LAPORAN HASIL PENELITIAN PRODI

STUDENTS' PARAGRAPH STRUCTURES
IN WRITING RESEARCH BACKGROUND

by

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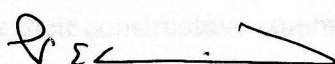**MEDAN**

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ABSTRACT

This research was conducted to find out the realities of higer students' capability in writing paragraph, especially in writing research background. The subjects of the research are the fifth semester English Department Students of teacher training and educatioin faculty who have taken writing subject for 3 semesters and they are equipped to be able to write a thesis. The method of the research is a descriptive qualitative research. The students were asked to write some paragraphs in their research bacgorund for their thesis proposal. The finding shows that the students' paragraph structure are not complete. The paragraph structure only consists of topic sentence and some supporting sentences whereas the concluding sentence does not exist in any paragraphs made by the students. The topic sentence is most dominantly acceptable topic sentence presenting one idea. The number of supporting sentences is most dominantly in three or more supporting sentences but they are insufficient or undeveloped examples of supporting sentences.

Keywords : paragraph, paragraph structure, topic sentence, supporting sentence, concluding sentence

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CHAPTER I

INTRODUCTION

A. The Backgroud of the Reseach

As one of the two productive skills in learning English as a foreign language after speaking, writingis the most difficult and complicated skill to be learned almost by all the students in every level of eduction started from primary, junior, senior, even up to university education. It is probably because the process of writing usually takes more time to think and needs a lot of iedeas. There are some aspects of writing, like spelling, capitalization, word choice, and grammar, and the ability make the sentences to become the coherent in a written discourse. It means that before students produce a writing, the students have to comprehend most aspects related to the aspects of writing; they have to pay close attention to linguistic rules.Some research findings indicate that the students' writing ability is not satisfactory yet. Hariyani (1990, in Suryawan, 2008) conducted a study which aimed to evaluate and identify the students' ability in achieving coherence within paragraph. The findings of the study reveal that the students' ability in writing a coherent paragraph was very poor. Katilie (2003) finds that the students had a poor ability in writing a composition in English. The reason of the students' disappointing writing ability is the practices of inappropriate teaching strategy in class. Syakir (2003, in Suryawan, 2008) finds that the students' ability in English writing is still far from the target stated in the curriculum. Jalaluddin (2016) found out the extent of the students' generic paragraph writing competence is still insufficient because the average scores of the students' generic paragraphs are

still C denoting low ability in writing paragraph.Manchishi, et.al (2015) found that students' mistakes in writing the proposal included broad and unclear topics.

The application of writing skill is shown in the process of research writing. Students at university level normally carry out research, which they report in the form of writing theses as part of the requirements for the award of degrees in higher education institutions. Writing is a central skill for higher education (Mc Keachie"s,1993). The academic or high-education student must have been able to write the scientific writing. The undergraduate students of English department at the Teacher Training Faculty of Nommensen HKBP University will be responsible for teaching English in schools. In university education, especially in Teacher Traning Faculty of English Department, the undergraduate students have been equipped with some subjects for the ability to write paragraphs or essays in a research writing, namely: Paragraph Writing, Cultural Text Writing, Essay Writing, and Writing Research Paper. All these subjects are provided for the students to be able to write a research called thesis as a requirement to fullfill scholar degree.

One of the preliminary steps to completing a thesis is writing the reseach background in some paragraphs. The background study for a thesis includes a review of the area being researched, current information surrounding the issue, previous studies on the issue, and relevant history on the issue. Ideally, the study should effectively set forth the history and background information on your thesis problem. The purpose of a background study is to help you to prove the relevance of your thesis question and to further develop your thesis. Background is one part of the introduction which has two main purposes: 1) to give an overview of the main points of the thesis; and 2) awaken the reader's interest. The background

sets the general tone for the thesis. It should make a good impression and convince the reader why the theme is important and the approach is relevant. What is considered a relevant background depends on the field and its traditions. Background information might be historical in nature, or it might refer to previous research or practical considerations. The introduction of the research paper should provide a background of the study. This includes an explanation of the area of your research to set context for the problem at hand. This includes a detailed literature review in which you explain what previous studies state about the topic, discuss recent developments on the topic, and identify the gap in literature that has led to the study. The problem that the study addresses give a brief account of the history of the problem mentioning whether it has been addressed in any form before. This will lead up to the research question and the aims of the study.

All the things mentioned aboved must be written in good paragraphs. How are good paragraphs structured to make them effective? Whether writing a short article or a book, the key to effectively communicating the ideas is to organize the thoughts into paragraphs. Like most papers, a good paragraph should have an introduction, evidence, and a conclusion. In addition, it should focus on a central theme, idea, or subject. Before starting to write, it is helpful to think about the point to discuss in the paragraph and decide what type of paragraph it will be. There are many types of paragraphs (e.g., descriptive, expository, persuasive, comparative), and these differ according to how to present the information in the paragraph to support the point.

