CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of this study and the discussion of the findings. The findings consist of three different sections. They are presentation of data, analysis of data, and findings itself. To make them clear, there will be some detail explanation in the following parts of this chapter.

A. Findings

1. Presentation of Data

This research evaluated a paragraph which was taken from the proposal. It meant that the data was taken from proposal writing course. Actually, the data could be taken from the students of writing paragraph course. Unfortunately, their paragraph was still in a mess. Most of them wrote what they wanted without paying attention to the organization of paragraph. It was caused they had just gotten the theories how to write good paragraph only so they had not gotten many experiences in it yet. In contrast, the students of writing proposal course had passed 3 writing courses including writing paragraph course and 2 writing argumentative essay courses. By those courses, the students certainly had many experiences how to write good paragraph. Therefore, the paragraph of the students' writing proposal course was appropriate to be the subject in this research.

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The paragraph was taken from background of proposal because the students have to write their reasons why they choose the topic in the research. It was more difficult than other parts which only followed the theory and the data. Then, only one paragraph in the background was taken to be the data because some of students had only one paragraph in it. In addition, taking only one paragraph 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. Therefore, this research used 37 paragraphs from 37 proposals which was taken from the first paragraph in the background.

Two kinds of paragraph were found in 37 paragraphs of 37 proposals. They were standard and short paragraph. The standard paragraph had five up to ten sentences.[1] Besides, the short paragraph could be defined as the paragraph which had less than five sentences. The kinds of paragraph found could be seen in the table 4.1 below:

Table 4.1 Kinds of Paragraph

Kind of Paragraph	**Freq.**	**Details**
Standard paragraph	18	LC, QA, IC, SG, OR, NLS, A, IS, ADF, IJS, HU, DL, RAI, FA, MMB, SCN, US and NL
Short	19	AN, DL, DP, YI, MHCP, TR, AK, ZAR,

[1] Winifred Belmon. Michael Sharkey. *The Easy Writer formal Writing for Academic Purpose.* 3rd ed. (Pearson:Australia,2011), 224.

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paragraph		SNF, GPP, ARA, MTR, LR, HN, NHA, MD, LM, SA, and AM
Total	37	

Based upon the table above, 18 students wrote the standard paragraph and 19 students wrote short paragraph. It could be concluded that the students tended to write short paragraph then standard paragraph.

2. Analysis of Data

Based on 37 paragraphs of 37 proposals, there were two kinds of paragraph which were seen by the number of sentences in a paragraph. They were standard paragraph which had five up to ten sentences and short paragraph which had less than five sentences. Then, each kind of paragraph was analyzed on three-paragraph component which were topic sentence, supporting sentences, and concluding sentence. Here was the general description of three-paragraph component analysis in the standard and short paragraph.

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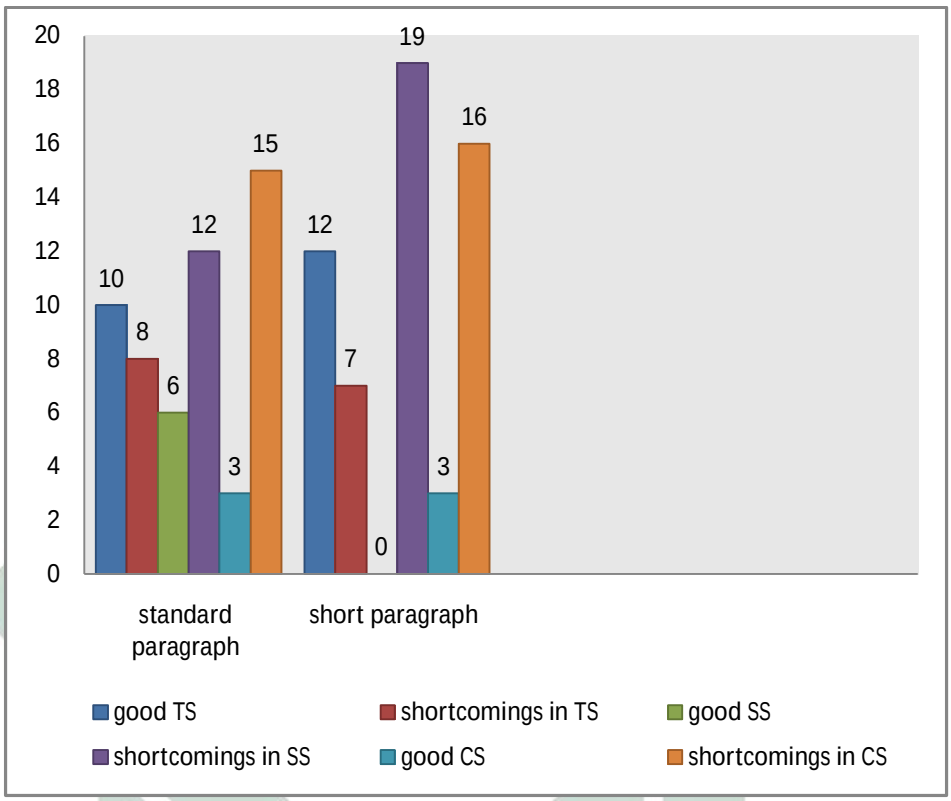

4.2 General Description of Three-Paragraph Component Analysis on the Standard and Short Paragraph

Each kind of paragraph had its own good and shortcomings result in the paragraph component. Firstly, 10 students which had good topic sentence in the standard paragraph were fewer than 12 students which had topic sentence in the short paragraph. In contrast, 8 students which topic sentence shortcoming in the standard paragraph were more than 7 students which had shortcomings in the short paragraph. Secondly, good supporting sentences was only found in the standard paragraph which were by 6 students.

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Ironically, 19 students, which had supporting sentence shortcomings in the short paragraph, were more than 12 students which had its shortcomings in the standard paragraph. Furthermore, 3 students had good concluding sentence in both standard and short paragraph. Unfortunately, again, 16 students, which had concluding sentence shortcomings in the short paragraph, were more than 15 students which had it in the standard paragraph. Thus, it could be concluded that the shortcomings in writing supporting details and concluding sentence in the short paragraph were more frequently happened than in the standard paragraph. Here was the detail explanation about the analysis on standard and short paragraph.

a. Analysis on Standard Paragraph

Each paragraph consists of three-paragraph component. They are topic sentence, supporting sentence, and concluding sentence. The three-paragraph component was analyzed in order to know the shortcomings which occurred in the students' paragraph. Here was the general description of three-paragraph component analysis on the standard paragraph.

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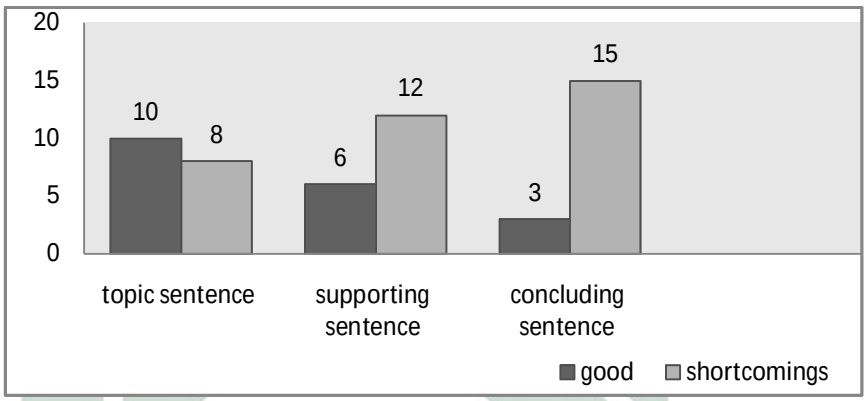

4.3 General Description of Three-Paragraph Component Analysis on Standard Paragraph

Based upon the chart above, the good topic sentence in the standard paragraph was more than the shortcomings occurred. 10 students had good topic sentence, but 8 students had shortcomings in it. In contrast, the frequency of the students' shortcomings in writing supporting sentences and concluding sentence was more than the good frequency in writing supporting and concluding sentence. 12 students got shortcomings in writing supporting sentence but only 6 students had good supporting sentence. In addition, 15 students had shortcomings in writing concluding sentence but only 3 students had good in it. Here was the detail explanation about the students' three-paragraph component analysis on the standard paragraph.

