

Content Analysis of English Department Students' Paragraph Writing

Embun Samtesa

English Department, Faculty of Languages and Arts, Universitas Negeri Surabaya
embunsamtesa@mhs.unesa.ac.id

Abstrak

Untuk membuat esai, mahasiswa harus menguasai cara untuk mengembangkan sebuah paragraf. Tetapi, beberapa penelitian sebelumnya menunjukkan hasil bahwa tidak semua mahasiswa sadar terhadap aturan-aturan kepenulisan paragraf yang harus di ikuti. Berkaitan dengan masalah ini, penelitian ini bertujuan untuk mendeskripsikan bagaimana mahasiswa membuat susunan kalimat serta melihat keterkaitan topik yang di bahas dengan cara menganalisis kalimat per kalimat melalui penyusunan topik, kalimat pendukung, dan kalimat penutup di paragraf. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan desain *content analysis*. Instrumen pertama yang di gunakan yaitu peneliti dimana pada penelitian kualitatif peneliti bertindak sebagai instrumen utama (Ary et al, 2010). Instrumen yang kedua yaitu menggunakan *semi-structured interview* untuk membuat data menjadi lebih valid. Data diperoleh dari tulisan mahasiswa di kelas *paragraph writing*. Penemuan dari penelitian ini menunjukkan bahwa mahasiswa masih mempunyai masalah yang serius saat menulis paragraf. Mereka membuat anak kalimat yang berdiri sendiri yang sejatinya anak kalimat selalu membutuhkan induk kalimat. Beberapa masalah juga ditemukan pada ketidaksadaran mahasiswa tentang aturan-aturan dalam membuat kalimat. Ide kalimat, kalimat pendukung, dan kalimat penutup tidak saling terkait satu sama lain sehingga membuat paragraf tidak menjadi satu kesatuan yang utuh.

Kata Kunci : Paragraph Writing, Sentence Structure, Unity, Content Analysis.

Abstract

To make a good essay writing, the students should master in developing a good paragraph. However, several studies show that many L1 students do not aware of the rules of paragraph writing. Dealing with this problem, this study aims to describe the students' construction of the sentence structure, topic, supporting, and concluding sentence to know the unity of the paragraph writing. This study is qualitative research with content analysis design. The first research instrument is the researcher because in qualitative research, the researcher acts as the main instrument (Ary et al. 2010). The second instrument is a semi-structured interview to make valid data. The data is taken from students' paragraph writing. The findings of the study show that the students still faced a serious problem in paragraph writing. They failed in making a dependent clause which stands on its own. Some problems are also found that the students do not aware of the rules of paragraph writing. How to make a topic sentence, supporting sentence, and concluding sentence is irrelevant one another which makes the paragraph leads not to unity.

Keywords: Paragraph Writing, Sentence Structure, Unity, Content Analysis.

INTRODUCTION

Learning English cannot be separated into listening, speaking, reading, and writing. Writing is the most complex process for both native and non-native (Richards & Reynandya, 2002). Although it is complex, writing is very important to build communication. It takes two people can communicate by grasping the meaning. Hyland (2003) states that in delivering information and ideas effectively through the writing skill is by delivering facts. However, Ivanic (1998) argues that writing is not only delivering thought, but it also delivering and representing the writing style. Moreover, According to Nunan (2003), Writing is delivering the ideas, experience, thought, and feeling in the form of writing. To make a good writing, some steps must be followed in organizing writing. The process of writing is stated by Gebhard (1996) there are four stages; pre-writing, drafting, revising, and editing.

In writing, words, phrases, sentences, a paragraph cannot be separated. A sentence is a group of words while the paragraph is a group of sentences. Oshima & Hogue (2006) argue that a paragraph is a group of some sentences discusses one main idea. They also argue that the paragraph must be long enough to explain or support the main idea. Moreover, in developing a paragraph, a sentence must be arranged incorrect form, so that it can comprehend the readers.