Based on the observation that the writers made while reading some student backgrounds either they are the undergraduate or postgraduate students,

most of their backgrounds do not fulfil the structure of goodparagraph. The students wrote the background without paying attention to the stucture of a good paragraph. Good paragraph comprises of topic sentence containing one topic sentence and main idea, supporting sentences which explain the main idea whether the main idea is relevant and coherent, and the concluding sentence to summarize the explanation. After taking some subjects mentioned above, it is expected that that students have been able to write the backgkrounds in good paragraphs. As a matter of fact, the student's paragraphs in the background do not portray their ability in writing good paragraphs. The topic sentences are missing, invalid, or inappropriate topic sentence; main idea is missing. In developing the main idea, the students have difficulty. According to Bailey (2006) the difficulties faced by the students in supporting the main idea academic writing are such as paraphrasing, referencing, using referring verbs and the use of articles. This is a big problem for those who have acquired the higher education as they have got some approriate subjects to equip them able to write the paragraphs in research background.This issue has been taken seriously by the researchers to see the paragraph writing in the background part of higher education students in English Department Students of Teacher Training Faculty of Universitas HKBP Nommensen.These facts have encouraged the writers to emerge their research entitled "The Paragraph Structure of Engish Departments Students in Writing Research Background". This is very important to do in order that the higher education students' ability in writing paragraphs can be evaluated for giving appropriate solution to get the objective of teaching because when they graduate and go to schools to teach students, they will transfer these competencies to their students, specifically in writing pargraph.Approriate generic structure paragraphs

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will never come into real life when those who write the paragraphs do not possess competencies.

B. The Scope of the Research

There are two aspects that can be examined in writing paragraph, namely the kinds of paragraph and the generic structure of paragraph. In this research, the writers focus on writing good paragraphs viewed from the structure of the paragraph.

C. The Problem of the Research

Based on the research backgroud and the scope, the problem of this research is formulated as follow :

1. What is the paragraph structure in research background of Fifth Semester English Department students of Teacher Training Faculty of Universitas HKBP Nommensen Pematangsiantar?
2. What is the extent of the paragraphstructure in research background of Fifth Semester English Department students of Teacher Training Faculty of Universitas HKBP Nommensen Pematangsiantar?

D. The Purpose of the Research

The purpose of this research is to find out the extent of the paragraph structure in research background of Fifth Semester English Department students of Teacher Training Faculty of Universitas HKBP Nommensen Pematangsiantar.

E. The Significance of the Research

Theoretically, this research will provide a reference on the higher education students' capability in writing paragraphs, especially, writing paragraphs in research background.Practically, the results of this research are expectedly beneficial for English Study Program lecturers, especially lecturers of paragraph writing, essay writing, and scientific writing to provide information on the result of 'writing paragraph application of writing subjects to the students ability in writing a research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Paragraph

A paragraph is a distinct section of a piece of writing usually consisting of several sentences dealing with a single theme . Paragraph is the unit in which most of our thinking is done, the unit with which compositions are built.According to Nordquist(1985), paragraph is a group of closely related sentences that develop a central idea. In English the core building blocks of any intellectual or research argument are paragraphs. Each paragraphs should be a single unit of thought, a discrete package of ideas composed of closely linked sentences. The most generally applicable sequence to follow is—*Topic, Body, Tokens, Wrap*, McCutcheon (2014).

B. The Structure of Paragraph

A paragraph contains ideas that are structured in sentences. The structure of a paragraph is meant the building or composition of it. The definition of a paragraph indicates that the sentences must be related; they must have a particular structure. This structure is determined by the relationship of the ideas, and it is by constructing the paragraph properly develop the idea. To develop an idea is to unfold or reveal it. According to Martin A. L. and Barrett, M.L (1990) and (2012)

in general,paragraphs consist ofthree parts: the topic sentence, body sentences, and the concluding or the bridge sentence to the next paragraph or section. Paragraphs show where the subdivisions of a research paperbegin and end and, thus, help the reader see the organization of the essay and grasp its main points.

1. Topic Sentence

Topic sentence is a sentence containing a topic and main idea. A paragraph should have a topic sentence that clearly states the main idea that develops throughout the paragraph. If a topic sentence is too general, the paragraph will often be lengthy and unfocused. The topic refers to the subject and the controlling idea means specific information about the topic (Suwe, 2000:32). The topic itself can be expressed in a sentence or in a phrase. The idea is specific and focuses only on one point so the topic sentence is structured in a complete sentence that consists of the topic and the controlling idea.A paragraph is built around a central topic that is expressed in a sentence or in a phrase or very clearly implied. If an informal group of sentences is not clear, recast it; use a formal topic sentence and follow models until you gain control (Jones,1941: 36). For example : My best friend is a journalist.

Topic   : My best friend

Controlling (main) idea   : a journalist

Most paragraphs consist of a main idea plus sufficient details that include   facts, reasons and particulars of any kind   (Jones,1941: 32). In this situation, the paragraph can be organized into two (or sometimes more) paragraphs, each with a topic sentence that has a more reasonable scope based on the available supporting evidence. Ideally, the readers should be able to quickly identify the main ideas and scope of the paragraphs simply by reading every topic

sentence.The scholars of English rhetoric have offered a number of definitions of the paragraph, but all of these definitions mention groups of sentences about a single topic. The number, length, and order of these sentences are frequently disputed among these scholars, but the unity of thought remains a constant. Maintaining a single idea per paragraph allows the writer to address that idea thoroughly, creating a firm foundation for the central argument.

Topic sentence is typically in the beginning of the paragraph. It can also occur in the middle, or end of the paragraph. It helps the writer to drive straight through to his destination and it shows the reader just how his road is turning.

