CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and result. The data was conducted to know the students' ability of building the coherence and unity in argumentative writing. The presentation of the findings is organized according to the research questions posted for this study.

A. Presentation of Data

The research had been conducted from July - September 2015. Here, the researcher has obtained the data of the students' writing task of argumentative essay. The data collected were used to answer the research question of how is the students' ability of building coherence and unity in argumentative writing. The students' writing was analyzed using the rubric of coherence and unity. There are five classes of argumentative writing course: class A, B, C, D, and E with total number of 108 students. The samples taken were 50% of each class. Therefore, total samples obtained in this research were 51 (fifty one) students. Here is table of student's total number and samples taken.

Table 4.1

Students' total number and samples taken of every class

Class	Total Number	Samples taken
A	19	9
В	19	9
С	35	18
D	13	7
E	22	8
Total	108	51

The next step was assessing the students' ability of building coherence and unity through calculating their scores based on this calculation:

 $P = \underbrace{F}_{N} \times 100\%$ N P = the percentage of the correct point. F = the frequency of the correct point.

N = total number of item.

Besides, in this research there are two kinds of assessment, they are coherence and unity. The researcher also categorizes their scores in each criterion of five levels to ease the researcher in identifying their ability. The categorization is as the following:

Sci	lle	Cataoom	
Point	Score	Category	
0 - 12	81 - 100	Very good	
8 - 9	61 - 80	Good	
5 - 7	41 - 60	Fair	
3 - 4	21 - 40	Bad	
1 - 2	0 - 20	Very bad	

 Table 4.2

 Categorization of students' score and scale ability of building coherence

From the table above, it could be seen that the highest point is gained by scale 10 - 12 with category of very good. In addition, the good category is in scale 8 - 9, whereas the scale 3 - 4 is in category of fair. In the other hand, scale 1 - 2 is the lowest category of building coherence.

 Table 4.3

 Categorization of students' score and scale ability of building unity

0		 0	2
	Scale		

Scale		_ Category	
Point	Score	Curcgory	
7-8	81 - 100	Very good	
5-6	61 - 80	Good	
4	41 - 60	Fair	
3-2	21-40	Bad	
1	0-20	Very bad	

From the table above, it could be seen that the highest point is gained by scale 7 - 8. The good category is in scale 5 - 6. Then, the scale 4 is in category of fair. In the other hand, scale 2 - 3 is in bad category. Moreover, the scale 1 is the lowest category of building unity, which is very bad.

B. Research Findings

After gathering the data, researcher attempted to analyze the students' writing based on the aspect of coherence and unity using rubric assessment. Below was the detail explanation about the analysis of building coherence and unity.

1. Students' Ability of Building Coherence

Coherence is the most important requirements in writing. Especially in argumentative writing, from one paragraph to another should connect together, and also each sentence of every paragraph must be tied before and after it. Then, in this research, some of variant categories were found with different scores that students got. Below is the frequency of students in getting different point of coherence.

Table 4.4

Frequency of student in point of Coherence

	Points	Frequency	
	4	5 students	
	5	18 students	
	6	14 students	
	7	5 students	
	8	3 student	
4	9	1 students	
	10	2 student	
	11	3 students	

From the data above, it clearly states that the highest point student got is 11 (eleven) which only acquired by three students. Whereas the most frequency (18 students) got point 5, and following by 14 students who got point 6. Moreover, researcher will explain how student can get each those point and category.

a) Very good

Based on the table 4.2, there are three kinds of point who get category of very good. They are those who get point 12, 11, and 10. However, this research found only two kinds of them; point 11 and 10.

1) A sample of student who get score of coherence: 11

(See appendix 3.1: Advantages of Providing English for Children as soon as they Start School)

The writer stated a clear and complete thesis statement: "Learning English for children who will start school gives some advantages to them. So children should begin learning English as soon as they start school."

Moreover, there are three main points following with well developed–supporting details. The main points are *better change, do not have any pressure,* and *prepare to face the globalization era*.

