeded me. Sometime writing to make me boring, and very lazy for study but study writing is one of them we could speak English and study grammar, maybe many people like or dislike study writing. Writing to sometime make me understand about grammar, some manner for making descriptive, and giving me some basic grammar, etc. Writing is

one of them for some learn English which is the most protrude for another. We have vocabulary and dictionary too study is very hard.

By: A.Q.R

The above paragraph is classified into concluding sentence problem particularly the absence of concluding sentence because in the end of this paragraph there is sentence like concluding sentence “Writing is one of them for some learn English which is the most protrude for another. We have vocabulary and dictionary too study is very hard” but this sentence is very confusing. Also, it does not give restatement about the content of paragraph. So, the readers confused and they also will have bad impression about this paragraph. Concluding sentence should contain of restatement about the content or the sentence which will leave a positive impression to the readers.

2). Example of opinion paragraph which there is not end-of paragraph signal

“THE THING I LIKE SPEAKING CLASS”

The things I like speaking class. I have some favorite classes when I study English here. Speaking class is one of them. Why I like speaking class because in speaking class we can speak English one another. Because when starting speaking class we must speak English. No one is forbidden to speak another language. It is very important, because we can

keep practicing when in speaking class. And every meeting, there is always some game to make speaking class be fun. In speaking class, we are not only studying about speaking but also we are studying about listening. The lecturer of speaking class has a tricky idea to make every one speak English. It is the good one in speaking class in order that all of students can speak English. Speaking class is one of classes which I like.

By: P.O

The above paragraph is classified into concluding sentence problem because there is not end-of paragraph signal in this paragraph. Indeed, end-of paragraph signal is a sign the paragraph will end. So, the readers will prepare themselves to the conclusion. Therefore, the readers will not get shocked. If there is not a concluding sentence the readers will get confused, because they cannot differentiate between supporting sentence and concluding sentence. After the writer gives the supporting sentence, he continues it with concluding sentence without end-of-paragraph signals. So, the readers will get shocked, because they do not realize that the paragraph has finished.

d. The Students' Problem in Making of a Unified Paragraph

There are nine students who have unity problems. Those problems are that in one paragraph discusses two main ideas and there is supporting

sentence which does not explain the main idea or it is called irrelevant sentence.

1). Example of opinion paragraph which discusses two main ideas

“THE BEST WAY TO LEARN WRITING”

Writing is one of brance of studying English. It is very important skill to master English. In order to master in English. Student need to know the best learning strategy which appropriate with their learning style. Many people say that writing is very difficult but actually many ways that can we do to learn English. First, we must as many as possible write and if we find the difficult vocabularies we can open the dictionary to find the words. Second, to practice english skill we must read much therefore we know how to use grammer and to analyze the sentence. And next aks your friend to know the mistake of the grammer. We must know the best learning writing strategy which opporpriate with their learning style.

By: F.N.I

The above paragraph is classified into unity problem particularly in one paragraph discusses two main ideas because the content of this paragraph is not suitable with the topic sentence. The topic sentence is “the best learning strategy which appropriate with their learning style”. It means that the writer will discuss about the learning style, but in fact, the

content of this paragraph is the ways to learn writing. It means there are two main ideas. They are the ways to learn writing and the learning style.

2). Example of opinion paragraph which inside there is irrelevant sentence

“THE BEST WAY TO LEARN WRITING”

I found the best way to learned writing and make it easy. We all know in this era, we can see many young generation learned English, they learned very hard because we knew if someone have English language, his or her future will be a good. We also knew if we want to have a good and clear English we should studied Stucture or Grammar, but it is not enough because beside someone studied Stucture, they should study writing too, because actually writing learned to be a good English and writing can make someone speak english well than the others. I knew learned writing is very difficult, but if we have found the way to make it easy I think writing will be easy too. In the writing we learned to make sentence first and we also knew if we wanted to make sentence, we must get the better of structure. It is simple, we only knew, the subject, position of verb and after that the object and if you want you can add adverb or adjective there. After we can make a godd sentence, we make paragraph and the way to make paragraph is we use writing theories. And it is easy, we only know where the topic sentence is and make topic sentence and

we closed it with concluding sentence. I ever see, someone has a good structure skill, but he did not have knowledge about the writing theory. So, when He spoke, His spoken very well but when He are wanted to make writing assignment. He can not do it and His writing difficult to read and for understanding. So, we can get conclusion, if we want to be a good speaker and writer in English, you must have a good structure and writing and one of very important you must often to practice because if you want to practice, I faith your writing will be a better than other. It is all and it is very simple and easy. Finally I think it is the best way to learn and get the better writing.