2. **Supporting Sentences**

Supporting sentence is the whole information that form the development of the paragraph (Siahaan et al, 2013: 6). It is also called the "paragraph support" including the "unity" which covers the idea about the topic sentence and "coherence" meaning the idea is logically organized together and is naturally developed from one to another (Soo Kim Suwe,2001: 32).The supporting sentences compose the body of the paragraph. This element should consist of detailed information that is directly relevant to and further develops the main point presented in the topic sentence. It is standard to have anywhere from two to five concise supporting sentences, which is generally sufficient to develop the main point and keep the paragraph focused. It is also important to keep in mind that a paragraph may come across as being disjointed (with no clear or logical progression of thought) when the conceptual connections within the paragraph are missing or poorly developed. This issue can be resolved by adding a sentence to lead into the following statement or by revising the existing sentences so that they

lead from one into the next. The appropriate use of introductory words and phrases can also help to clarify conceptual connections within a paragraph. Readers appreciate when the authors make these conceptual connections clear rather than relying on the reader to make these connections on their own.

A paragraph should have enough sentences so that the main idea of the topic sentence is completely developed. Generalizations should be supported with examples or illustrations. Also, details and descriptions help the reader to understand the paragraph.

3. Concluding Sentence

Concluding sentence is the sentence serving as the ending of the paragraph(Siahaan et al ,2013: 6). This draws a conclusion about what necessary information can be picked from the paragraph. At the end of the paragraph, the writers clinch the details in a general expression, then keep the general expression and lets the details slide. The concluding, or closing, sentence essentially restates the main idea of the paragraph in the context of the supporting evidence. The concluding sentence is a single sentence which closes the development of a paragraph. The concluding statement can also be used to transition into the main idea of the next paragraph, which improves the overall flow of the paper.

The technique of concluding sentence can be done by restatement or summary technique. Restatement technique is a good way to close the sentence which can be done by repeating the topic sentence. However, it is important to note that the concluding statement should not simply repeat the topic sentence; care should be taken to minimize redundancy between the two; it can be done using its word synonyms or related words.

C. Effective Paragraph

In general, in order for a paragraph to be effective, it must have three characteristics: unity, development, and coherence, Linda McCloud-Bondoc (2013)

1. Unity

The first characteristic of an effective paragraph is unity, which means that all sentences in the paragraph explain, develop, and support a central idea in some way. In other words, every paragraph must have a purpose within your paper, and all the sentences must somehow advance that purpose. This means that ALL sentences—topic sentence, supporting ones, and concluding sentence—must be more than loosely related to the sub-topic. They must all advance the paragraph's purpose as well as the thesis. To achieve unity, begin with a clear topic sentence. This doesn't mean that it has to appear at the beginning of the paragraph, although a topic sentence usually does in academic writing. What is important however, is that the main idea or purpose, stated in the topic sentence, sets the agenda for the rest of the paragraph. Because the topic sentence provides the unifying idea, this sentence must be clear, concise and make a point about your thesis. A good topic sentence provides the bones of a paragraph that support the skin and muscle of all the sentences that follow.

The following is a sample of a unified paragraph

(1) An important aspect of the prince's character, his honoris revealed in this passage, thus establishing the basis for the redemption of his honour (2) Here, Hal atones for therobbery by paying back the money to the individuals who were robbed (3.3.184.), (3)By these actions, he redeems himself from his wayward involvement in the robbery and keeps his promise to his father to "be more himself" (3.2.93). Thus, the authorforeshadows the redemption of Hal's honor when he later defeats Hotspur in battle. (4) Also in this passage, in his soliloquy (1.2.199-221), the prince rationalizes that his reformation (i.e. the redemption of his honor) is something that will be made to appear "more goodly" (1.2.218) when it is preceded by his wayward behavior. (5)Taken as a whole, this passage

reveals that Hal's honor is basic to his character despite the lapses in his behavior, and it prepares the audience for the redemption of his honour later in the play. (Adapted from a paper by Angeline Chan)

Sentence (1): Here, the writer introduces the purpose of the paragraph: to show how "the prince's character" is "revealed" in the literary passage under study.

Sentences (2) & (3): In these two sentences, the writer stays focused on one of the key concepts in the topic sentence, "the prince" or "Hal" the subject, and oncomments about his "atonement" and his "redemption".

Sentence (4): The writer sticks to the central concepts inthe topic sentence by providing examples that develop the idea of redemption.

Sentence (5): Here, the writer concludes with the point of her paragraph, once again staying focused on the idea of Hal's character.

2. Development

Effective paragraphs are not only unified, they are fully developed, which means that they don't leave any significant questions in readers' minds. When writing a paragraph, make sure to trace the full development of the ideas for readers so they will understand the assumptions, evidence and reasoning you used. There are three ways toensure that the paragraphs are fully developed: by providing the right level of supporting detail, choosing the right kind of evidence and choosing the right pattern of development for the purpose. There are some ways of developing the paragraphs; namely, by contrast and comparison, definition, cause, or by effect.

The following is the example of paragraph development by cause and effect:

(1)While there were many contributing factors to the French Revolution, a primary cause was a financial crisis brought on by royal extravagance. (2) For years before the revolution finally exploded in 1789, the royal government had

been borrowing heavily to cover deficit spending. (Cobb, 1988.) (3) Even though France's high courts of appeal cautioned against such borrowing, the royal's extravagance continued, eventually resulting in a financial crisis that required the government to institute a series of taxes. (4) As the press highlighted the government's spending with cartoons and stories, the peasants, already burdened by high taxes, low wages and poor harvests, began to resent the demands of the royals. (5)Finally, in 1789, the Third Estate—the common people—became so enraged, they demanded a new constitution and refused to compromise with the existing government until it was written. (6) This demand set off the first sparks of revolution.