The refutation paragraph acknowledges the opposing view and summarizes the main point. It is shown in the third paragraph. Counter argument said that learning English for children is a bad thing. Then, the writer can refuse it with providing her good arguments. Furthermore, the essay has good grammar and transition, such as *thus, in addition, in fact, because of that, in contrast and others.*

2) A sample of student who get score of coherence: 10(See appendix 3.2: The Sooner The Better)

The essay stated a clear thesis statement of the paper: "Children should begin learning a foreign language as soon as they start school." Moreover, she explained three main points clearly, but one of them lacks details. The main points are *Increase their bilingual and multilingual ability, compete to find job, and achieve better scores.* The writer acknowledged the opposing view with good refutation. We can see in paragraph 4.

Some people argue that when children start to learn a foreign language as soon as they start school, it can make children do not ready to learn it because each student has different ability to accept the knowledge. Besides, Krashen argues that the readiness is the important thing for children to learn language especially a foreign language. In contrast, the golden age of children is around 2 - 7 years old. If children can start their learning foreign language early, they can produce the information quickly and they can master foreign language around their golden age. Moreover, they can achieve their skill in speaking, listening, reading and writing quickly.

b) Good

In this research, there are two kinds of point who get category of "good". They are those who get point 9 and 8. Both of those points are explained below.

1) A sample of student who get score of coherence: 9

(See appendix 3.3: The Advantages of Learning a Foreign Language since Childhood)

In introduction, writer explained the definition of the problem. Then, she stated a clear thesis statement. "*The Children should begin learning a foreign language as soon as they start school.*" Then, writer mentioned three main points appropriately, they are: *Success in future, not getting the difficulty, and give good contribution.* However, it lacks details and development in second main point. She said that children will not get difficulty to use language outside their first language, but it does not follow by good supporting details.

In this essay, there are two counter-arguments and the writer can refuse them with acknowledging the opposing view, as written in paragraph 3.

Many people say that children will make a lot of grammatical errors when they learn a foreign language in the early age. But in fact, the will correct their mistakes faster than people who learn a foreign language in older age because they do not feel embarrassed when they do mistakes. They will practice again until they can pronounce the language correctly.

Some transitions are used in her writing, such as *In addition, therefore, however, but*. Some of them are appropriate or make a good flow, but some are not.

2) A sample of student who get score of coherence: 8

(See appendix 3.4: The benefit of Facebook for Children User)

Writer described the problem in introduction. Then, she stated a clear thesis of paper. *"Facebook can be really useful for school children."* In addition, there are three good main points and details, but one of them is lack of development, we can see in paragraph 7, there is a counter argument claimed that facebook has affected the lives of many children. Then, the writer argued that facebook helps children in developing the social ability, but she did not explain how to do that.

In the last paragraph she did not summarize the main topic, but some suggestion for change are evident.

In conclude, parents should allow their children to join in social media because of the variety advantage above that I have already mentioned. However, they still have to monitor what their children do in there. So, it will create good condition to children and it does not cause any harm for children.

c) Fair

In this case, there are three kinds of point who get category of "Fair". They are those who get point 7, 6, and 5. The details are explained below.

41

1) A sample of student who get score of coherence: 7

(See appendix 3.5: Mass Media between Federal State and Unitary State)

Writer stated a clear thesis statement of the paper. "Indonesia should be better using federal system than unitary system." Then, there are three main points in this essay. The reasons why it is better to use federal state are: the state can be more responsible (stated in paragraph three), federal system tends to show the real facts about the media owner without feel scared (stated in paragraph 7), and in federalism state, mass media can be balance between private and nation mass media (stated in paragraph 8). Moreover, writer provided good reason and refutation, but sometimes, one or two of the reason are lack details or development.

2) A sample of student who get score of coherence: 6(See appendix 3.6: E-book is not beneficial for student)

State a clear thesis statement: *E-book is not beneficial for student in teaching learning process.* "There are three main topics: *getting boring, health problem, and disturbing learning process.* However, two of them are lack development. There is refutation of paragraph that cause vague. As stated in paragraph 4, the writer put the opponent argument that e-book is cost saving, because we do not to print out. However, to deny it, writer only argue about the student's focus. There is no relation between cost saving and student's focus.

Conclusion summarizes main topics, but it is repetitive, and the suggestion does not sync with the thesis statement.

> My suggestion to the student is they have to manage their time more when they use e-book because there are many things which can change student focus. They must be able to use their time to study and play games. So, e-book will be more effective if the student can manage their time and their attention while using e-book.