By: A.K.

The above paragraph is classified into unity problem particularly there is irrelevant sentence because in this paragraph there are a lot of sentences which are not relevant with the topic sentence. Among of those sentences is “We all know in this era, we can see many young generation learned English, they learned very hard because we knew if someone have English language, his or her future will be a good”. The writer intends to give the introduction of this paragraph, but those sentences deviate from the topic. The topic of this paragraph is the best way to learn writing. But, the introduction of this paragraph tells about the importance of English. After writing the topic sentence the writer should continue it with the

supporting sentence directly, in order that the readers do not lose the topic.

e. The Students' Problems in Making of a Coherent Paragraph

There are twenty four students who have coherence problems. Those problems are the paragraph is lack of transition signal and there is not chronological transition signal.

1). Example of opinion paragraph which there is lack of transition signal

“THE BEST WAY TO LEARN WRITING”

The best way to learn writing is writing our jurnal every day. Almost all of the good writers novel have tried that way to improve their writing skill. A good writer always writes his jurnal regularly. They correct the error text after writing. My lecturer, Mr. Arif Furqon advises me to make writing jurnal. He asks me to change my jurnal to my friends. If my friends did not understand what I have writen, it means my jurnal is wrong. Some times that way makes me fell boring, but I always try to write. I have made scedule to write my jurnal at home. It is before I go to bed at night. Sometimes I forget it and sleep without writing my jurnal. After a month, I can write a good paragraph. My friends have understood what I have written. I believe that if we practice writing with our jurnal every day, we will be a good writer as Habiburrahman.

By: A.B.R.

The above paragraph is classified into coherence problem particularly there is lack of transition signal because in this paragraph, the writer only uses one kind of transition signal namely “BUT”. It shows that the writer does not understand about various transition signals and its function. On the other hand, transition signal has an important role. The role of transition signal is to make the readers follow our mind. For example: when we want to add the same idea, we will use transition signal such as *moreover, furthermore, or in addition*. When we want to add an opposite idea, we will use *on the other hand, however, in contrast, or others*.

- 2). Example of opinion paragraph which there is not chronological transition signal

“SPEAKING CLASS IS SO FUN”

Speaking class is so fun and exciting for me. Because speaking class make me enjoyed to speak English well. And speaking class make me knowled about everything. If we join speaking class make confidence to speak with ather people. Although, we have enough vocebulary we must to try speak. In speaking class make me know about grammer. And sometimes make me new vocabulary if we speak. In speaking class we must speak english. Because if we speak Indonesia we can’t succesfull to speak english. And make us say to speak with ather people. In speaking

class if we want to speaking english well, we must memorize new vocebulary everyday. If we want to speak english well. We don't say to try and confidence speak English.

By: D.A.P.N.

The above paragraph is classified into having coherence problem because there is not any chronological transition signal in this paragraph. In contrast, chronological transition signal has the important role in a paragraph. The roles of chronological transition signal are to ease the readers in identifying the supporting sentence, where is the first, second, or third. This chronological transition signal also has the role to separate the ideas, in order that one idea does not mix with the other idea. Besides, it will ease the readers to understand the content of paragraph. If the paragraph has chronological transition signal, the readers only need to read once to understand the meaning of the paragraph. But, if the paragraph do not have chronological transition signal, the readers need to read it twice or more to get the meaning. Consequently, it will make the readers are tired and bored when reading the paragraph, and also it will waste their time.