(taken from a student essay on the causes of the French Revolution)

In the topic sentence (1), the writer introduces both the cause (a financial crisis) and the effect (the French Revolution) she will discuss.

In sentence (2), she then suggests the first cause, theroyal government's spending and borrowing.

In sentence (3) the writer announces the first result, a financial crisis, which she signals with the word resulting.

Then, in sentence (4) she introduces a contributing cause—that of high taxes, etc.—and suggests the effect—the peasants' resentment.

The writer then suggests the effects of this resentment in sentence (5) and finally states the overall effect in the concluding sentence (6) of the paragraph.

3. Coherence

A paragraph that is coherent flows because it is arranged according to a definiteplan, and as a result, all the sentences are not just about the same main topic, but they also "stick together" and lead readers smoothly from the topic sentence to the concluding one. This "stickiness" results from sentences that follow, one from the other, in a way that makes sense.Each sentence takes a logical step forward.

There are a number of ways to achieve coherence: through use of ordering principles, pronouns, transitional words, and repetition. Using an

ordering principle to achieve coherence. One way to achieve the flow of coherence isto decide on an ordering principle for the ideas in your paragraph. This means that there is a pattern of development that creates a logical flow between the sentences.In each paragraph, one particular idea or topic is developed and explained. In order to successfully do so, however, it is essential that the paragraph be written in a unified and coherent manner. A unified paragraph must follow the idea mentioned in the topic sentence and must not deviate from it. A coheren paragraph has sentences that all logically follow each other; they are not isolated thoughts.

The following is the sample of a coherent paragraph:

(1)Throughout most of my school days my eyes failed to focus correctly whenreading. (2)Consequently, I saw different symbols every time I read a sentence. (3)As a result, the printed page was a chaotic kaleidoscope of constantlychanging letters that made no sense. (4) For example, when reading the lastsentence I would see: "A tters made sense," or "As letter that made no sense,"or"Letters mad no sens,"depending on how my eyes focused on a sentence.(5)After my eye problem was corrected, my real problems began because it wasassumed that I could now read like everyone else. (6)This was a big mistake thatoverlooked the psychological effects created by my visual disability. (7)Mostimportantly, I was left doubting my understanding when reading unfamiliar material while teachers began to give me increasingly complex material to read.
(taken from Jeremy Hexham)

In this writer's first sentence, he introduces the topic of the paragraph, then creates a connection of cause and effect with his use of "consequently" at the beginning of the next sentence.

In sentence (3), he creates coherence by creating another cause and effect relationship with the phrase, "as a result", and by referring back to the "last sentence."

In sentence (5), he creates a narrative relationship between events by beginning hissentence with "after" and repeats a key concept, "eye problem", from the topic sentence.

The writer then creates coherence in sentence (6) by using a pronoun, "this", to refer back to an event he described in sentence (5)

In sentence (7), he completes the circle by referring to another key idea in his topic sentence, that of reading.

A paragraph should be effective for the following reasons: (1) The paragraph shows unity. All the sentences effectively relate back to the topic sentence at the beginning of the paragraph; (2) The paragraph shows coherence. There is a flow of thoughts and ideas among the sentences in this paragraph. There are good transitions employed in the paragraph.; and (3) The paragraph is developed using some arguments and incorporates some examples in order to give those reasons more validity.

D. Transition

Coherence can be achieved in several ways. First, using transitions helps connect ideas from one sentence to the next.Second, ordering thoughts in numerical sequence helps to direct the reader from one point to the next. Third, structuring each paragraph according to one of the following patterns helps to organize sentences: general to particular; particular to general; whole to parts; question to answer; or effect to cause.

Transition is used to provide bridges between sentences within the paragraph and between paragraphs. It can be used by using transitional markers. They are transitional words and phrases placed at or near the beginning of a

sentence or clause to signal to the reader the relationship between the new sentence and the one before it. They help to create coherence by providing bridges between sentences within the paragraph and between paragraphs. The following words and phrase groups create relationships :

1. addition("also," "in addition to," "additionally," "furthermore")

2. detail or example("for example," "that is," "more specifically")

3. logic ("therefore," "thus," "in conclusion")

4. contrast("yet," "nevertheless," "on the other hand")

5. similarity("likewise," "similarly," "in other words").

The commonest transitional markers are the simple connectives (and, or, nor, but, for) which serve as bridges over which the reader may easily pass from one sentence or clause to the next. Otherssometimes called transitional connectives indicate the direction which the new sentence is about to take and prepare the reader for what is to follow. The commonest transitional connectives introduce an illustration: such as thus, for example, for instance, to illustrate; add another phase of the same idea, such as secondly, in the second place, next, moreover, in addition, similarly, again, also, finally; point out a contrast or qualification, such as on the other hand, nevertheless, despite this fact, on the contrary, still, however; indicate a conclusion or result, such as therefore, in conclusion, to sum up, consequently, as a result, accordingly, in other words.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research is a descriptive qualitative research. According to Ethridge(2004), descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, "descriptive research may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be".According to Berg (1989:2), descriptive research refers to meaning, concept, defenition, language characteristics, metaphore, symbol, and description of something. Fox (2007) says that descriptive research is "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method".Based on these definitions, the writers try to describe the paragraps' structure of higher

education students in research background. Qualitative data are processed through the researchers'participation in reading the students paragraphs, especially in their reseach backgrounds.