3) A sample of student who get score of coherence: 5

(See appendix 3.7: Learning a Foreign Language)

The writer stated a thesis of the paper but lack of strength. "There are many benefits they can take from learning this foreign language." Then, first main point in second paragraph, she argued that foreign language is important to learn, but she did not explain why it is important in the next sentences.

The writing is less than three main points with poor development of ideas. She mentioned the main reason in first main point, but there are no clear supporting details in her writing. In addition, at the third and fourth paragraph, she did not mention other main points with some supporting sentences. Moreover, she only put the article in this section; there is no refutation or her own argument. Moreover, the sentences using in writing are simple and still need more transitions such *the first of all, moreover, in addition and others*. Then, the conclusion did not adequately summarize the main point. She only repeated sentence from the introduction.

d) Bad

Based on categorization of students' score, there are four kinds of point who get category of "Bad". They are point 4, 3, 2, and 1. However, this research only found point 4. So, there is no point 3, 2 and 1. The details are explained below.

1) A sample of student who get score of coherence: 4

(See appendix 3.8: The Foreign Language Development in Indonesia)

In introduction, the writer stated the problem, but it lacks detail. Moreover, there is no clear thesis statement. Moreover, at the second paragraph, he stated the opponent by Timothy Wibowo, but he did not argue his refutation well. It lacks of proof. It can be seen in last sentence of paragraph two; the writer stated his argument but did not explain the reason why.

> In fact, actually opinion from Timoty Wibowo does not wrong, but must need the guidance from the teacher and

must be balance to learn foreign language and Indonesian language.

There are only two simple transitions in his essay, they are *even*, and *so*. Moreover, some sentences are difficult to understand. As we see in paragraph two, sentence 2:

The negative impacts could be caused if since childhood has been introduced and given foreign language.

Perhaps he tended to say "*If the children are introduced about* the foreign language since early, it will give negative impacts to them. Other examples is in paragraph 3, sentence 4:

I think if the children do it will be a problem, because when the children 0 - 3 years old usually often do what they like and what they want.

It will be better if he said like this: "In my opinion, the children should not memorize some words of foreign language because it causes some problems such as....."

From the analysis above, it was found that there are only four levels of students' category in building coherence. To make more clearly, below is the students' ability of building coherence that include scores, percentage, and category.

Table 4.5

Point	Scores	Frequency	Percentage	Category
10-12	81 - 100	5	10 %	Very good
8-9	61 - 80	4	8%	Good
5-7	41 - 60	37	72%	Fair
3-4	21 – 40	5	10%	Bad
1 – 2	0-20	0	0%	Very Bad

Students result of building coherence

As shown in table 4.5, we can see that the highest point is only obtained by five students (10%) with the category of very good. This shows that only few students who can build coherence very well. Whereas, most of students tend to get Fair grade, it can be seen that there are 37 students or 72% who get scores 41 - 60. The following chart is the representation of that description:

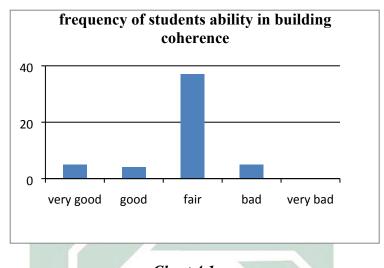


Chart 4.1 Frequency of students' ability in building coherence

The next step was calculating students' ability into percentages. Then,

it is showed in the chart below:

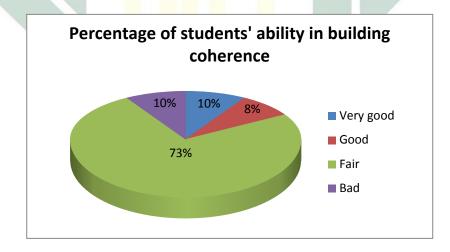


Chart 4.2

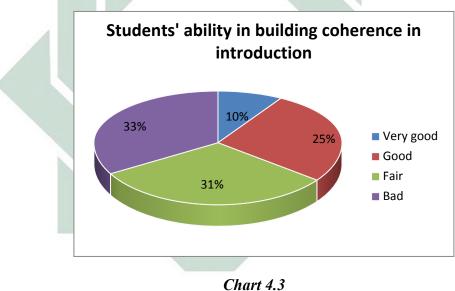
Percentage of students' ability in building coherence

Based on the chart, it could be seen that most of students with 73%

were in Fair grade, whereas the grade of very good and bad were in same

percentage, which is 10%. Then, the good grade acquired only 8% from the total number of samples.