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1) Analysis on Topic Sentence

Based on the chart 4.3, 10 of 18 students who wrote the standard paragraph had good topic sentence in the beginning and the middle of paragraph. 6 students who had topic sentence in the beginning were LC, SG, IS, ADF, IJS, HU. One example of the paragraph was:

> ***In Indonesia there are many problems that learners have when they deal with the pronunciation***. Most of the learners have problems when they learn oral skill. Many of English foreign learners have difficulties in pronunciation teaching or learning process because of some factor. There are six factors that influence learners' pronunciation: mother tongue, age, amount of exposure phonetic ability, personality, and motivation (Kenworthy:1987). There are about 600 or more local languages in Indonesia. That is why it is difficult to teach pronunciation because the students are varied and they are all influenced by their own mother tongues. Consequently, almost of students at the Fifth Semester of English Education Department in The State Islamic University of Sunan Ampel Surabaya have difficulties in pronouncing English words. Therefore, it needs appropriate method and material in learning pronunciation. (LC paragraph)

The example showed that the topic was "many problem that the learners have" and the controlling idea was "when they deal with the pronunciation." By these clear topics and specific controlling idea, a writer focused on discussing about the learners' problem which deal with pronunciation only. In this case, readers would expect a writer's explanation about learners' problem in pronunciation.

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In addition, 4 students who had topic sentence in the middle were DLM, RAI, FA, and SCN. One example of the paragraph was:

> The worldwide demands English and it creates an enormous demand for quality of language teaching materials and resources. Being an international language, English is spoken in the most international event and it is used as the medium of the information on science, technology, and culture. English now has a prominent position in twenty more countries. ***Realizing the importance of English language, Indonesian government considers that English is one of the compulsory subjects to teach since Elementary School level in Indonesia***. It is the result of belief that children are better language learners, the brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. The children have fewer negative attitudes to foreign languages than adult. And that consequently they are better motivated than adult. Therefore, in such condition, it is the best stage to introduce the English to the young learners. (DLM paragraph)

The topic of the second example above was "English" and the controlling idea was "one of the compulsory subject to teach since Elementary School level in Indonesia." By the clear topic sentence, readers would expect the reasons why English became one of the compulsory subject to teach since elementary school level in Indonesia.

In contrast, 8 of 18 students had shortcomings in writing topic sentence in the different categories. The categories were not specific topic sentence, not forceful topic sentence, unclear topic

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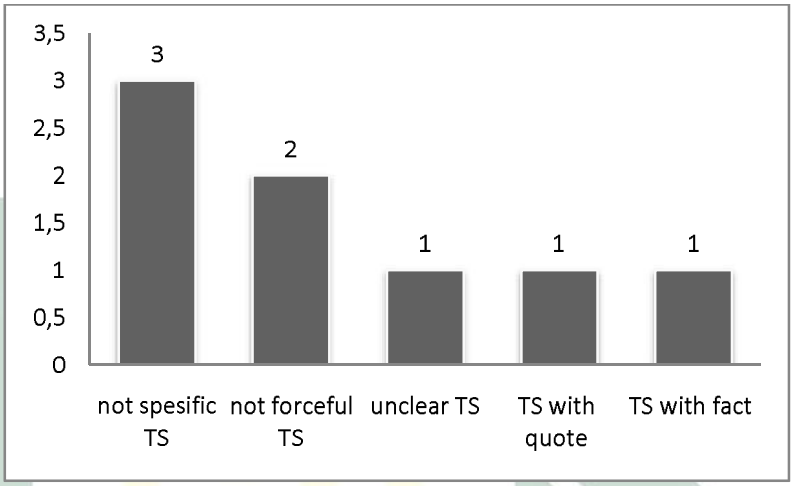
sentence, topic sentence using quote and facts. The description could be seen in the chart 4.3.1 below:



4.3.1 Shortcomings Analysis on Writing Topic Sentence

Based on the chart above, 3 faults occurred in not specific topic sentence, 2 faults not forceful topic sentence, 1 fault for unclear topic sentence and the others were topic sentence with quote and fact. Here was the detail explanation about shortcomings in writing topic sentence in the standard paragraph.

a) Not specific topic sentence

3 of 8 students who wrote standard paragraph had not specific topic sentence. They were QA, NLS, and US. The example of paragraph was:

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> As everybody knows that they learned their language since they were children. Children learn their first language from their environment. They learn their first language not being taught in class, of course, but they listen to something around them. According to H. Douglas Brown "children make specific attempts to imitate words and speech sounds they hear around them"[2]. ***That shows that the listening skill is important for developing our language***. (US paragraph)

The paragraph talked about children learnt by listening started from first sentence up to the fourth sentence. Unfortunately, the topic sentence showed "That shows that the listening skill is important for developing our language." The word "developing our language" was not specific because "our" could be specified with adults, students, teachers, and others.

b) Not forceful topic sentence

2 of 8 students had not forceful topic sentence. They were A and MMB. The example of this paragraph was:

> ***It is believed that writing is one of the skills that difficult enough to be learned***. The students may experience difficulties in writing for a variety of reasons. These difficulties may vary in cause, nature, intensity and duration. Students who need additional support in writing often demonstrate significant difficulties planning, writing and revising text. Some students may have difficulty communicating ideas, events and experiences because of a limited repertoire of spoken and written English. Others may have difficulties with

[2] H. Brown, Douglas. (2007). *Principle of Language Learning and Teaching*. 5th edition, p.25

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> the 'mechanical' aspects of writing, such as handwriting, punctuation and spelling.[3] (A paragraph)

Topic sentence of A paragraph was "it is believed that writing is one of the skills that difficult enough to be learned." The topic of this paragraph was "writing" and the controlling idea was "difficult enough to be learned." The controlling idea was not forceful because "enough" word showed a writer's hesitancy.

c) Unclear topic sentence

Unclear topic sentence here meant the difficult of topic sentence to identify the topic or the limit of the topic itself. NL had unclear topic sentence. The example of this paragraph was:

> As we know that speaking as tool to communicate and make intergrated in language to express and dispart the information. According to Brown in 1994 and Joyce in 1997 speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. How the important of Speaking in educational process, it can be measured as the skill which fill up many aspects, they are informational skills; interactional skills; skills in managing interaction. Many problems happen in producting oral in speaking. In the real area, many students experience that they can not produce oral to practice English in speaking. Many Research has found some techniques and strategies in learning speaking. Many techniques and strategies have function to make more easy when students practicing to speak. It is as the way to stimulate how to elicit oral production. This study focus on Picture Cued as the way

[3]Department of Education and Training, *Writing and Spelling Strategies: Assisting students who have additional learning support needs* (New York: 2007), 153

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> can be used to facilitate in learning speaking. Picture cued will stimulate sense of sight with look at the picture and stimulate brain to imagine and produce the voice automatically. With picture cued in the hand, it will decrease anxiousness and stress situation when students will speak up in front of people. How the picture cued can be possible as the strategy in learning speaking will discuss in this study more.

NL paragraph was difficult to identify the topic sentence. 1st-3rd sentence talked about the meaning of speaking. 4th–5th sentence talked about the problem deal with speaking. 6th–8th sentence talked about techniques to ease speaking practice and 9th–the last sentence talked about picture cued. No consistent discussion was showed in the paragraph. It might be caused too long sentences in a paragraph so, the discussion did not focus on one topic.

d) Topic sentence with quote

OR had topic sentence by using quote. The paragraph was:

> ***Interpreting is a term to explain the meaning of text, to conceive the significant of text and to translate orally.***[4] It means that interpreting is a term to convey the understanding of text. The interpreter usually interprets the meaning of poem, lyric, story and others. However, the researcher focused in interpreting of poem in this research. It is because poem requires thinking and deep understanding of the message conveyed in the poem.