In a paragraph, it has a topic, supporting and concluding sentence. Zemach & Rumisek (2005) argue that there are some ways to identify paragraph. The first is the topic sentence. It is usually in the first sentence of the paragraph. The second is supporting sentence. It gives more detailed ideas that followed the topic sentence. The third is a concluding sentence. This may be found in the last sentence of the paragraph.

Those elements of paragraph writing are related to one another to build the content of paragraph. Ary et al

(2010) argue that content analysis has some purposes i.e. to analyze the types of errors in students writing; to discover the level of English writing difficulties; to identify propaganda textbook, prejudice, and bias.

Besides, the paragraph must contain topic sentence, supporting sentence, and concluding sentence. An important element to make a clear paragraph is also unity. Unity means that the paragraph only has a topic sentence and every supporting sentence must justify the main idea (Fajri, 2016). For example: If the paragraph discusses only the advantage of cellphone, discuss only that topic. Do not discuss the disadvantages of the cellphone. If the writer wants to discuss the disadvantages, the writer must start a new paragraph.

Besides, Terenin (2015) states that unity is an important quality in written text. It maintains the balance between what is said and how it is said. For example: in a paragraph about the high cost of buying art paper in the United States, the writer could mention buying art paper from art store outside the United States as an alternative, but if the writer explains some sentences about how to buy art paper outside the United States, the paragraph is not unity.

In writing, it also related to the Sentence. A sentence is consist of subject and verb that can transfer the complete thought of idea meaningfully and clearly. In the sentence, it always contains a clause. There are two kinds of a clause; Independent clause and a dependent clause. Independent clause contains at least subject and verb, it can express complete meaning and it can stand by itself. For example, Rose is a fsix datalower. In contrast, Dependent clause cannot stand by itself because it has no complete meaning. As it states by Ho (2010), a dependent clause cannot stand on its own. It needs an independent clause to deliver the idea.

The importance of analyzing paragraph writing has been asserted by several studies. Khansir (2014) argues that the students do not aware of the rules of paragraph writing showed by many errors appear in their paragraph. Sattayatham (2008) in his study shows that there are some errors found in the students' paragraph writing. Errors happen in the introduction and transitional words are omitted by students. The flow of an idea is illogic because students do not use transitional words correctly.

A part of its widely asserted importance, the rules of paragraph writing must be mastered by students before they start to write academic writing such as an essay. How to make the correct rules of paragraph writing elements are important. However, the students not only focus on the element of paragraph writing but focus on sentence structure build is also important. If the sentence structure made by students in paragraph writing

is illogic, the content of the paragraph will not be delivered clearly to the readers.

Unfortunately, research on paragraph writing based on the previous study only analyzing the generic structure of paragraph writing, find common difficulties of errors and analyzing coherence in a paragraph. However, analyzing paragraph not only find the errors, but analyzing deeply in the content of paragraph writing by looking to the sentence structure, topic, supporting, and concluding sentence on how it relates to the unity is also important. This is important because the quality of the paragraph writing must be good before writing academic text such an essay. As it is stated by Oshima & Hogue (2006) the quality of a paragraph can be seen on how well the paragraph is developed to be coherent and unity. Hence, this present study is analyzing the content of paragraph writing.

Based on the rationale explored, research questions are formulated as follow:

1. How is the construction of sentence structure in paragraph writing written by students?
2. How do the students construct a topic sentence, supporting sentence, and concluding sentence to develop unity in paragraph writing?

METHODOLOGY

This research is qualitative with content analysis design. The content analysis focuses on applying to the visual or written materials which has the purpose to identify the specific characteristics of the materials (Ary et al., 2010). The materials that can be analyzed is a newspaper, textbooks, speech, web pages, advertisements, and other documents. Hence, this study aims to analyze the content of paragraph writing which is a kind of text. For that reason, qualitative research is the most suitable research method because the two research questions are answered by words rather than numbers and the research questions refer to the content analysis in the students' paragraph writing. The purpose to use content analysis is to know in which part of paragraph writing that the students find the difficulties.