B. The Subject of the Research

The subject of this research is Fifth semester English Department students of Teacher Training Faculty of Nommensen HKBP University Pematangsiantar. There are six paralled classes taking the subject of Research Methodology. Two of them are the subjects of the research. Each class consists of 30 students, so the total of the subjects is 60 students.

C. The Object of the research

The object of the research is paragraph structure in Research Background of Fifth Semester English Departments Students of Teacher Training and Education Faculty of Nommensen HKBP University.

D. The Instrument of the Research

Instrument is the generic term that researchers use for a measurement device. The instrument of the research is a written assigment making paragraphs in research background. The assignmentsare evaluated using this following rubric.

Rubric for Evaluation of the Paragraph

Point Value	4	3	2	1
Topic Sentence	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.

	Three or more supporting sentences per paragraph	Two supporting sentences per paragraph	One supporting sentence per paragraph	No supporting sentences
Supporting Sentences	Interesting, concrete and descriptive examples and details with explanations that relate to the topic.	Examples and details relate to the topic and some explanation is included.	Sufficient number of examples and details that relate to the topic.	Insufficient, vague, or undeveloped examples.
Closing Sentence	Strong main idea restated in the closing sentence	Adequate main idea restated in the closing sentence	Weakly stated main idea weakly restated in closing sentence	Unclear main idea, not restated in closing sentence

E. The Technique of Data Collection

Collecting the data of the students' paragraph generic structure refers to following procedures:

1. Reviewing the lesson of making a good paragraph.

2. Making a paragraph

3. Asking the students to make some background paragraphs started from giving   deductive reasoning to inductive reasoning.

4. Identifying the structure of paragraph.

5. Doing self-correction

6. Asking the students to improve the paragraphs after doing the selft correction guided by the lecturer.

6. Collecting the background paragraphs.

F. The Technique of Data Analysis

The technique of the data analysis of the students' paragraph structures follows the technique of the positivists in the three concurrent activities, i.e., collecting the data, displaying the data, and drawing the conclusion (Miles and Huberman, 1984).Displaying the data of the paragraph structure is to display the status of using the topic sentence, supporting sentences, and the concluding sentence. The numeral notation 1, 2, 3, and 4 is used to display the paragraph structure of the students' paragraph.

BAB IV

DATA ANALYSIS, FINDINGS, AND DISCUSSION

A. Data Analysis

As mentioned in the previous chapter, the data of this research are the paragraphs made by the students in the research background of their thesis proposal. There are 70 students writing it; 15 of 70 is taken as the subject of the research to be areanalized. They are selected to be the samples because they wrote the paragraphs by their own opinins while others are not because most of their paragraphs are regarded as the copy of others. The background consists of more than 5 paragraphs but the writers limit the analysis. Among the number of the student's paragraphs in the resrach background, five paragraphs of each student are evaluated as the sample. using the rubric viewed from the topic sentence, supporting sentences, and concluding sentence in which the rubric has 4 values in each.

The data are analized by applyingMiles and Huberman's theory (1984). After reading their paragraphs, then, they are identified based on the paragraph rubrics. The followings are the data display of students' paragraph structure values evaluated. The result of the analysis are tabulated as in the following tables.

Table 4.1 Students'Paragaraph Structures

No	Students' Initials	Paragraphs	Topic Sentence				Supporting Sentences				Concluding Sentence			
			4	3	2	1	4	3	2	1	4	3	2	1
1	FMOS	1			√		√							√
										√				
		2	√				√							√
										√				
		3			√			√						√
										√				
		4		√				√						√
										√				
		5			√		√							√
										√				
No	Students' Initials	Paragraphs	Topic Sentence				Supporting Sentences				Concluding Sentence			
			4	3	2	1	4	3	2	1	4	3	2	1
2	ITS	1		√			√							√
									√					
		2			√		√							√
										√				
		3			√			√						√
									√					
		4	√				√							√
									√					
		5				√		√						√
									√					
3	RAS	1			√		√							√
										√				
		2			√			√						√
										√				
		3			√		√							√
										√				
		4		√			√							√
									√					
		5			√		√							√
4	MYM	1			√		√							√
									√					
		2			√		√							√
									√					
		3			√		√							√
									√					
		4				√	√							√

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No	Students' Initials	Paragraphs	Topic Sentence				Supporting Sentences				Concluding Sentence			
			4	3	2	1	4	3	2	1	4	3	2	1
									√					
		5			√			√						√
									√					
5	RPS	1			√			√						√
								√						
		2			√			√						√
							√							
		3				√	√							√
							√							
		4				√			√					√
							√							
		5			√			√						√
								√						
6	EMB	1			√			√						√
								√						
		2				√		√						√
								√						
		3				√		√						√
									√					
		4				√		√						√
									√					
		5				√		√						√
									√					

No	Students' Initials	Paragraphs	Topic Sentence				Supporting Sentences				Concluding Sentence			
			4	3	2	1	4	3	2	1	4	3	2	1
7	LHS	1			√		√							√
										√				
		2			√		√							√
										√				
		3				√	√							√
										√				
		4			√		√							√
									√					
		5			√				√					√
										√				
8	NSS	1		√			√							√
										√				
		2				√			√					√
										√				
		3				√	√							√
									√					
		4			√		√							√
									√					
		5		√			√							√
									√					
9	LMS	1		√			√							√
										√				
		2			√		√							√
									√					
		3			√		√			√				√
		4		√			√							√