4

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The topic sentence of OR paragraph ,"interpreting is a term to explain the meaning of text, to conceive the significant of text and to translate orally", was quote. The quote itself was not the writer's opinion, but expert's. Unfortunately, nothing could be discussed in expert's opinion because it was similarly with the fact.

e) Topic sentence with fact

IC wrote topic sentence with fact. The paragraph was:

> ***Academic world can't be separated with reading and writing activity***. everyone needs reading in order to increase their knowledge and science. in educational side, reading is the main necessity for students. Students have obligation to read more and more in order to enlarge knowledge specifically in the major they took. A wise once said that reading is a window of the world, that means, by reading especially book, can gain our knowledge and capacity in the term of science if someone wants to take the lesson from it. Indeed Allah S.W.T has already told us to "read" in his Quran surah al Iqro' as a first obligation to the moslem all over the world through Muhammad SWT. (IC paragraph)

Topic sentence of IC paragraph was "Academic world can't be separated with reading and writing activity". Academic itself was related to school or university which the students commonly did thinking and writing. That is why the sentence was true because that was the fact. Based upon the fact of sentence, nothing was debatable or provable about the sentence because the statement was truth.

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2) Analysis on Supporting Sentences

Based on chart 4.3, 6 of 18 students had good supporting sentences in the standard paragraph. They were LC, A, ADF, DLM, RAI, and SCN. One example of the paragraph was:

> It is believed that writing is one of the skills that difficult enough to be learned. *The students may experience difficulties in writing for a variety of reasons. These difficulties may vary in cause, nature, intensity and duration. Students who need additional support in writing often demonstrate significant difficulties planning, writing and revising text. Some students may have difficulty communicating ideas, events and experiences because of a limited repertoire of spoken and written English. Others may have difficulties with the 'mechanical' aspects of writing, such as handwriting, punctuation and spelling.*[5](A paragraph)

The example above had 5 relevant supporting sentences which were started from the second sentence up to the sixth sentence. Those sentences gave the reasons why the writer had topic sentence which told writing was difficult. The second sentence might be the repetition of topic sentence, but that was good because the writer showed that she would give the reasons of the difficulties in writing skill as the explanation of topic sentence. The reasons were planning, revising, writing text, communicating ideas, and mechanical aspect of writing such as handwriting, punctuation, and others. The paragraph

[5]Department of Education and Training, *Writing and Spelling Strategies: Assisting students who have additional learning support needs* (New York: 2007), 153

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was clearly relevant to understand why the writer felt difficult in writing skill.

In contrast, 12 of 18 students had shortcomings in writing supporting sentences in the standard paragraph which were divided into three different levels. They were supporting sentence with two relevant supporting sentences, only one relevant supporting sentence, and irrelevant supporting sentences. The description of the students' shortcomings in writing supporting sentences could be seen in the chart 4.3.2 below:

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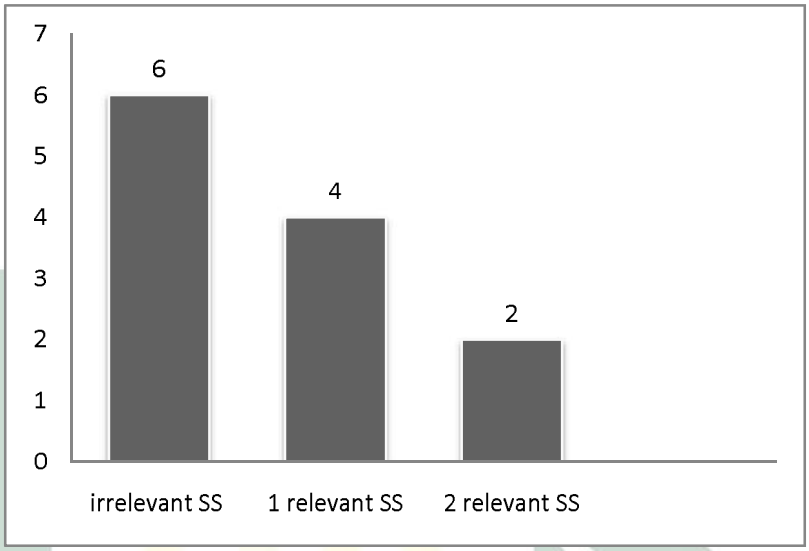

4.3.2 Shortcomings Analysis on Writing Supporting Sentences

Based on the chart above, only 2 students had two relevant supporting sentence, 4 students had only one relevant supporting sentences and 6 students had irrelevant supporting sentences. Here was the detail explanation about students' shortcomings in writing supporting sentences.

a) Two relevant supporting sentences

2 of 12 students had two relevant supporting sentences. They were IC and HU. One example of the paragraph was:

> In English Class of SMP AL Azhar, there is a rule that all students must speak English. Most students obey this rule. However, *some students are reluctant to speak English. They tend to be silent rather than speaking*

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> *English with their friends*. Before this rule is conducted, it is a fact that SMP Al Azhar Surabaya is a school in which many students come from diverse cultural background and diverse social environment. Their social skill is also varied. In this case, the teacher does not know whether the silence of students and students' active speaking activity is influenced by their social skill or not. Therefore, their social skill and how its' influence on their speaking skill need be studied. (HU paragraph)

b) Only one relevant supporting sentence

4 of 12 students had only one relevant supporting sentences in the paragraph. They were IS, IJS, FA, and MMB. The example of this supporting sentences paragraph was:

> Education is very important to build a future generation. *With an education, it will lead to create human beings who have the resources with good quality*. Education in Indonesia is one of the nation life educated activities. Then the educational process must be started since the early age. The education process is began since humans are born until the end of life so that education must be continued. (IS paragraph)

c) Irrelevant supporting sentences

6 of 12 students had irrelevant supporting sentences. They were QA, SG, OR, NLS, NL, and US. The example of this supporting sentences paragraph was:

> Today, English is international language that most used in many countries. That's why learning English has become a must for people to compete with others in all of the fields, especially in business and education. The purpose of leaning a language is to communicate in that language[6]. People learn English because they want to be

[6] Jill, Hardfield & charles, "Introducing to Teaching English", (New York :Oxford University Press, 2008)p.7

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> able to communicate with people around the world. Moreover, Marianna (2001) states that speaking is seen as the central of language skill[7]. On the other hand, speaking is one of the productive skills that require the learners who learn speaking to produce the language directly using their mouth[8]. (QA paragraph)

By those shortcomings in writing supporting sentences, the students should always remind that paragraph should have five sentences minimally. A sentence was as topic sentence in the beginning for example and a sentence was as concluding sentence in the end of paragraph. It meant that the students should have three supporting sentences minimally in a paragraph. Unfortunately, they had only two, one, even irrelevant supporting sentences to the topic sentence as mentioned above. In this case, a writer might present incomplete information to readers about certain topic. It would be ambiguous and not precious paragraph, so readers would be confused to read the passage. Therefore, having less than three supporting sentences in a paragraph was not suggested in order to avoid the unclear message.