2. The Example of Good Organizational Paragraph

After analyzing the students' opinion paragraph, there are three opinion paragraphs which have good organization. These three opinion paragraphs are classified in good organizational paragraph because the writers of these paragraphs had fulfilled the requirements to make a good topic sentence, supporting sentence, concluding sentence, unity and coherence. So, their opinion paragraphs are easy to understand. This is one example of good organizational paragraph:

“SPEAKING CLASS”

Speaking class is *the most exciting class*. There are many things I like about this class, **First**, the lecturer teaches in a creative way. She makes up the speaking class material until it is clearly to understand. She asks the students to speak confidently by asks them about their activity in every meeting. **Second**, she usually gives the student some exciting game. She gave the students a picture card. For example I have a farmer card, so I have to act like farmer and let my friend guess it. Then in speaking class, there are more practice than theory. In every meeting the lecturer asks the student speaking confidently about some topics. **Also**, not only using games but she also teaches using video and song. One day when I got speaking class, my lecturer played video about “Narnia Movie” and she asked me to retell about the films. Of course I have to

memorized the film well. And tried to speak as well as possible. *Because of that some reason*, I really enjoy to join speaking class because it is an interesting class that I have ever joined. There are many interesting things to join and learn.

By: D.K.

The above paragraph is classified in good organizational paragraph because of some reasons. First, the above paragraph has clear topic sentence “Speaking class is the most exciting class”. By reading this topic sentence, the readers can guess the topic will be discussed. The topic is the reasons of writer like speaking class. Also, this topic sentence has controlling idea that is “the most exciting class”. Second, the supporting sentences have clear supporting detail. The supporting details are “the lecturer teaches in a creative way, she usually gives the student some exciting game, she also teaches using video and song”. The writer not only gives enough explanation for each supporting detail but also she gives example. It can make the readers clearer with her explanation. Third, the writer gives end-of paragraph signal “Because of that some reason” it can make the readers know that the paragraph will end. Next, the above paragraph has good unity because the writer only discusses one main idea that is the reasons she like speaking class. In addition, all of the supporting sentences explain the main idea, so there is not irrelevant sentence in this paragraph. Finally, the above paragraph also has good coherence because the

writer uses enough transition signal, "For example, so, not only... but also" so it can hold together between one sentence to another sentence. Besides, the writer also uses chronological transition signal "first, second, then, also" therefore, the ideas can flow smoothly. In conclusion, because the above paragraph has good topic sentence, good supporting sentence, good concluding sentence, good unity, and good coherence, this paragraph is classified into good organizational paragraph.

3. The Causes of Organization Problem

The questionnaire is used to know the cause of their problem in organizing ideas when they are writing a paragraph, but this questionnaire do not use *cause term* instead it uses *difficulty term* because it is assumed from their difficulty, otomatically it will be known the cause of their problem.

There are twelve questions in the questionnaire sheet. For each organization problem there are two questions. It is done in order that the respondents have choice to answer the question. Consequently, they can choose the answer which is suitable with their feeling. In this research there are five organization problems, it means the total of the questions in the questionnaire sheet is ten questions. Meanwhile, two questions are as an introduction in order that the respondents can guess the content of the questionnaire sheet.

These questions are classified become 6 divisions. The first division (Question 1 and 2) is about the organization, the second division (Question 3 and 4) is about the students' difficulty in making of topic sentence. The third division (Question 5 and 6) is about the students' difficulty in making of supporting sentence. Then, the fourth division (Question 7 and 8) is about the students' difficulty in making of concluding sentence. Next, the fifth division (Question 9 and 10) is about the students' difficulty in making of a unified paragraph. Finally, the last division (Question 11 and 12) is about the students' difficulty in making of a coherent paragraph.

Question 1 identifies the students' opinion about organizing ideas when they are writing a paragraph.

Question 1	The Answer	The Total of Student (... %)
Do you get difficulty in organizing ideas when you are writing an English composition?	Agree	53,3 %
	Very agree	3,3 %
	Disagree	43,3 %
	Very disagree	0 %

There are 16 students (53,3 %) answered agree that they get difficulty in organizing ideas, and 1 student (3,3 %) answered very agree, in contrast there are 13 students (43,3 %) answered disagree and there is not student who answered very disagree. From this explanation, we know that more than half

students get difficulty in organizing ideas when they are writing a paragraph. It means it is the right choice to make the difficulty in organizing ideas as a research problem. Because if we research the problem which faced by a lot of peoples, it will give more advantages for the subject of the research.

Question 2	The Answer	The Total of Student (... %)
Between 5 aspects (Content, Grammar, Mechanics, Vocabulary, and Organization). Whether Organization is the most difficult aspect in writing?	Agree	43,3 %
	Very agree	16,6 %
	Disagree	40 %
	Very disagree	0 %

There are 13 students (43,3 %) answered agree that organization is the most difficult aspect, 5 students(16,6 %) answered very agree, 12 students (40 %) answered disagree and there is not student who answered very disagree. It means, the decision to make the organization as the topic of the research is the right decision, because based on the response of the questionnaire for about 43,3 % from all students agree that the organization is the most difficult aspect in writing.