The object of this study is English Department second semester students' paragraph writing at one of the universities in Surabaya. The researcher chooses paragraph writing because it is the subject where the students are studying about sentence structure and how to organize a paragraph as the first learning of writing. The researcher wants to know how the students build up the paragraph by analyzing the sentence structure and content of the paragraph relate to unity. They can construct the sentence correctly or making some problem in writing a paragraph or not. That is why paragraph writing is the most suitable course in line with this

research. The researcher conducts five-paragraph writing in one class because the researcher needs the number of data to analyze sentence by sentence as the saturated data in qualitative research. Five paragraph writing is taken from the highest, average, and low skill of writing

This study has a specific setting in a paragraph writing class. It is conducted in one of the universities in Surabaya. The researcher chooses this university because it is one of the standardized university in Indonesia. Moreover, the researcher needs university students in the English Department to conduct research related to the paragraph writing include the content of paragraph, its sentence, and its unity.

In every stage of research, the instrument of the research is needed. Ary (2010) stated that in qualitative research, the researcher as the main instrument. The researcher is conducting research, collecting the data, and analyzing the data of the study by herself. Thus, the researcher acts as the main instrument in this study to answer the first research question.

To support primary instrument, the researcher uses a table to identify the sentence structure used adapted from James, C, (1998) & Ho, C.M.L., (2005). This table to help the researcher to classify the types of sentence structure used by the students. The example of the table is as follow:

No	Part of paragraph	Sentences	Category of Sentence Structure
1.	Topic Sentence		
2.	Supporting Sentences		
3.	Concluding Sentences		

To answer the second research question, the researcher uses semi-structured interview to clarify the issue. It is used to get more accurate data related to the students' paragraph writing. In another way, it is used to know the reason why the students get problem in developing paragraph writing. Thus, 5 students are interviewed to clarify the result of the study.

The data in this study were from the students' paragraph writing include words, phrases, clauses, and sentences. The source of the data in this study was the students' writing. Meanwhile, a semi-structured interview is also used as the supporting data to make triangulation. It has the purpose to clarify the result of

the study to get more accurate and detail related to the students' paragraph writing.

After collecting the data, the researcher analyzes the data using content analysis adapted from (Krippendorff, 2004) in his book of Content Analysis an Introduction to Its Methodology Second Edition. It is to find out the quality of the paragraph writing by analyzing the content. The stages are as follows:

1. Data making, here the researcher copied the data from the lecturer relate to the essay writing. The essay writing is an unedited text, so the data is raw data from the student's writing. The researcher takes the data in one class of paragraph writing, five data is taken by the researcher.
 - Unitizing, the data is chunked from thirteen data to be five data because the two documents are from the highest skill of writing, another two documents are from the lowest skill, and one data was taken from average skill. The data that the researcher wants to analyze were six data because other data from average skill could not be read clearly, it will be five data.
 - Sampling, the sample of the data is taken from one class. It is a purposive sampling in qualitative research.
 - Coding, the types of sentence structure is coded by the researcher to make an easy in analyzing the text.
2. Inferring: Concluding the result relate to the data that has been analyzed supported by the evidence appear in the students' essay writing.
3. Narrating: The researcher delivering the data analyzing result that has been found.

RESULT AND DISCUSSION

Results

The Construction of the Students' Sentence Structure Paragraph writing 1

The number of cell phones is higher than the number of people because of several factors. [2] First, cell phones become primary needs. [3] Now many kids have their own cellphones since their parents buy it for them. [4] The parents think that cell phones will help their children learn and explore technologies and world. [5] In addition, most of people have more than one cellphone They said it is for bussiness, working, or even showing prestige. [6] Last, many company complete to produce and upgrade their products so that people have interested in buy and use it. [7] In conclusion amount of cellphones grow rapidly due to people needs, mindset and cell phones companys' competition.