[7] Marianna celce, "Teaching English as Second or Foreign Language", (USA:Thomson Learning, 2001) 3rd edition, p.101
[8] Jill,ibid. p.7

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3) Analysis on Concluding Sentence

Based on chart 4.3, 3 of 18 students had good concluding sentence. They were LC, DLM, and FA. One paragraph of the good concluding sentence was:

> The worldwide demands English and it creates an enormous demand for quality of language teaching materials and resources. Being an international language, English is spoken in the most international event and it is used as the medium of the information on science, technology, and culture. English now has a prominent position in twenty more countries. ***Realizing the importance of English language, Indonesian government considers that English is one of the compulsory subjects to teach since Elementary School level in Indonesia***. It is the result of belief that children are better language learners, the brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. The children have fewer negative attitudes to foreign languages than adult. And that consequently they are better motivated than adult. **Therefore, in such condition, it is the best stage to introduce the English to the young learners**. (DLM paragraph)

The paragraph above had good concluding sentence because it clearly restated to the topic sentence. The topic sentence of the paragraph was about English as primary subject in Indonesia which should be taught since Elementary level. Then, the concluding sentence was written "therefore, in such condition, it is the best stage to introduce the English to the young learners." The concluding sentence did not talk about other ideas or something which was not related to the discussion of the paragraph. Moreover, the concluding sentence did

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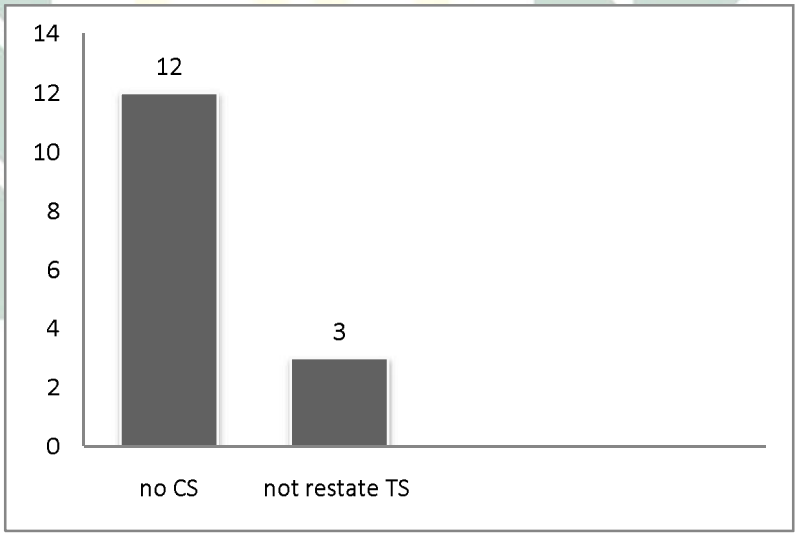
not only repeat the topic sentence, but it gave the suggestion and emphasizing about the important English to teach since Elementary level.

In contrast, 15 of 18 students had shortcomings in writing concluding sentence in different categories. The categories were new ideas or term in concluding sentence, no concluding sentence, and not restate concluding sentence to the topic sentence. The description of shortcomings in writing concluding sentence could be seen on the table 4.3.3 below:



4.3.3 Shortcomings Analysis on Writing Concluding Sentence

Based on the chart above, 12 students had no concluding sentence in the paragraph and 3 students had not restate concluding sentence to

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the topic sentence. Here was the detail explanation about concluding sentence shortcomings in the standard paragraph.

a) No concluding sentence

12 of 1 students had no concluding sentence in the paragraph. They were QA, IC, SG, OR, A, IS, ADF, IJS, MMB, SCN, US, and NL. The paragraph example of no concluding sentence was:

> Academic world can't be separated with reading and writing activity. everyone needs reading in order to increase their knowledge and science. in educational side, reading is the main necessity for students. Students have obligation to read more and more in order to enlarge knowledge specifically in the major they took. A wise once said that reading is a window of the world, that means, by reading especially book, can gain our knowledge and capacity in the term of science if someone wants to take the lesson from it. Indeed Allah S.W.T has already told us to "read" in his Quran surah al Iqro' as a first obligation to the moslem all over the world through Muhammad SWT. (IC paragraph)

The paragraph above had no concluding sentence. The topic sentence of the paragraph was "academic world can't be separated by reading and writing activity." Then, the supporting sentences discussed about reading. Unfortunately, the discussion seem incompletely finish because no concluding sentence.

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b) No restate concluding sentence to the topic sentence

3 of 16 students had concluding sentence but not restate to the topic sentence. They were HU and RAI. One of the paragraphs was:

> As a human being who lives in a society, communication cannot be avoided. Everyone communicates with others by using a language. Language is used to express their ideas, feelings and emotions. According to Oxford Advanced Learner's Dictionary, "Language is the system of communication in speech and writing that used by people of a particular country". ***English as one of an international language has a significant position in Indonesia***. It has been taught at various levels of education from the lowest level up to the highest. For schools in Indonesia, there are four language skills that have to be mastered by the students to learn the English subject. The four language skills are listening, speaking, reading and writing, with all its aspects such as grammar, vocabulary, and sounds as the elements of language, which support the development of those skills. **Therefore, one aspect of English subject to learn by students is vocabulary.** (RAI paragraph)

We could see that the concluding sentence of RAI paragraph was "therefore, one aspect of English subject to learn is vocabulary." That was good concluding sentence because it summarized the paragraph and gave little suggestion to learn vocabulary in English subject. Unfortunately, this concluding sentence talked about vocabulary as the English subject to learn.

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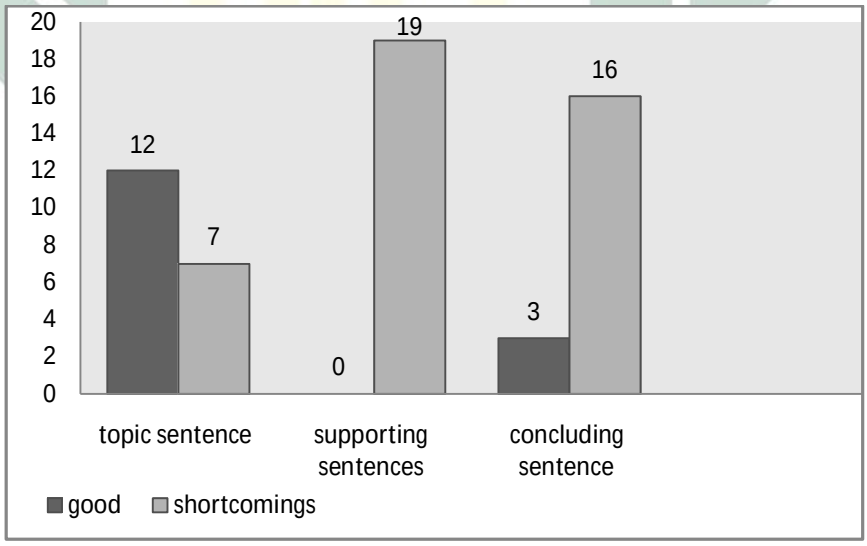
Therefore, the concluding sentence of RAI did not restate to topic sentence.

b. Analysis on Short Paragraph

Each paragraph consists of three-paragraph component. They are topic sentence, supporting sentence, and concluding sentence. Each collected data would be analyzed the three-paragraph component in order to know answer the research question of this research which looked for shortcomings which happened in the collected data. Here was the general description of three-paragraph component analysis on the short paragraph.



4.4 General Description about Three-paragraph Component Analysis on Short Paragraph

Based on the chart above, 12 students who wrote good topic sentence in the short paragraph were more than 7 students who got

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shortcomings in writing topic sentence. In contrast, 3 students who wrote good concluding sentence was fewer than 16 students who got shortcomings in it. Ironically, no one had produced good supporting sentences in this short paragraph. Here was the detail information about analysis on the three-paragraph component in the short paragraph.