Question 3 and 4 identify the students' opinion about their difficulty in making of topic sentence.

Question 3	The Answer	The Total of Student (... %)
Whether your difficulty in making of topic sentence is deciding the Controlling Idea?	Agree	40 %
	Very agree	6,6 %
	Disagree	50 %
	Very disagree	3,3 %

There are 12 students (40 %) answered agree that their difficulty in making of topic sentence is deciding the controlling idea, 2 students (6,6 %) answered very agree. Meanwhile, 15 students (50 %) answered disagree and there is only 1 student who answered very disagree.

Question 4	The Answer	The Total of Student (... %)
Whether your difficulty in making of topic sentence is matching of topic sentence with the genre of paragraph?	Agree	43,3 %
	Very agree	13,3 %
	Disagree	43,3 %
	Very disagree	0 %

There are 13 students (43,3 %) answered agree that the matching of topic sentence with the genre of paragraph is difficult. Meanwhile, there are only 4 students (13,3 %) answered very agree. In opposite, the students who answered disagree there are 13 students (43,3 %) and there is not student (0 %) answered very disagree. So, it is concluded that the cause of the problem in making of topic sentence is the matching of topic sentence with the genre of paragraph.

Question 5 and 6 identify the students' opinion about their difficulty in making of supporting sentence.

Question 5	The Answer	The Total of Student (... %)
Whether your difficulty in making of supporting sentence is the difficulty in finding facts?	Agree	53 %
	Very agree	6,6 %
	Disagree	40 %
	Very disagree	0 %

There are 16 students (53 %) answered agree that their difficulty in making of supporting sentence is the difficulty in finding facts, and only 2 students (6,6 %) answered very agree. On the other hand, 12 students (40 %) answered disagree and there is not student answered very disagree.

Question 6	The Answer	The Total of Student (... %)
Whether your difficulty in making of supporting sentence is the difficulty in expressing ideas?	Agree	50 %
	Very agree	6,6 %
	Disagree	43,3 %
	Very disagree	0 %

There are 15 students (50 %) answered agree that their difficulty in making of supporting sentence is the difficulty in writing ideas, 2 students (6,6 %) answered very agree. In opposite, there are 13 students (43,3 %) answered disagree and there is not student (0 %) who answered very disagree.

From question 5 and 6, the percent of number 5 who agree is much than number 6. So, it is concluded that the cause of the problem in making of supporting sentence is the difficulty in finding facts.

Question 7 and 8 identify the students' opinion about their difficulty in making of concluding sentence.

Question 7	The Answer	The Total of Student (... %)
Whether your difficulty in making of concluding sentence is the choosing of words in order it is different with topic sentence?	Agree	50 %
	Very agree	16,6 %
	Disagree	33,3 %
	Very disagree	0 %

There are 15 students (50 %) answered agree that their difficulty in making of concluding sentence is the choice of word in order that it is different with topic sentence, 5 students (16,6 %) answered very agree. In contrast, there are 10 students (33,3 %) answered disagree, and there is not student answered very disagree.

Question 8	The Answer	The Total of Student (... %)
Whether your difficulty in making of concluding sentence is the worry that the concluding sentence does not represent the content of paragraph?	Agree	70 %
	Very agree	13,3 %
	Disagree	16,6 %
	Very disagree	0 %

There are 21 students (70 %) answered agree that their difficulty in making of concluding sentence is the worry that the concluding sentence does not represent the content of paragraph, 4 students (13,3 %) answered very agree. Whereas, there are 5 students (16,6 %) answered disagree and there is not student answered very disagree.

From question 7 and 8, it is concluded that the cause of their problem in making of concluding sentence is the worry that their concluding sentence does not represent the content of paragraph.

Question 9 and 10 identify the students' opinion about their difficulty in making of a unified paragraph.