In paragraph writing 1, the student makes a topic sentence using a complex sentence. In supporting sentence, the student uses simple sentence once, compound sentence three times, and compound complex sentence once. In paragraph writing 1, all types of

sentence structured are used. The identification showed that all types of sentence are used. The student constructs each types of sentence structure correctly. The use of dependent and independent clause are appropriate. However, the student make mistake in one sentence ^[5] *In addition, most of people have more than one cellphone They said it is for bussiness, working, or even showing prestige.* After clause In addition, most of people have more than one cellphone must be full stop.

Paragraph Writing 2

[1] Cell phones have changed the way we communicate. [2] It makes us easier to connect with our family and friends quickly than before. [3] When cell phone have not came up to our life, we used to send a message or post mail that makes us have to wait for several days or weeks to receive back the message. [4] But now, when cell phone published, we are enable to call and send via message with others that it takes a few minute to cross the nation and the world. [5] In addition, some phones have the ability to take a pictures, play a music, connect to the internet even if find a direction to take us to the place where we wanted to. [6] In this case, cell phones have changed our life style especially communication.

In paragraph writing 2, the student makes a topic sentence using simple sentence. In supporting sentence, the student uses simple sentence once, complex sentence twice, and compound-complex sentence once. In concluding sentence the student uses simple sentence. Thus, in paragraph writing 2, all types of sentence structured are not used. Although the writer does not use all types of sentences, the sentence flows smoothly. It is used appropriately. However, the writer lack of knowledge in one sentence ^[4] *But now, when cell phone published, we are enable to call and send via message with others that it takes a few minute to cross the nation and the world.* The use of coordinating conjunction but is not appropriate if it is placed in the first sentence or after a full stop. It will make the sentence to be a run-on sentence. By omitting the conjunction *but* then replace it by subordinating conjunction is one alternative that can be used.

Paragraph Writing 3

[1] Cell phone is the newest technology in the beginning of 21th century. [2] It helps human to communicate with others in easier way. [3] People started to buy this thing because they thought their life would be easier if they had one. [4] As the time goes on, people need something faster and more instant. [5] Not only make a call, but it can be used to have everything in one click. [6] For example, Internet; Online shopping; and also social media. [7] It's not only for call but also it can be used for everything. [8] Cell phones or smartphone have changed the way we communicate.

In paragraph writing 3, the student makes a topic sentence using simple sentence. In supporting sentence,

the student uses simple sentence twice and compound sentence three times. While, in concluding sentence the students use simple sentence. However, student lack of knowledge in making sentence. In ^[6] *For example, Internet; Online shopping; and also social media* is not identified. It is not categorized as the sentence or a clause because the subject and the verb is not appear. So, to correct the problem is by combining it to the previous sentence.

Paragraph Writing 4

[1] Cell phones has changed the way we communicate. [2] Long ago, the only way to communicate with other was through the letter. [3] Letter has many benefits. [4] When we wanted to communicate our family which has a far distance, it was very helpful. [5] It might be cut the cost too. [6] Letter than, there were cell phones as modern communication. [7] Both letter and cell phone have their own benefits. [8] But now, I think cell phone is more useful for connecting people.

In paragraph writing 4, the student makes a topic sentence using simple sentence. In supporting sentence, the student uses simple sentence five times and compound sentence once. The student constructs each types of sentence structure correctly. However, the student has problem in one sentence ^[8] *But now, I think cell phone is more useful for connecting people.* The use of coordinating conjunction but is not appropriate if it is placed in the first sentence or after a full stop. It will make the sentence to be a run-on sentence. By omitting the conjunction *but* then replace it by subordinating conjunction is one alternative that can be used.

Paragraph Writing 5

[1] Cell phones are changing from time to time. [2] People in 2000 just used cell phones for sending, receiving message and calling. [3] As the time goes by, besides those function some cellphones are dedicated for exploring internet or some social media like facebook, twitter and anything else. [4] And now we live in 2017, almost all of us are using cell phones which operated by system called android. [5] We can install many modern applications like instagram, line, whatsapp and many more that have features which can entertain us while chatting with friends. [6] Cell phones in this era also has front camera used for video call, so we can talking with others and seeing their face like we are talking with them face to face actually we are not. [7] Those features couldn't be found in 2000 era cell phones but can be better in the future cell phones.