1) Analysis on Topic Sentence

Based on the chart 4.4 above, 12 of 19 students had good topic sentence in the short paragraph in different positions. 9 of them (AK, ZAR, SNF, GPP, ARA, MTR, LR, NHA, MD) had good topic sentence in the beginning of short paragraph, 2 of them (LM,SA) had good topic sentence in the middle and 1 student (AM) had good topic sentence in the end of paragraph. One example of good topic sentence in the short paragraph was:

> ***The acquisition an educating vocabulary is essential for successful second language because without an extensive vocabulary we will be unable to use structure and function***. Of course, the vocabulary mentioned here is the vocabulary in curriculum of Junior High School.. (MTR paragraph)

The topic sentence of MTR paragraph was "the acquisition an educating vocabulary is essential for successful second language because without an extensive vocabulary we will be unable to use structure and function." The topic was "the acquisition an educating vocabulary" and the controlling idea was "essential for successful

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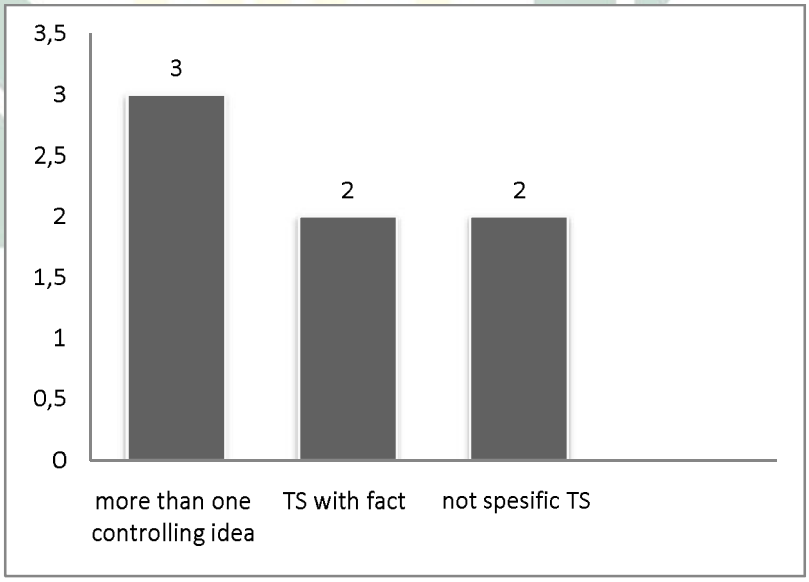
second language because without an extensive vocabulary we will be unable to use structure and function." By the clear topic sentence, readers could guess that a writer would explain about the essential acquisition an educating vocabulary for successful second language.

In contrast, 7 of 19 students had three different categories of topic sentence shortcoming in the short paragraph. The categories were not specific topic sentence, more than one controlling idea, and topic sentence using fact. The description could be seen in the chart 4.4.1 below:



4.4.1 Shortcomings Analysis on Writing Topic Sentence

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Based on the chart above, 3 students had more than one controlling idea, 2 students got shortcomings not specific topic sentence and 2 students had shortcomings in writing topic sentence with fact. Here was the detail information about the students' topic sentence shortcoming in the short paragraph.

a) More than one controlling idea

3 of 7 Students had more than one controlling idea in the topic sentence. They were YI, MHCP, and TR. The example of this kind of topic sentence was:

> ***Interest in learning is important as first step to learn or open mind***. Openness in process of learning is very important especially in course that feel difficult by student such as mathematic and English. There openness did with make grow student's interest. Student interest in learning, according to Suryabatra (2011:14), student interesting can be developed with stimulate to elements of make student interesting that is: (1). Student interesting to the course, (2) feeling happy to the course, (3) reason and student motivation to interest that course. (MHCP paragraph)

MHCP wrote two limitation of one topic. The topic was interest in learning and the limitations were "important as first step to learn" and "or open mind". The two controlling idea was not closely related each other so it could confuse readers to understand in which topic a writer would discuss.

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b) Topic sentence using fact

2 of 7 students wrote topic sentence using fact. They were AN and DL. The example paragraph, which had topic sentence using fact, was:

> ***Learning process is a process which includes an interaction activity between teacher and students***. In that process of learning, teacher and students are two components which cannot be separated each other. Both those components should have a positive interaction to bring the success goal in the result of study. (AN paragraph)

The factual topic sentence of AN paragraph was "Learning process is a process which includes an interaction activity between teacher and students". That was true that learning process absolutely consisted of the interaction between teacher and students. It would not be learning process if the interaction between seller and buyers. By the true topic sentence, nothing could prove it because people had known it well.

c) Not specific topic sentence

2 of 7 students had not specific topic sentence. They were DP and HN. One of paragraph ,which had not specific topic sentence, was:

> ***Communication is an essential need for human being***. Language as the tool of communication has an important

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> role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life cannot be separated. One of the ways in communication is through speaking. It is very important to master speaking well. (DP paragraph)

The topic sentence of DP paragraph, *Communication is an essential need for human being,* was not specific. "Communication" was general word because it could be verbal communication such as language and non-verbal communication such as signs.

2) Analysis on Supporting Sentences

Based on the chart 4.4, among 19 students, no one had good supporting sentences because they wrote short paragraph. The short paragraph itself consisted of less than five sentences. In fact, an expert said that a paragraph should consist of five sentences. It meant the minimum length of paragraph was five sentences which could be divided a sentence for topic sentence and a sentence for concluding sentence. In this case, the supporting sentences minimally should present three sentences in a paragraph. Thus, no one who wrote short paragraph had good supporting sentences because lack of description.

Therefore, 19 students got shortcomings in writing supporting sentence in different reasons. The reasons were the short

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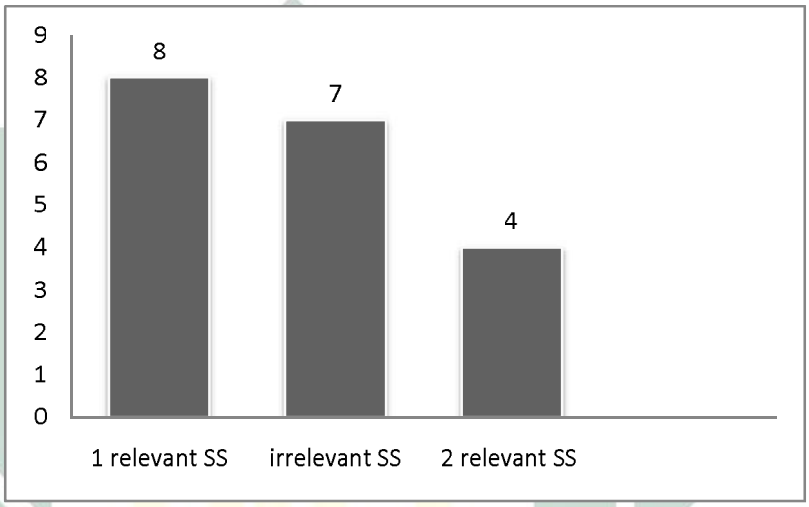
paragraph with two relevant sentences, the short paragraph but only one relevant sentences and irrelevant sentences at all. The description could be seen in the chart 4.4.2 below:



4.4.2 Shortcomings Analysis on Writing Supporting Sentences

Based on the chart above, in the short paragraph, 8 of 19 students had only one relevant sentences, 7 of 19 students had irrelevant supporting sentences and 4 students had 2 relevant supporting sentences. Here were the examples of the students' shortcomings in writing supporting sentence in the short paragraph:

a) Only one relevant supporting sentences

8 of 19 students got only one relevant supporting sentences. They were DL, MHCP, GPP, LR, HN, NHA, LM, and SA. The example of this paragraph was:

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> **Speaking is one of most important aspect in English skill**. It is the way to express ideas and thoughts in the form of words spoken by the mouth. *Speaking ability is very useful for students in the future, for example they can do many things such as getting a good job, creating job by themselves such as being a guide an interpreter or teaching in course*. So in general, speaking skills are essential skills in all aspects. (LR paragraph)

b) Irrelevant supporting sentences at all

7 of 19 students got irrelevant supporting sentences at all in the short paragraph. They were AN, DP, AK, YI, ARA, MTR, and AM. The example of this paragraph was:

> This research will investigate the application of small group discussion method in increasing students' reading comprehension in SMPN 2 Wringinanom Gresik. In detail, this research will investigate whether the use of small group discussion method is able to give better reading comprehension to the students. This research will focus on the teaching of recount text in the eighth grade of junior high school. (AK paragraph)

c) 2 relevant supporting sentences

4 of 19 students got two relevant supporting sentences. They were ZAR, SNF, TR, and MD. The example of this paragraph was:

> **The most powerful tool of communication is language**. *Through language, humans as social beings can communicate with other people and make sense of their experiences. People communicate effectively with their words, gestures, and tone of voice in a multitude of situation*.Therefore, it can be said that language is

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> important thing to every aspect and interaction in humans' everyday lives. (MD paragraph)

Regarding the examples above, the relevancy of supporting sentence to the topic sentence was the crucial consideration. However, the relevancy supporting sentences should be gathered with the consideration of the length of paragraph itself. When a writer did not write the paragraph based on the standard of paragraph length, the information would be good enough but incomplete delivered to readers.