No	Students' Initials	Paragraphs	Topic Sentence				Supporting Sentences				Concluding Sentence			
			4	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**
										√				
		5		√			√							√
										√				
10	SNS	1		√			√							√
								√						
		2			√			√						√
								√						
		3			√		√							√
								√						
		4		√			√							√
								√						
		5		√			√							√
								√						
11	ELS	1		√			√							√
								√						
		2		√			√							√
								√						
		3		√			√							√
								√						
		4		√			√							√
									√					
		5		√			√							√
							√							

No	Students' Initials	Paragraphs	Topic Sentence				Supporting Sentences				Concluding Sentence			
			4	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**
12	MET	1			√		√							√
										√				
		2				√	√							√
										√				
		3			√		√							√
									√					
		4			√		√							√
									√					
		5				√	√							√
										√				
13	SMS	1		√			√							√
										√				
		2			√		√							√
										√				
		3		√			√							√
									√					
		4		√			√							√
									√					
		5			√		√							√
									√					
14	TNS	1			√		√							√
									√					
		2				√				√				√
									√					
		3			√		√							√
										√				
		4			√		√							√

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No	Students Initials		4	3	2	1	4	3	2	1	4	3	2	1
											√			
		5						√		√				√
											√			
15	YJS	1					√		√					√
											√			
		2					√		√					√
											√			
		3					√		√					√
											√			
		4					√		√					√
											√			
		5					√		√					√
											√			

B. Findings

Table 4.2 The Recapitulation of Student's Paragraph Structures

No	Students Initials	Topic Sentence				Supporting Sentences				Concluding Sentence			
		4	3	2	1	4	3	2	1	4	3	2	1
1	FMOS	1	1	3	-	5	-	-	-	-	-	-	5
						-	-	-	5				
2	ITS	1	1	2	1	3	2	-	-	-	-	-	5
						-	-	4	1				
3	RAS	-	1	4	-	3	2	-	-	-	-	-	5
						-	-	1	4				
4	MYM	-	-	4	1	-	1	4	-	-	-	-	5
						-	-	3	2				
5	RPS	-	-	3	2	3	2	-	-	-	-	-	5
						-	-	2	3				
6	EMB	-	-	1	4	5	-	-	-		-	-	5
						-	-	3	2				
7	LMS	-	-	4	1	4	-	1	-	-	-	-	5
						-	-	1	4				
8	NSS	-	2	1	2	3	1	1	-	-	-	-	5
						-	-	3	2				
9	LMS	-	3	2	-	5	-	-	-	-	-	-	5
						-	-	1	4				
10	SNS	-	3	-	2	4	-	1	-	-	-	-	5
						-	-	4	1				

No	Code												
11	ELS	-	5	-	-	5	-	-	-	-	-	-	5
						-	1	1	3				
12	MET	-	-	3	2	5	-	-	-	-	-	-	5
						-	-	2	3				
13	SMS	-	3	2	-	5	-	-	-	-	-	-	5
						-	-	3	2				
14	TNS	-	-	3	2	2	1	1	1	-	-	-	5
						-	-	1	4				
15	YJS	-	-	5	-	5	-	-	-	-	-	-	5
						-	-	-	5				
	Total	**2**	**19**	**37**	**17**	**57**	**9**	**8**	**1**	**-**	**-**	**-**	**75**
				Total		**0**	**1**	**29**	**45**				

Thestudents' competence in writing paragraphs is viewed from the consistency of writing the paragraph structure, namely in writing the topic sentence, supporting sentences, and the concluding sentence.

1. Topic sentence

Based on table 4.4, one student (6,7%) is completely consistent in making clearly stated topic sentence presenting one main idea; three students (20%) are almostconsistent in making acceptable topic sentence presenting one idea;one student (6,7%) is consistently in making acceptable topic sentence, one student (6,7%) almost make missing, invalid, or inappropriate topic sentence; main idea is missing. Thirteen students (60%) of the students are not consistent in making the topic sentence; sometimes it is interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea, clearly stated topic sentence presenting one main idea, acceptable topic sentence presents one idea. or sometimes it is issing, invalid, or inappropriate topic sentence or the main idea is missing.

2. Supporting Sentences

The assessement of writing supporting sentences is evaluated from the number of the supporting sentences and the their effectiveness. Based on the number of the supporting sentences in table 4.4, there are seven students (46,7 %) who can consistently make three or more supporting sentences, two students (13,3 %) are almost consistent in making three or more supporting sentences, and six students (40 %) do not consistently make the number of

supporting sentences; sometimes three or two supporting sentences, one,or no supporting sentence. Then, concerning with the effective paragraphs, two students (13,3%) consistently provide insufficient, vague, or undeveloped examples;four students (26,7%) almost consistently provide insufficient, vague, or undeveloped examples; two students (13,3%) almost consistently provide sufficient number of examples and details that relate to the topic; and seven students (46,7 %) provide sometimes insufficient, vague, or undeveloped examples and sometimes consistently provide sufficient number of examples and details that relate to the topic.

3. Concluding Sentence

In making the concluding sentence, 15 students (100 %) consistently do not make the concluding sentence or the main idea is not restated in closing sentence.

Based on the students' consistency in writing the paragraph structure, the result of the analysis can be tabulated as this following table.