In composing an argumentative essay, the writers have to consider the coherence in part of argumentative writing. To more make specific findings, the results in composing argumentative writing were presented below. Here is the chart of students' ability in building coherence of introduction of argumentative essay.



The students' ability of building coherence in introduction

There were 51 samples students in composing an introduction of essay, but there were only 5 (five) students or 10% that can build very well. They can develop well an introductory paragraph contains detail background. Moreover, they can give a clear explanation of the problem

and thesis statement. Then, there were 13 samples (26%) that can compose good introductory paragraph, but they only do not explain using details. The others 16 samples (31%) stated the thesis but do not adequately explain the background of the problem. Also, the problem stated is lacks detail. Lastly, the students who have unclear thesis and vague background details were about 17 samples or 33%. Then, the main part for students in composing a good argumentative writing is in the body paragraph that consists of some main points. Below is the chart of students' ability in building coherence in main points.

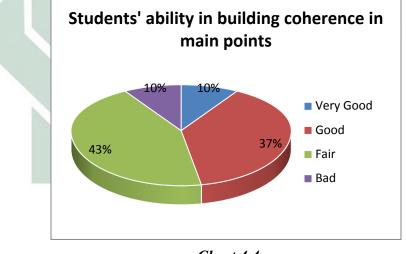


Chart 4.4

The students' ability of building coherence in main points

In building main points, there were 5 students (10%) who composed the body paragraph very well. They have three or more main points that well-developed with supporting details. Similarly, 19 students (37%) also had good main points, but lack detailed in one or two. Others 22 students or 43% had three main points but all lack detail and development. Meanwhile, there were 5 students or 10% who had less than three main points with poor development or ideas.

2. Students' Ability of Building Unity

Unity is very necessary in composing an essay. It has to control the ideas in order to make the topic still stay on one thought. Yet, many students still lack comprehension about this. However, some of variant categories were found with different scores that students got. Below is the frequency of students in getting different point of unity.

Fraguancy	Table 4.6 of student in point of unity
Points	Number of student
3	14 students
4	19 students
5	10 students
6	3 students
7	5 student

From the data above, there are 19 students who got score 4 (four) of building unity. It indicates that most of students still need to compose their clear ideas to stay discuss in one topic. Whereas the highest score, which is 7, is acquired by only 5 (five) students, it shows that only a few student who can build the unity in argumentative writing very well. Moreover, researcher will explain how student can get each those points of unity.

a) Very good

Based on the table 4.3, there are two kinds of point who get category of very good; they are point 7 and 8. However, this research found only one kind of point, which is point 7.

1) A sample of student who get score of unity: 7

(See appendix 3.1: Advantages of Providing English for Children as soon as they start they School)

The ideas in the paragraph support the main idea, but could be organized more clearly. The writer be able to compose clear ideas and give logical evidence, and the paragraphs stay discuss only one topic; *the advantages of providing English for Children*.

Moreover, the writer supports the claims with logical reasoning and relevant evidences. It can be seen at fourth paragraph in the last sentence.

Bung Karno can communicate with the foreigner using English fluently, but he always loves Indonesia until bring it to get Independence.

b) Good

In this research, there are two kinds of point who get category of "good". They are those who get point 6 and 5. Both of those points are explained below.

1) A sample of student who get score of unity: 6

(See appendix 3.4: The Benefits of Facebook for Children User)

The ideas in the paragraph support the main idea, but could be organized more clearly. As written in paragraph 6, the topic sentence is *"Facebook can really helpful to motivate children in learning something."* She mentioned two reasons to support the idea: *group discussion* and *learn together*. However, the organization of her argument is not arranged well enough.

Her essay provided some claims, and they are supported with reasoning and evidence by citing some articles.

2) A sample of student who get score of unity: 5

(See appendix 3.9: Public School is the Best Choice)

Writer had three main points, but sometimes she cannot explain and organize the supporting details well. Besides, writer was able to support the claim with reasoning and evidence, but she can stay in one topic: *public school is the best choice*.

She put the counter-argument, but she can give some refutations following with examples to say the disagreement. As

written in paragraph 2 that the opponent said about getting more individualized attention of homeschooling, but the writer argued that children need to interact with other children. Moreover, she stated that parents still can do individualized attention to the children at night.