3) Analysis on Concluding Sentence

Based on chart 4.4, 3 of 19 students had good concluding sentence in the short paragraph. They were TR, GPP, and NHA. The example of the paragraph was:

> ***Among all of English basic skills that must be equally taught to English learners, speaking skill seems to be the most demanding and important one.*** Compared to writing, speaking is a more common way of how people deliver their messages to others. Speaking is not only about just say what words wanted to say, but speaking is also about how to say the words with good fluency. Brown (2001:268-269) suggests that good fluency represents the main characteristic of natural communication, **thus, it should be given more weight in the teaching of speaking**. (TR paragraph)

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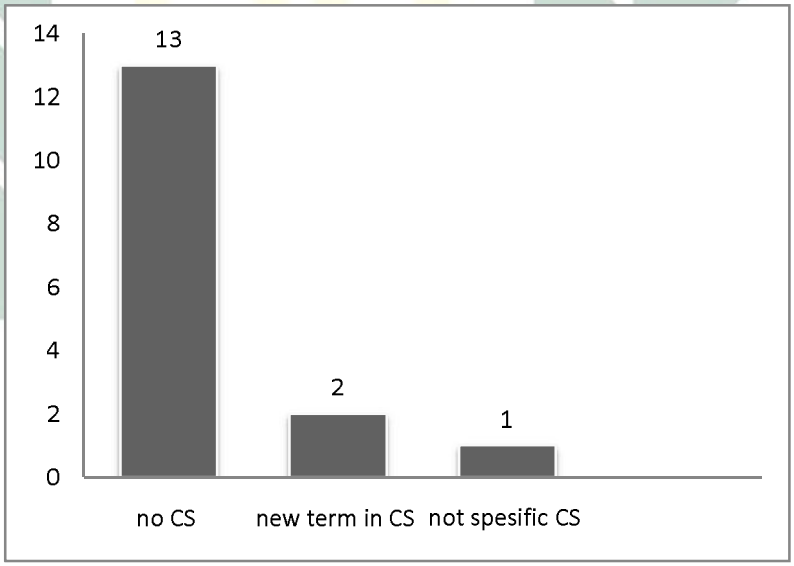
"Thus, it should be given more weight in teaching of speaking" was good concluding sentence because it was suggestion of the topic sentence which talked about speaking as the demanding skill."

In contrast, 16 of 19 students had shortcomings in writing concluding sentence in the three different categories. The categories were no concluding sentence, new ideas or term in concluding sentence, and not specific concluding sentence. The general description of the students' shortcomings in writing concluding sentence could be seen on the chart 4.4.3 below:



4.4.3 Shortcomings Analysis on Writing Concluding Sentence

Based on the chart above, 13 students had no concluding sentence, 2 students had new term or ideas in concluding sentence,

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and only one student had not specific concluding sentence. Here was the detail explanation of the students' shortcomings in writing concluding sentence in the short paragraph.

a) No concluding sentence

13 of 16 students had no concluding sentence in the short paragraph. They were AN, DL, YI, MHCP, AK, ZAR, SNF, ARA, MTR, HN, LM, SA, and AM. The example of no concluding sentence in the short paragraph was:

> **Learning process is a process which includes an interaction activity between teacher and students**. In that process of learning, teacher and students are two components which cannot be separated each other. Both those components should have a positive interaction to bring the success goal in the result of study. (AN paragraph)

AN did not have concluding sentence in the paragraph. Even though the third sentence was the last sentence, but there was no indication that it was concluding sentence.

b) New term or ideas in concluding sentence

2 of 16 students wrote this kind of concluding sentence in the short paragraph. They were DP and MD. The example of the paragraph was:

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> ***The most powerful tool of communication is language***. Through language, humans as social beings can communicate with other people and make sense of their experiences. People communicate effectively with their words, gestures, and tone of voice in a multitude of situation.**Therefore, it can be said that language is important thing to every aspect and interaction in humans' everyday lives**. (MD paragraph)

Looking at the topic sentence, MD talked about the most powerful language as tool of communication. In contrast, the concluding sentence mentioned that "language is important thing to every aspect and interaction in human;s everyday lives." Actually, it was good because "interaction in human;s everyday lives" restated to the topic sentence. However, no explanation showed that language was important in every aspect as she wrote. Therefore, it could be concluded that MD wrote new ideas in her concluding sentence.

c) Not specific concluding sentence.

Only LR had this kind of concluding sentence. She wrote not specific concluding sentence. The paragraph was:

> ***Speaking is one of most important aspect in English skill***. It is the way to express ideas and thoughts in the form of words spoken by the mouth. Speaking ability is very useful for students in the future, for example they can do many things such as getting a good job, creating job by themselves such as being a guide an interpreter or teaching in course. **So in general, speaking skills are essential skills in all aspects**. (LR paragraph)

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Looking at the 1st–3rd sentence, LR talked about the importance aspect of speaking. However, the concluding sentence was "so in general, speaking skill are essential skills in all aspect." It was not specific because the topic sentence mentioned English skill but the concluding sentence mentioned speaking skill without explaining English in it. Therefore, readers might question speaking skill in what language was essential in all aspect.

3. Findings

Based on the analysis above, the students' shortcomings in the three-paragraph component were classified to answer the research question of this research. The shortcomings itself were about three-paragraph component, topic sentence; supporting sentences; concluding sentence, which was extracted from the standard and short paragraph. Here was the description of the shortcomings found in the students' standard and short paragraph.

Table 4.5 the Students' Shortcomings Found on the Standard and Short Paragraph

no	Categories	Shortcomings	Standrd Parg.	Short Parg.
1	Topic sentence	Not specific topic sentence	3	2
		More than one controlling idea	-	3
		Factual topic sentence	1	2
		Not forceful topic sentence	2	-
		Unclear topic sentence	1	-

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		Topic sentence with quote	1	-
2.	Supporting sentences	Irrelevant supporting sentences	6	7
		1 relevant supporting sentence	4	8
		2 relevant supporting sentences	2	4
3.	Concluding sentence	No concluding sentence	12	13
		concluding sentence somehow restate the topic sentence but there was new ideas or term in it	-	2
		Not restate concluding sentence to the topic sentence at all.	3	-
		concluding sentence nearly restated the topic sentence but not specific	-	1
Total			35	42
			77	

The total of the students' shortcomings which were extracted from the standard and short paragraph was 77 faults. It covered 35 shortcomings in the standard paragraph and 42 shortcomings in the short paragraph. It could be concluded that the shortcomings in the standard paragraph was fewer than shortcomings in the short paragraph. To make them clear, here were the detail explanations about shortcomings in each paragraph-component.

1. **Shortcomings in Writing Topic Sentence**

The students had various shortcomings in writing topic sentence whether in the standard or short paragraph. In the standard paragraph, the students' shortcomings were not specific topic sentence,

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not forceful topic sentence, unclear topic sentence, topic sentence with fact and topic sentence with quote. In the short paragraph, the shortcomings were not specific topic sentence, more than one controlling idea and topic sentence with fact. The detail description was in the chart 4.5.1 below.