Table 4.3

No	Paragraph Structure	Rubric for Paragraph Evaluation			
		4	**3**	**2**	**1**
1	Topic Sentences		6,7 (Consistent)	6,7(consistent)	6,7 (almost consistent)
				20 (almost consistent)	
		60 →→→→←←←←←			
2	Supporting Sentences	46,7 (consistent) 13,3(almost consistent)			
		→→→ 40 ←←←			
				13,3 (almost consistent)	13,3 (consistent) 26,7 (almost consistent)
				→→ 46,7 ←←←	
3	Concluding Sentence				100

From the description in the three tables above, it can also be seen the percentage of students' competence in writing paragraph structures in research background as following :

Table 4.4

No	Paragraph Structure	4	3	2	1
1	Topic Sentence	3 %	25 %	49 %	23 %
2	Supporting Sentences	76 %	12 %	11 %	1 %
		0 %	1 %	39 %	60 %
3	Concluding Sentence	-	-	-	100 %

Based on the four tables above, it is found that the students' paragraph structure are not complete. The paragraph structure only consists of topic sentence and some supporting sentences whereas the concluding sentence does not exist in any paragraphs made by the students. The topic sentence is most dominantly acceptable topic sentence presenting one idea. The number of supporting sentences is most dominantly in three or more supporting sentences but they are insufficient or undeveloped examples of supporting sentences.

C. Discussion

The finding that 49 % of the topic sentences written by the students are in the category level of acceptable topic sentence presenting one idea.In developing the topic sentences, there are 60 % of the paragraphs that do not support the main ideas or they are insufficient/ undeveloped examples. Futheremore, all the students do not make any conclusion in closing every paragraph. It means that students' paragraph structure of English Department of HKBP University are not complete. They have poor knowledge of developing main ideas.Their topic sentences are still very simple. In writing paragraph of research background, specifically in research backgkround, they should not only make acceptable or simple topic sentences but they should have been able to make complex topic sentences which is interesting, original, and clearly stated representing or focussing on one main idea to make the readers understand what will be the background of the research. This finding is opposite to Adu's research finding (2015)that 66% of EFL students of Kumasi Polytechnic in Ghana have employed a definite format of a paragraphstructure. Furthermore, studies on EFL students' paragraphs had been done by applied linguists. Some related previous studies are summarized in the following.

Rustipa's dissertation (2013) investigating 14 Indonesian professional writings found in *The Jakarta Post* revealed that most paragraphs in the 50% of the texts were incompletely developed. Adu (2015) investigated the paragraphs written by polytechnic students in Ghana in terms of the structure of the paragraphs. The research findings showed that 66% of 79 essays employed definite paragraph format; i.e. started with a topic sentence followed by supporting sentences, while 34% of the essays had problems with paragraph development.

Khansir et.al. (2013) examined the errors in the paragraphs written by EFL learners in Iran at undergraduate levelin terms of topic sentence, supporting sentence, supporting details and closing sentence. The research findingsrevealed that the largest number of errors committed by the students was in the supporting details, while theminimum number of error was in supporting sentence.Mazban (2014) investigated the interrelationship between two literacy skills writing and reading. He attempted tofind out whether teaching paragraph structure has any effect on the reading comprehension ability of EFLlearners. The study concluded that teaching paragraph structure can increase the reading comprehension ability of EFL learners. This is because familiarity with main idea, supporting ideas, supporting details can guide readers in comprehending texts.

Increasing the students' paragraph structure knowledge is important because based on Marzban's researchconclusion (2014), teaching paragraph structure has any effect on the reading comprehension ability of EFLlearners, teaching paragraph structure can increase the reading comprehension ability of EFL learners. This isbecause familiarity with main idea, supporting ideas, supporting details can guide readers in comprehending texts.Similarly, Gee (2008) argues that good writers are also good readers. Moreillon (2007) also explains that readingand writing skills are two sides of literacy coin that cannot be seperated, that influence each other. The followingis an example of student' paragraph employing incomplete paragraph structure of 1) topic sentence, 2) supporting sentences, and 3) concluding sentence. The paragraph is presented unedited.

Data 1

Paragaraph 1

       Language has an important role ever since it is the tool of communication.1) It plays significant roles in communication such as sharing ideas, telling stories, giving informations, responding to a phenomenon, and expressing our feelings, whether it is written or spoken. 2) And so does English. 3) As one of the international language, English also plays important roles mostly in all aspects of life. 4)

The structure of paragraph 1 above is as follows:

Sentence 1: Topic sentence.
Sentence 2: Major supporting sentence.
Sentence 3: Minor supporting sentence.
Sentence 4: Minor supporting sentence.

The topic sentence in paragraph 1 (Data 1) is acceptable presenting one idea. It contains one topic (language) and one main idea (important role in communication). It is supported by three supporting sentences; one is major supporting sentence (sharing ideas, telling stories, giving informations, responding to a phenomenon, and expressing our feelings, whether it is written or spoken) and the two othersare minor supporting sentences. They are developed by giving the example of the language used in the role. but they are still insufficient, vague, or undeveloped examples. The paragraph is not ended by the concluding sentence.

Paragrap 2

       In learning English, there are four basic skills that students must comprehend. 1) They are listening, reading, speaking, and writing. 2) Writing is one of the most important skills that should be mastered by students. 3)By mastering writing skill, students will easily comprehend how to convey their expressions, ideas, or informations in the form of written language. 4) Here, the written form of language or the patterns we use should be meaningful and understandable to avoid misunderstanding and misinterpretation.5)

The structure of paragraph 2 above is as follows:

Sentence 1: Topic sentence.
Sentence 2: Major supporting sentence.
Sentence 3: Minor supporting sentence.
Sentence 4: Minor supporting sentence.
Sentence 5: Minor supporting sentence.

