CHAPTER I

INTRODUCTION

This chapter presents introduction of the study which consists of the background of this study, research question, objective, scope and limitation, the significance, and key terms of the study. To make it clear, here are the detail explanations in the following parts of this chapter.

A. Background of the Study

Paragraph is the crucial aspect in academic writing. The students have to write many kinds of paragraph to do their assignments such as writing journal, essay, thesis and others.[1] If they do not break their writing into some paragraphs, readers will be stressful to understand what the students write. As a result, they have to join remedial class because of their bad mark in writing. In fact, paragraph is like the draft of writing.[2] Each paragraph has its own purpose to deliver complete message to readers. When the message is not delivered to readers well, it means the writing is bad. Therefore, following the rules of writing paragraph based on academic writing style is important for the students in the university.

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[1]Cyntia A. Boardman and Jia Frydenberg. *Writing to Communicate Paragraph and Essays.* 3rd ed.(USA: Person,2008), 3.
[2]Elizabeth Henning, Sarah Gravett, and Wilhelm Van Rensburg. *Finding Your Way in Academic Writing.*2nd ed. (Pretoria:Van Schaik Publisher,2005), 78.

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Writing a good paragraph is important for students of English Department. By writing good paragraph, the students will be easy to write thesis because they have been good at organizing ideas in paragraph. As a result, they can graduate from the university earlier. Moreover, they will be easy to write proposal for applying scholarship abroad. In contrast, the students will spend long time in the university because they have to study hard writing good paragraphs in thesis. In this case, they do not continue their study in higher level because they doubt about their ability in writing good paragraphs. Therefore, the students' ability in writing good paragraph benefits for English Department students.

In contrast, the English Teacher Education Department students in Surabaya cannot write good paragraph. Most of them got C in writing subject although they had thought hard how to produce good paragraph writing. They had believed that their writing was good, but the result was different from their wish. For example, when they were in the class, they wrote:

> Why comic has some content that unsuitable for kids, some parents usually buy comic for their child but they never know exactly the content of the comic. They just thought that all of comic is suitable for kids. But in the fact some comic produced by Japan and the comic some of them contains violence and love. Conscious or not it can influence children to do what they read in real life.[3]

[3] Student A. Working Paper: Comic (Surabaya: UIN Sunan Ampel Surabaya, 2012).

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The lecturer ,then, criticized that the topic sentence was bad but the student did not know the certain reason why the topic sentence was bad. The other example is:

> Language is what human being talk with. Without language people will not be able to communicate one each other. Language makes it possible for individuals to live in a society. In other words, language is a medium to express our felling. To make a relation and also to built communication to transfer information from one another.[4]

The paragraph was also criticized that it was not good paragraph at all. Again, the student did not know exactly in which part they did mistakes so the paragraph was not good. By their not understanding to the certain mistakes they made, they might do the same mistakes in other writings. Therefore, analyzing the students' shortcomings in writing paragraph is needed to know in order to avoid the continuation of doing the same faults in the next writing.

In addition, some similar theses were found but with different focus. Some of them discussed about mechanical errors in paragraph, grammatical and the coherence of the paragraph. Those theses were mostly discussed by non-Indonesian students. Moreover, only one thesis discussed about the similar focus with this research, which was about paragraph component, but, again, it was done by Iranian students with comparing the pre-test and the post-test result.

By those journals found, some unanswered questions are encountered. For example the comparison of students' ability to differ between thesis

[4] Student B. Working Paper: language. (Surabaya:UIN Sunan Ampel Surabaya, 2013).

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statement and topic sentence in essay, the comparison of the students' weaknesses in writing paragraph and essay, the mathematic students' ability to identify the component of the paragraph and the students' shortcoming in writing paragraph which focuses on paragraph component. Since no study discussed about paragraph component in UIN Sunan Ampel Surabaya, knowing students' shortcomings in composing paragraph is important to analyze in order to help them writing good paragraph.

B. Research Question

What shortcomings in writing paragraph are experienced by Sunan Ampel Surabaya's English Teacher Education Department students?

C. Objective of The Study

The objective of this research is to evaluate and describe shortcomings of the English Teacher Education Department of UIN Sunan Ampel Surabaya students in writing paragraph.

D. Scope and Limitation

The scope of this study is the students' shortcomings in writing paragraph which focus on topic sentence, supporting details, and conclusion. If a paragraph does not have one of them, the discussion of the passage will be unclear. Therefore, the writer does not talk about the coherence, unity and

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grammatical structure of the paragraph which also the features of the good paragraph because the students will be easy to understand it if they can write three-paragraph component well.

This research limits to the students of writing proposal course at UIN Sunan Ampel Surabaya's English Teacher Education Department because they have experienced in writing good paragraph at writing paragraph course and writing argumentative essay course in the previous semesters.

E. Significance of The Study

The result of this research is useful for students. This research provides information about the students' shortcomings in writing good paragraph. In addition, the result of this research also benefits for the lecturer. By knowing the faults made by most students in writing a good paragraph, the lecturer can anticipate the shortcomings when they teach paragraph writing.

F. Definition of Key Term

1. Shortcoming

Based on Cambridge Advance Learners' Dictionary, shortcoming means "for a fault or a failure to reach a particular standard.[5]"

[5] "Shortcoming", Cambridge Advanced Learner's Dictionary on CD-ROM, Elizabeth Walter ed. (Cambridge:Cambridge University Press,2008).

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Besides, based on Longman dictionary, Shortcoming means a fault in something or someone, that makes it, him, or her less effective.[6]

Shortcoming in this research is defined as students' faults when they write paragraph. The students' shortcoming itself can be evaluated by comparing paragraph with the criteria of good paragraph. The criteria of good paragraph is clear, specific and understandable topic sentence, relevant supporting details to the topic, and clear concluding sentence which restate to the topic sentence.

2. Writing paragraph.

Writing paragraph means the paragraph which was taken from the background of proposal. It was selected because the students have to write some reasons why they choose certain topic of proposal in the background. It was more difficult than other parts which only followed the theory and the data. Then, taking only one paragraph was caused some of students had only one paragraph in it. In addition, it could be such the representation of students' other paragraphs. When the first paragraph had not good organization, it could happen on the other paragraphs and vice versa.

[6] "Shortcoming", Longman Dictionary of American English on CD-ROM, (Longman:Pearson).

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