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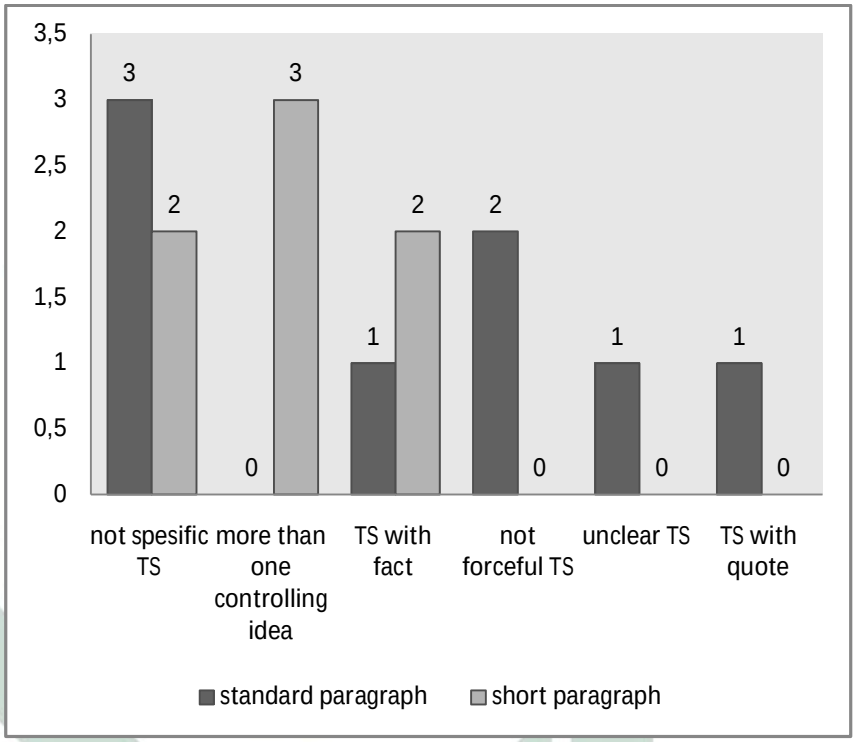

4.5.1 Topic Sentence Shortcomings in the Standard and Short Paragraph

Based on the chart above, 3 students who wrote not specific topic sentence in the standard paragraph was higher than 2 students who wrote not specific topic sentence in the short paragraph. Then, no one had not forceful topic sentence in the short paragraph, but 2 students wrote it in the standard paragraph. In contrast, 3 students wrote topic sentence with more than one controlling idea in the short paragraph, but no one wrote it in the standard paragraph. 2 students wrote fact as topic sentence in the short paragraph but 1 student wrote it in the standard

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paragraph. In addition, 1 student wrote unclear topic sentence in the standard paragraph and another wrote quote as topic sentence. It could be concluded that shortcomings of topic sentence in the standard paragraph were frequently happened than in the short paragraph.

Based upon the shortcomings of topic sentence in the standard and short paragraph above, the shortcomings were divided into five different categories. The faults were not specific topic sentence, more than one controlling idea, topic sentence with fact, not forceful topic sentence, topic sentence using forceful topic sentence, unclear topic sentence and topic sentence using quote. Here was the detail of shortcomings in writing topic sentence.

Table 4.5.2 Shortcomings in Writing Topic Sentence

No.	**Shortcomings**	**Kinds of Paragraph**		**Total of freq.**	**%**
		Standard	Short		
1.	Not specific topic sentence	3	2	5	33,3%
2.	More than one controlling idea	-	3	3	20%
3.	Topic sentence with fact	1	2	3	20%
4.	Not forceful topic sentence	2	-	2	13,3%
5.	Unclear topic sentence	1	-	1	6,7%
6.	Topic sentence with quote	1	-	1	6,7%
Total				15	100%

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The total of inadequacy in writing topic sentence was 15 shortcomings. They were not specific topic sentence with 5 faults (33,3), 3 faults (20%) more than controlling idea, another was topic sentence using fact, not forceful topic sentence with 2 faults (13,3%), 1 fault (6,7%) in the unclear topic sentence and another was topic sentence with quote. Therefore, by the total of inadequacy of writing topic sentence, it could be concluded that the highest shortcoming in writing topic sentence was not specific topic sentence and the lowest was unclear topic sentence and topic sentence with quote.

2. **Shortcomings in Writing Supporting Sentences**

The students had the same shortcomings' category in writing supporting sentences whether in the standard as short paragraph. They were two relevant sentences, only one relevant sentence, and irrelevant sentences to the topic sentence. The detail description was in the chart 4.5.3 below.

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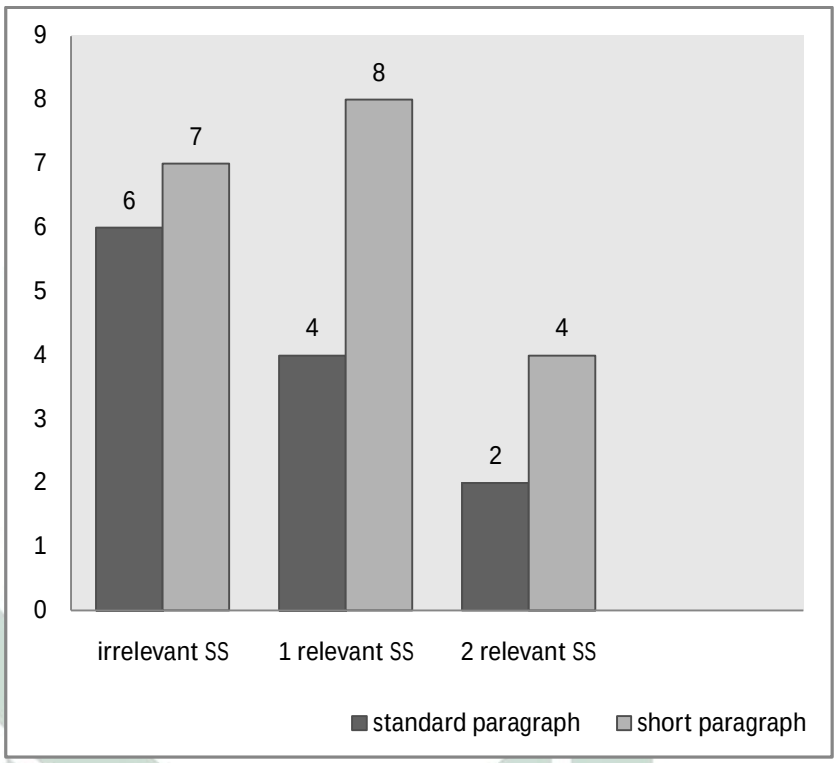

4.5.3 Supporting Sentences Shortcomings in the Standard and Short Paragraph

Based on the chart above, 6 students who wrote irrelevant supporting sentences in the standard paragraph were fewer than 7 students who wrote supporting sentences in the short paragraph. 4 students had one relevant supporting sentences in the standard paragraph but 8 students had it in the short paragraph. Furthermore, 2 students had two relevant supporting sentences in the standard paragraph but 4 students had it in the short paragraph. In conclusion, shortcomings of

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supporting sentence in the short paragraph were more than in the standard paragraph.

Based upon the shortcomings which were in the standard and short paragraph above, the supporting sentences shortcomings were divided into three categories. They were two relevant supporting sentences, only one relevant supporting sentence, and irrelevant supporting sentences to the topic sentence. The description was in the table 4.5.4 below.

Table 4.5.4 Shortcomings in Writing Supporting Sentences

No.	**Shortcomings**	**Kinds of Paragraph**		**Total of freq.**	**%**
		Standard	Short		
1.	Irrelevant supporting sentences	6	7	13	41,94%
2.	1 relevant supporting sentences	4	8	12	38,71%
3.	2 relevant supporting sentences	2	4	6	19,33%
Total				31	100%

The total of faults in writing supporting sentences was 31 shortcomings which included 13 faults (41,94%) irrelevant supporting sentences to the topic sentence, 12 faults (38,71%) only one relevant supporting sentence, and 6 faults (19,35%) two relevant supporting sentences. Therefore, it could be concluded that the highest

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shortcomings in writing supporting sentences was irrelevant supporting sentences to the topic sentence and the lowest was only two relevant supporting sentences.