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c) Fair
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In this case, the category of fair is acquired by point 4. The details are explained below.

1) A sample of student who get score of unity: 4

(See appendix 3.7: Learning a Foreign Language)

A few ideas in the paragraph do not support the main idea or are out of place. The thesis statement is talking about the benefits of children who learn the foreign language early, but the ideas in some paragraphs do not support the thesis statement. She did not mention clearly what the benefits are.

The topic sentence of first main point discussed about the importance of learning foreign language, whereas the thesis statement in introduction is talking about the benefits, which is causing a confusion of meaning.

There are three main points of the writer's writing; the benefits of children who learn foreign language early are good preparation for children future, children can remember better than adult, and enjoy the learning without thinking about mistakes. She mentioned all that points, but she did not explain in detail what the reasons are and it lacks evidence.

d) Bad

Based on categorization of students' score, there are three kinds of point who get category of "Bad". They are point 3, 2, and 1. However, this research only found point 3. So, there is no point 2 and 1 presented. The details are explained below.

1) A sample of student who get score of unity 3

(See appendix 3.10: Children should Begin Learning a Foreign Language as soon as They Start School)

The ideas in the paragraph are disorganized and do not support the main idea, it caused a confusing of meaning. The thesis statement of the writer talked about the importance for children to learn foreign language early, but in main points she did not discuss what they are.

Next, in the second paragraph, she tended to talk about the advantages. The writer also talked about the bad impact in the fourth paragraph. Those ideas will make the reader get confuse because the essay is out of topic. One of the examples is in second paragraph, sentence 1: *My first argument is, children learn a foreign language is*

easier and faster. If we see the topic sentence of the first main point, it does not give any correlation with the thesis statement in introduction.

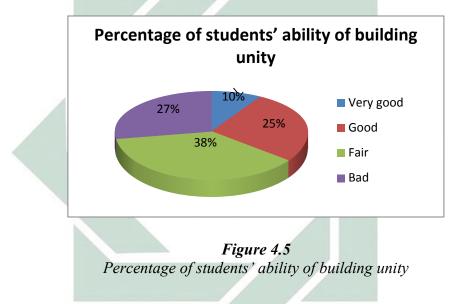
In the fifth paragraph, writer said "*I do appreciate*" to the counter argument. Moreover, in the next sentences she did not give strong refutation to deny it. She only repeated the sentence from the paragraph before to refuse the counter argument. However, the using of word "*I do appreciate*" is better to avoid, because it tend to more agree with the opponent statement rather than writer's argument.

From the analysis above, it was found that there are only four levels of students' category in building unity. To make more clearly, below is the students' ability of building unity that include scores, percentage, and category.

Table 4.7Students result of building unity

Point	Scores	Freq	Percentage	Category
7 – 8	81 - 100	5	10%	Very good
5-6	61 - 80	13	25%	Good
4	41 - 60	19	38%	Fair
2 - 3	21 – 40	14	27%	Bad

As shown in table 4.7, it explains that the highest percentage is in category of fair. It shows that most of students (38%) have ability in fair grade of building unity in argumentative writing. Moreover, the bad category also acquired high percentage in this result. There are 14 students or 27% that get category of bad. However, there are 13 (25%) students who get good category. The following chart is the representation of that description:



Based on the chart, it could be seen that highest percentage (37%) student's get is in Fair grade. Then, it is following by bad grade that gain percentage of 27%. It indicates that there are many students that get difficulty or do not understand about focusing in one idea. However, some students (10%) were gained very good fair. It means that several students really capable to compose all of its paragraphs relate directly to its thesis statement.

3. Calculating average ability of each class

The data presentation of students' result in building coherence and unity has been presented by researcher *(See appendix 1)*. The samples of 51 students were from five classes. Each class has its average score to measure their ability in building both coherence and unity.

To obtain the mean, this research used the Supranto's formulas by adding up all of the scores and divide by the total number of students.