The topic sentence in paragraph 2 (Data 1)is the writer's original topic sentence, reflecting thought and insight; focused on one interesting main idea (four basic skills). It is developed into four supporting sentences; one is major supporting sentence, and the others are minor ones. The supporting sentences are insufficient, vague, or undeveloped examples. This second paragraph does not have any concluding sentence either.

Paragraph 3

      In linguistics, the study about sentence patterns is syntax. 1) Gleason (1961:128) defines syntax as the principles of arrangement of the construction formed by the process of derivation and inflection (word) into larger constructions of various kinds. 2) Furthermore, Hodge (1978:39) defines that syntax concerns the discovery of basic sentence types with the description or the possible substitutions of each element of the basic types.3)

The structure of paragraph 3 above is as follows:

Sentence 1: Topic sentence.
Sentence 2: Major supporting sentence.
Sentence 3: Major supporting sentence.

The topic sentence in paragraph 3 (Data 1)is acceptable presenting one idea. It has one topic (syntax) and one main idea (the study about sentence patterns). It has two supporting sentences. They are major supporting sentences which define the syntax based on two experts. The number of the supporting sentences are insufficient definitions and details that relate to the topic. The definiton needs the one that is same with one of the two definitons. The paragraph is not closed by the concluding sentence.

Paragraph 4

      When forming and constructing good and meaningful sentences, students mostly have difficulties. 1) They occasionally forget the patterns or formulas of sentences and also the tenses used to form sentences. 2) They also find it difficult because of the grammatical structures used appropriately in the sentences. 3)

The structure of paragraph 4 above is as follows:

Sentence 1: Topic sentence.
Sentence 2: Major supporting sentence.
Sentence 3: Major supporting sentence.

The topic sentence of paragraph 4 is clearly stated topic sentence presenting one main idea. The topic (students) and the main idea (difficulties in forming and and constructing good and meaningful sentences) are stated clearly but the supporting sentences are not sufficient, or undeveloped examples of students' difficulties. There is no any concluding sentence in it.

Paragraph 5

Based on researcher's experiences, the grade twelve students of senior high school find the difficulties in forming and constructing good and meaningful sentences because they often forget the patterns or formulas of sentences based on the tenses used to form sentences. 1) The difficulties is in the grammatical structures used appropriately in the sentences. 2) They also sometimes forget and some of them do not understand enough about phrases and clauses. 3) And also the errors are in the vocabulary.4)

The structure of the paragraph 5 above is as follows:

Sentence 1: Topic sentence.
Sentence 2: Major supporting sentence.
Sentence 3: Major supporting sentence.
Sentence 4: Major supporting sentence.

The topic sentence of paragraph 5 is acceptable presenting one topic(the grade twelve students of senior high school) and one main idea (the difficulties in forming and constructing good and meaningful sentences).There are three supporting sentences wrtiten but they are not sufficient to show the real examples of students' difficulties. No concluding sentence is written in every paragraph made by this student as in the other four paragrahs above.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As stated in the previous chapter, the subjects of the research are the fifth semester students of English Department who have passed the subject of writing in three semesters, but eventhough,based on the findings, their paragraph structure and their competency in writing paragraph in research background can be concluded as follow :

1. The paragraph structure in reserch background made by the fifth semester students of English Department consists of Topic Sentences and Supporting Sentences, while Concluding Sentences do not exist at all.

2. In general the students can write the topic sentence in a paragraph. When the students make some paragraphs, the topic sentences comprise of three kinds of rubrics, namely acceptable topic sentence, clearly stated topic sentence, and interesting, original topic sentence; in which all present one main idea. From the the rubrics, the acceptable topic sentence one is most dominant. It means that their competency in writing topic sentences of background paragraph is still low because writing the topic sentence of research background is not only acceptable topic sentences anymore, but they must be dominant in interesting, original topic sentence reflecting thought and insight.

3. The number of developing sentences made by the students to support the main idea of topic sentences is already good because most of the students make the supporting paragraphs more than 3 sentences, but they are most dominantly insufficient, vague, or undeveloped examples. Although the students are on the fifth semester who have taken writing in 3 semesters, their capability in developing the main ide is still very low.

4. The students are completely unable to make conclusion in every paragraph made.

B. Suggestion

During doing this research, there are some problems that must be taken into account, namely :

1. Most of the students make the paragraphs without thinking what comes first, second, third, and next.

2. The students copy the paragraphs from others while the background should be from the writer's own background to do the research.

3. Writing a paragraph takes too long.

Seeing this research results, the writers feel concerned because the research participants of the research are students of English Department who should have better paragraph structure knowledge. Therefore, to solve the problems above, the writers would like to suggest these followings :

1. The English lecturers of FKIP Universitas HKBP Nommensen Pematangsiantarshould be able to choose the most proper technique or strategy in teaching effective paragraph.

2. The English lecturers of FKIP Universitas HKBP Nommensen Pematangsiantar should attempt to increase the students' competence such as by giving more practice, more proper instruction homeworks of writing paragraphs in write their own background to do something.

3. It is suggested that English teachers compensate the students' weakness in constructing paragraphs by emphasizing complete paragraph development because most students have problems in developing ideas and conclude the paragraphs.

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