3. **Shortcomings in Writing Concluding Sentence**

The students had various shortcomings in writing concluding sentence in the standard and short paragraph. 3 categories of faults were found in the standard paragraph. They were no concluding sentence, new term in concluding sentence and not restate concluding sentence to the topic sentence. Moreover, 3 categories of faults were found in the short paragraph. They were no concluding sentence, new term in concluding sentence, and not specific concluding sentence. Here was the detail description of shortcomings in writing concluding sentence.

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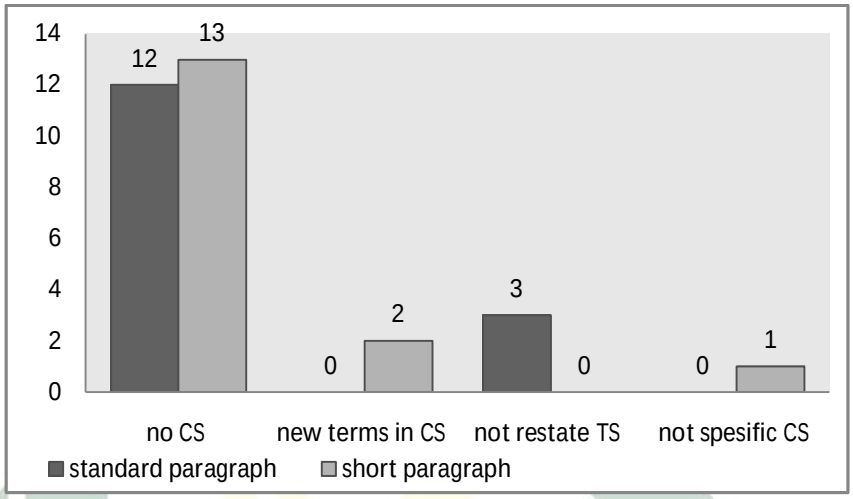

4.5.5 Concluding Sentence Shortcomings in the Standard and Short Paragraph

Based on the chart above, 12 students who had no concluding sentence in the standard paragraph were fewer than 13 students who had no concluding sentence in the short paragraph. 3 students did not restate the concluding sentence to the topic sentence in the standard paragraph but no one wrote it in the short paragraph. In contrast, 2 students who added new term in concluding sentence in the short paragraph but no one did it in the standard paragraph. 1 student wrote not specific concluding sentence in the short paragraph but no one wrote it in the standard paragraph. It short, shortcomings of concluding sentence in the short paragraph was more than in the standard paragraph.

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The concluding sentence shortcomings were divided into four categories which were extracted from the standard and the short paragraph. The categories were no concluding sentence, new ideas or term in concluding sentence , not restate concluding sentence to the topic sentence, and concluding sentence somehow restate to the topic sentence but not specific. The detail description was in the table 4.5.6 below.

Table 4.5.6 Students' Shortcomings in Writing Concluding Sentence

No	**Shortcomings**	**Kinds of Paragraph**		**Total of freq.**	**%**
		Standard	Short		
1.	No concluding sentence	12	13	25	80,65%
2.	Not restate concluding sentence to topic sentence	-	3	3	9,68%
3.	New term or ideas in concluding sentence	2	-	2	6,45%
4.	Concluding sentence nearly restated the topic sentence but not specific	-	1	1	3,23%
Total				31	100%

The total of faults in writing concluding sentence was 30 shortcomings. It consisted of 25 faults (80,65%) no concluding sentence in the paragraph, 3 faults (9,68%) not restate concluding sentence, concluding sentence somehow restate the topic sentence but there was

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new ideas or term in it with 2 faults (6,45%), and 1 fault (3,23%) concluding sentence nearly restated the topic sentence but not specific. Therefore, it could be concluded that the highest shortcomings in writing concluding sentence was no concluding sentence in paragraph and the lowest was not good concluding sentence because not restate topic sentence.

B. Discussion

Based on the research findings, many shortcomings were found in the students' paragraphs. 15 students had shortcomings in writing topic sentence, 31 students had shortcomings in writing supporting sentences and another was shortcomings in writing concluding sentence. The students seemed not understand well how to write good paragraph. In fact, they had gotten many experiences in writing paragraph started from writing paragraph course, and 2 argumentative essay course. Besides, the lecturers also had explained how to write good paragraph based on the standard academic writing clearly and gave them feedback about their writing. In short, the shortcomings in the students' paragraph might indicate the unsuccessful teaching learning process.

Having shortcomings in writing good paragraph was the big problem to the English Teacher Education Department students. Recently, some lecturers informed that the students' thesis would be published online. In this case, all of people could read the students' thesis freely. Moreover, they might select it as a

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reference to do a research. Unfortunately, it would be shameful if they had many shortcomings in each paragraph of thesis they wrote. Readers would say that it was not good reference because the students were not serious to write paragraphs. Sometimes, they had good topic sentence but irrelevant supporting sentences, they wrote relevant supporting sentences to topic sentence but the concluding sentence did not restate topic sentence and others. In this case, the students would be difficult to graduate early so they could not get scholarship aboard because of those problems.

Looking at the students' topic sentence, the students were not good at writing topic sentence. They often wrote general fact and not specific topic sentence. Sometimes, they also wrote topic sentence with more than one controlling idea which was not related each other. Moreover, based on the free interview to 5 students, actually, they knew the role of topic sentence in paragraph but they did not certainly know the criteria of writing good topic sentence. 4 of them mentioned that topic sentence should be general, clear, and understandable. Moreover, one of them said that writing topic sentence using quote was fine as long as it was still related to the discussion. In fact, Keith S. Folse et.al stated that the good topic sentence should have controlling idea to limit the discussion, specific, and it was not the truth which only could be answer

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by yes or no.[9] In this case, it was horrible thing because of their misunderstanding with the meaning of good topic sentence.

In addition, the students could not write good supporting sentences. Most of them had many sentences in a paragraph but only one sentence which was related to the topic. They seemed lack of critical thinking. It might be caused they were lack in reading. They preferred to read social media such as facebook, twitter, line and others than journal or books. As a result, their supporting sentence were not in line with the main topic. In fact, Susan Anker mentioned that supporting sentences had to relevant with topic sentence in order to prove a writer's judgment in it.[10] Based on the interview, the interviewees said that writing supporting details was very difficult because they often lost ideas to write. When they had many ideas in their mind, they did not know how to write it. In addition, a student said that they made outline to ease her writing relevant supporting sentences with topic sentence. However, it did not help writing good supporting sentences because the outline just presented the point of idea, not the sentences. In this case, the students could be supposed as inconsistent person if they still had irrelevant supporting sentences in a paragraph.

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[9] Keith S. Folse, April Muchmore Vokoun, Elena Vestri Solomon. *Great Writing 2. Great Paragraphs.* 3rd ed. (USA:Heinle Cengage Learning,2010), 46.
[10] Susan Anker. *Real Writing with Readings. Paragraph and Essays for College, Work, and Everyday Life.* 5th ed. (USA:Bedford/St. Martin's,2010), 73.

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Furthermore, most students seemed not comprehend to the discussion. They often left the paragraph without any good conclusion so readers did not know whether the discussion was over or not. They seemed in a hurry because they had to write many paragraphs in a proposal. They just submitted their assignment when they felt enough to write. In fact, concluding sentence was a part of criteria in writing good paragraph. The students would seem not understand well about a paragraph when she omit writing concluding sentence.[11] Moreover, based on the interview on 5 students, they said that concluding sentence was not important as topic sentence as long as readers could understand the sentences. Therefore, it was not an obligation to write it in a paragraph. The rest interviewee, then, added that writing concluding sentence sometimes was difficult task because they had to summarize the whole paragraph. That is why they prefer to leave writing concluding sentence. Whatever the reasons, not composing concluding sentence would incompletely finish the paragraph discussion.

In conclusion, by having shortcomings in writing topic sentence, irrelevant supporting sentences to topic sentence and no concluding sentence in a paragraph, the research findings showed that students failed in producing precise paragraph to readers.

[11] Chris Juzwiak. Stepping Stones. A Guided Approach to Writing Sentences and Paragraphs. (USA: Cambridge University Press,2009), 163.

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