 $\overline{X} = \frac{\sum X}{n}$ $\overline{x} = Mean \text{ (the score)}$ $\Sigma x = the total score$

N = the number of students

a) Mean of students' ability in building coherence

The average of each class is important to know the mean's ability of

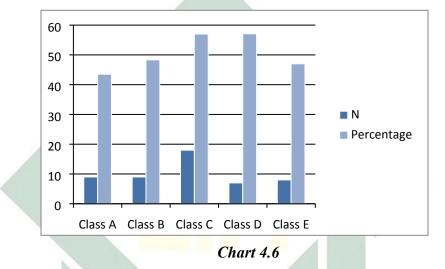
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its own class. Here is the average of students' score of each class.

The averag	The average percentage of each class based on coherence						
Argumentative writing class	Total percentage	N (number of students)	Average Percentage (total percentage Numb. Of students)				
Class A	392	9	43.5				
Class B	435	9	48.3				
Class C	1026	18	57				
Class D	400	7	57.14				
Class E	376	8	47				
Average Score of all classes	2629	51	51.54				

Table 4.8

The result shows that the students have moderate ability (fair grade) of building coherence in writing an argumentative essay. The moderate ability in writing could be seen by average achievement of the writing test. The mean of writing score is 51.54%. The following chart is the representation of that description:



The average percentage of students' ability of each class in building coherence

From the data above, researcher found that class C and D reaches the highest percentage (57%) with total number of 18 and 7 sample students. Partly of them can state a clear and complete thesis statement and mention at least three well developed-main points with supporting details. In addition, they had good transition or conjunctions that support between one paragraph to the next, and also between the sentence and after that. On the other hand, class A reach 43.5% with the total students of 9. Most of them are still difficult to build relations in the sentences and paragraph logically.

The next step was calculating student teachers' ability into scores. Then, it is showed in the table below:

		Table 4.9	
The avera	ge score of	each class based	on coherence
Argumentative writing class	Total Score	N (number of students)	Average Score (total percentage Numb. Of students)
Class A	47	9	5.2
Class B	52	9	5.7
Class C	123	18	6.8
Class D	48	7	6.8
Class E	45	8	5.6
Average Score of all classes	315	51	6.17

From the counting result, it can be concluded that the students' average score of building coherence is **6.17**, it indicates that the students' ability is in *fair grade*, since the maximum score of building coherence is 12 (twelve). The following chart is the representation of that description:

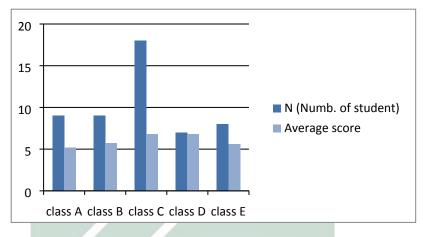


Chart 4.7

The average score of students' ability of each class in building coherence

b) Mean of students' ability in building unity

b

The average of each class is important to know the mean's ability of

its own class. Here is the average of students' score of each class.

Table 4.10

Argumentative writing class	Total percentage	N (number of students)	Average Percentage (total percentage Numb. Of students)
Class A	439	9	48.7
Class B	465	9	51.6
Class C	1093	18	60.72
Class D	427	7	61
Class E	353	8	44.12
Average Score of all classes	2777	51	54.45

The average percentage of each class based on unity

The result shows that the students are in **fair grade** of building unity in writing an argumentative essay. The result could be seen by average achievement of the writing test. The mean of writing score is 54.45%. The following chart is the representation of that description:

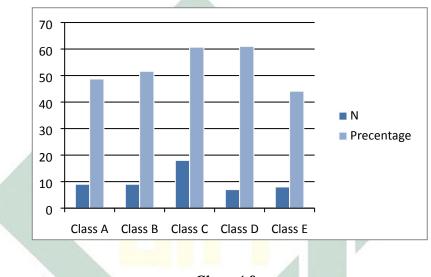


Chart 4.8

The average percentage of students' ability of each class in building unity

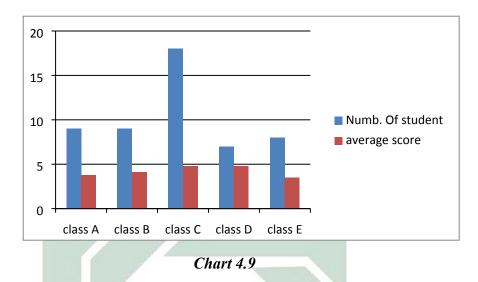
From the data above, researcher found that class C and D get the highest score (61%) from each total students of 18 and 7. Most of them can focus of discussing one central idea or topic. Hence, the elements of essay can be relevant to the central thought. Then, Class B gets 52% with 9 sample students. It explains that partly of them can achieve and apply the unity. However, class A with students of 9 gets 49%. Likewise class E gets 44% from 8 sample students. Most of them discuss more than one topic. They

need to arrange it well in order to create the unity-writing by stating the main points well and elaborate the appropriate supporting sentences.