In paragraph writing 5, the student makes a topic sentence using simple sentence. In supporting sentence, the student uses simple sentence twice, compound sentence once, and complex sentence twice. While, in concluding sentence the student also uses compound sentence. However, a sentence ^[5] *we can install many modern applications like instagram, line, whatsapp and many more that have features which can entertain us*

while chatting with friends is too many clauses combined together. So, it will make the sentence to be a stringy. To correct the sentence, it might be *we can install many modern applications like instagram, line, whatsapp*. It has features which can entertain us while chatting with our friends. Moreover, the same error also appear in sentence [6] *Cell phones in this era also has front camera used for video call, so we can talking with others and seeing their face like we are talking with them face to face actually we are not*. The identifying is *Cell phones in this era also has front camera used for video call* is independent clause, *so we can talking with others and seeing their face* is independent clause. *Like we are talking with them face to face* is independent clause, *actually we are not* is dependent clause. Hence, there are too many clauses joined together. The correct sentence might be *Cell phones in this era also has front camera for video call, so we can talking to others by seeing their face. We are likely talking face by face, but actually we are not*.

The Content of Paragraph Writing in Topic, Supporting, and Concluding Sentence

Content analysis in paragraph writing in the topic sentence, supporting sentence, concluding sentence relate to the unity are explained.

Analyzing Paragraph in Terms of a topic, supporting, and Concluding Sentence of Paragraph Writing 1

Topic sentence : [1] The number of cell phones is higher than the number of people because of several factors.

In the topic sentence, there must be a controlling idea to limit the discussion in writing a paragraph. In this case, the writer intends to use *several factors* as the controlling idea. Hence, the topic sentence is correct because the use of *because of* is followed by *several factors* that will be explained in the supporting sentence. The logical development of ideas in paragraph writing 1 is not concrete. The topic sentence made by student in paragraph writing 1 is illogic. In the theory of comparison, if two things are compared, it will be the same structure. In that topic sentence *the number of cell phones is higher than the number of people cannot be compared because between cellphone and people are different*.

Interviewer	:	Baik, apakah mbak tau aturan untuk membuat topic sentence?	Ok, Do you know how to write topic sentence?
Participant	:	Saya ingat sih, kalau kata Mr (Lecturer) itu harus ada topic nya contoh ya	I still remember that Mr. Lecturer ever said in topic sentence, there

		misalnya buku bacaan nah setelahnya itu ada controlling nya gitu lo jadi buku bacaannya itu untuk siapa	must be a topic itself. For example, a book. After the topic, it must be controlling idea. So, it is clear for whom the book is.
--	--	---	--

The topic that is used by the students *the number of cell phones is higher than the number of people because of several factors*. Based on the interview with student 1, she can explain how to make topic sentence. She says that it must be a topic and the controlling idea. However, she is lack of knowledge in the theory of comparison which is the same structure must be the same. It happens because she is comparing between *the number of cellphone and the number of people*.

Supporting sentences:^[2] First, cell phones become primary needs. [3] Now many kids have their own cellphones since their parents buy it for them. [4] The parents think that cell phones will help their children learn and explore technologies and world. [5] In addition, most of people have more than one cellphone They said it is for bussiness, working, or even showing prestige. [6] Last, many company complete to produce and upgrade their products so that people have interested in buy and use it.

In first supporting sentence ^[2] *first, cell phones become primary needs* is actually support the main idea. The writer may think that because of the primary needs, cellphone is needed for everyone. However, it needs more explanation related to the reason why cellphone demand increase because of primary needs. In the supporting details ^[3] *now many kids have their own cellphones since their parents buy it for them* is not equal. The idea is jumbled. In the supporting details ^[5] *In addition, most of people have more than one cellphone they said it is for bussiness, working, or even showing prestige* is also not related. There are many subject that is irrelevant one to another. The writer mentioned in the first supporting sentence using primary needs, then the next the writer mentioned many kids, in the next supporting details the writer talking about parents, in the next another supporting detail the writer mentioned most of people. Meaning that the supporting sentences are not smooth and not equal.