Question 9	The Answer	The Total of Student (... %)
Whether your difficulty in making of a unified paragraph is keeping the supporting sentence in order it does not deviate from the topic?	Agree	76,6 %
	Very agree	6,6 %
	Disagree	13,3 %
	Very disagree	3,3 %

There are 23 students (76,6 %) answered agree that their difficulty in making of a unified paragraph is keeping the supporting sentence in order that it does not deviate from the topic, 2 students answered very agree, on the other

hand, the students who answered disagree only 4 students (13,3 %) and there is 1 student who answered very disagree.

Question 10	The Answer	The Total of Student (... %)
Whether your difficulty in making of a unified paragraph is the lack understanding of unity term?	Agree	20 %
	Very agree	10 %
	Disagree	66,6 %
	Very disagree	3,3 %

There are 6 students (20 %) answered agree, and 3 students (10 %) answered very agree. In opposite, 20 students (66,6 %) answered disagree and only 1 student (3,3 %) answered very disagree.

From question 9 and 10, it is concluded that the cause of their problem in making of a unified paragraph is keeping the supporting sentence in order that it does not deviate from the topic.

Question 11 and 12 identify the students' opinion about their difficulty in making of a coherent paragraph.

Question 11	The Answer	The Total of Student (... %)
Whether your difficulty in making of a coherent paragraph is the lack understanding in using chronological transition signal?	Agree	30 %
	Very agree	10 %
	Disagree	56,6 %
	Very disagree	3,3 %

There are 9 students (30 %) answered agree that their difficulty in making of a coherent paragraph is the lack understanding in using chronological transition signal, 3 students (10 %) answered very agree. On the other hand, the student who answered disagree there are 17 students (56,6 %) and the students who answered very disagree only 1 student (3,3 %).

Question 12	The Answer	The Total of Student (... %)
Whether your difficulty in making of a coherent paragraph is the lack understanding in using transition signal?	Agree	70 %
	Very agree	0 %
	Disagree	26,6 %
	Very disagree	3,3 %

There are 21 students (70 %) answered agree that their difficulty in making of a coherent paragraph is the lack understanding in using transition signal, there is not student who answered very agree. Meanwhile, the students who answered disagree there are 8 students (26,6 %) and only 1 student who answered very disagree.

From question 11 and 12, it is concluded that the cause of their problem in making of a coherent paragraph is the lack understanding in using transition signal.

C. The Discussion of Students' Problem in Organizing Ideas

1. The Discussion of Students' Problem in Making of Topic Sentence

This part discusses the result of the students' problem in making of topic sentence based on the topic sentence analysis.

The total of students who get the problem in making of topic sentence is 4 students. It can be seen in table 4.1(in chapter IV). It means most of the students had understood about how to make a good topic sentence.

2. The Discussion of Students' Problem in Making of Supporting Sentence

The total of students who get the problem in making of supporting sentence is 11 students. It can be seen in table 4.1(in chapter IV). It means almost students knew to make a good supporting sentence.

3. The Discussion of Students' Problem in Making of Concluding Sentence

The total of students who get the problem in making of concluding sentence is 23 students. It can be seen in table 4.1(in chapter IV). This is the second rank of the most difficult problems faced by Writing 1 students in organizing ideas when they are writing a paragraph.

4. The Discussion of Students' Problem in Making of a Unified Paragraph

The total of students who get the problem in making of a unified paragraph is 9 students. It can be seen in table 4.1(in chapter IV). It means almost students do not get the problem to make a unified paragraph.

5. The Discussion of Students' Problem in Making of a Coherent Paragraph

The total of students who get the problem in making of a coherent paragraph is 24 students. It can be seen in table 4.1(in chapter IV). This is the first rank of the most difficult problem.

This study has standard to decide the problem which need to be given attention. The standard is if that problem faced by more than half students. From topic sentence, supporting sentence, concluding sentence, unity and coherence, coherence is the problem which need to be given attention. It is because there are 24 students from 38 or 63 % have problem in coherence.

After interview with the lecturer, it is known that the cause of coherence problem is the focus of his teaching only on three aspects. They are topic sentence, supporting sentence, and concluding sentence. He also taught about unity and coherence, but the portion is little. The lecturer wants to give doctrine to the students that the important things in writing are topic sentence, supporting sentence, and concluding sentence. Therefore, almost students got problem in coherence.

This chapter has discussed about the research finding and discussion. Now, we are going to discuss the chapter five. This chapter will discuss the conclusion of the study and the suggestions for the readers and the next researcher.