The next step was calculating student teachers' ability into scores. Then, it is showed in the chart below:

Table 4.11							
The ave	erage score	of each class bas	ed on unity				
Argumentative	Total	N	Average Score				
writing class	Score	(number of students)	(total percentage Numb. Of students)				
Class A	35	9	3.8				
Class B	37	9	4.1				
Class C	87	18	4.8				
Class D	34	7	4.8				
Class E	28	8	3.5				
Average Score of all classes	221	51	4.33				

From the counting result, it can be concluded that the students' average score of building unity is **4.33**, it indicates that the students' ability is in *fair grade*, since the maximum score of building unity is 8 (eight). The following chart is the representation of that description:



The average score of students' ability of each class in building unity

C. DISCUSSION

This part discussed about the finding in this research by reflecting on some theories related with their ability in building coherence and unity.

1. The students' ability of building coherence

From the research that had been conducted in argumentative writing class showed that the students who have understood about the structure in paragraph and essay will be more capable and more organize to develop their ideas. Before composing an essay, writer needs to have deep understanding about how to write a good paragraph that should concern on topic sentence and supporting sentences. It was related with Oshima's and Hague's theory, a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.¹ In this research of argumentative writing, student needs to state at least three main points. Each main point was discussed in body paragraph. Therefore, the comprehension of composing paragraph plays the important role in building coherence and unity.

The data showed from 51 students, 37 students who get fair grade, 4 students who get good grade, and there are 5 students who get very good and bad grade. Thus, most of students' ability was in fair grade with total percentage of 72%. Even, some students got bad score because their writing was not fulfilling the criteria of assessment. Moreover, there were only some students who get the very good score because the essay consists of a clear thesis statement, well-developed main point and good summarize in the conclusion. Based on that finding, it is important to use language that links paragraph to paragraph and sentence to sentence in order to make the line of argument develop step-by-step. Therefore, to make a coherent writing, it should there are words and phrases of "transitional" or "linking". Linkingwords give a flow in writing, and they help the reader to follow the line of writer's argument.

¹ Oshima, Alice & Hogue Ann. *Writing Academic English.* (2nd Edition). (New York: Addison-Wesley Publishing Company1991). p. 17

It is a line with the theory stated that the sentences must be connected each other to build the coherence in the paragraph. Each sentence should flow smoothly into the next one.²

2. The students' ability in building unity

Unity means that there is a concentration on the explanation of the purpose of writing topic idea in a paragraph. There are no irrelevant sentences to the sentences that are developed in a paragraph. As readers move into a paragraph, they need to know where they are, in relation to the whole essay, and what to expect in the sentences to come. In a well – unified paragraph, there is a foundation on which to build with a topic sentence and main sentences which clearly support the controlling idea. To make an essay and paragraph unity; the writers definitely should think one central idea or topic. Then, the main points and supporting sentences should support the topic sentence directly.

Moreover, building unity in an argumentative writing is not easy enough. Based on findings, there were only 5 students who get the highest score with very good grade because their essay discusses only one main topic. It indicates that they have unity essay. Thus, it appropriate with the theory that every good paragraph has unity, which means that in each

² Oshima, Alice & Hogue, Ann. *Writing Academic English.* (2nd Edition). (New York: Addison-Wesley Publishing Company, 1991). p.39

paragraph; only one main topic is discussed.³ Besides, the most percentage the students get is in fair grade with 19 students (38%). Likewise the bad grade also gives high frequency with 14 students (27%) who cannot build the unity in their writing. They tend to discuss more than one thought in their writing. All elements of a paragraph must be relevant to the central thought if unity is to be achieved.⁴



³ Oshima, Alice & Hogue Ann. *Writing Academic English.* (2nd Edition). (New York: Addison-Wesley Publishing Company1991). p. 29

⁴ Shewan et al. *Applications of Grammar, Book 4: Analysis for Communicating Effectively.* (New York: Christian Liberty Press, 2003). p. 21