After interviewing about the topic sentence that the student 1 used, the next interview is conducted to find the supporting sentence used by student.

Interviewer	:	Aturan untuk membuat supporting sentence apakah mbak tau?	Do you know the rules of making supporting sentence?
-------------	---	---	--

Participant	:	Kurang begitu paham, ya pokoknya ngomongin topic aja deh hehehe...	I do not know well. In short, it is only talking about the topic hehehe...
-------------	---	--	--

Based on the interview, the student does not know how to develop supporting sentence. She only mentions that supporting sentence is only talking about the topic sentence without knowing how to develop supporting sentence clearly.

The number of cell phones is higher than the number of people because of several factors, the writer does not mention *mindset* and *company competition*. The concluding sentence must be similar to the topic sentence by summarizing or paraphrasing the topic sentence. However, the writer is correct to use end-of paragraph signal *in conclusion*, but after *end-of paragraph signal* must be a comma.

After focusing on the student's supporting sentence, the interviewer is interviewing the student's concluding sentence used.

Interviewer	:	Oh begitu, emm.. mbak kalau membuat concluding sentence bagaimana?	Oh I see, How do you write concluding sentence?
Participant	:	Oalah.. ya itu lah pokoknya ada awalnya in conclusion gitu deh. Kalo saya sendiri sih mesti pakai in brief, in conclusion, so, gitu.	Oh.. In short in the first sentence, it is always statement in conclusion. For me, I always uses in brief, in conclusion.

Based on the interview, the student knows how to use end-of paragraph signal. She also knows some kinds of *end-of paragraph signal*. She can mention the two kind of *end-of paragraph signal* namely *in brief* and *in conclusion*. Looking forward to the topic sentence, supporting sentence, and concluding sentence. The paragraph is not unity. It proves in sentence [1] as the topic which discuss about cellphone. In sentence [3] the writer discusses about many kids. In sentence [4] the writer discuss about the parents and followed by people. Of course those subjects are related to the cellphone, but the topic that the writer decided is not clearly explained till the end of the paragraph. This paragraph become to be not unity because there are some new topics appear.

Analyzing Paragraph in Terms of a topic, supporting, and Concluding Sentence of Paragraph Writing 2

Topic sentence : [1] Cell phones have changed the way we communicate.

. In the topic sentence above ^[1] *Cell phones have changed the way we communicate* is correct. The topic is *cellphones have changed* and the controlling idea is *the way we communicate*.

The result of the topic sentence used is based on the interview of student 2 related to the paragraph writing 2

Concluding sentence : ^[7] In conclusion amount of cellphones grow rapidly due to people needs, mindset and cell phones companys' competition.

Interviewer	:	Baik, apakah mbak tau aturan untuk membuat topic sentence?	Ok, Do you know the rules to write topic sentence?
Participant	:	Thesis statement and controlling idea mbak	Thesis statement and controlling idea

Based on the interview, the student knows how to make topic sentence. Student 1 mentioned that in topic sentence there must be thesis statement and the controlling idea. It is line with the paragraph writing that is written by student 2. It has correct topic sentence.

Supporting Sentence: [2] It makes us easier to connect with our family and friends quickly than before. [3] When cell phone have not came up to our life, we used to send a message or post mail that makes us have to wait for several days or weeks to receive back the message. [4] But now, when cell phone published, we are enable to call and send via message with others that it takes a few minute to cross the nation and the world. [5] In addition, some phones have the ability to take a pictures, play a music, connect to the internet even if find a direction to take us to the place where we wanted to.

The main idea is *cell phones have changed the way we communicate*. The supporting sentence ^[2] *It makes us easier to connect with our family and friends quickly than before* is appropriate because cellphones change to be easier to communicate with others. Sentence [3], [4],[5] is also appropriate to support the topic sentence.

After focusing on the student's topic sentence, the researcher asks to the student 2 about supporting sentence. It is to prove that the student knows about supporting sentence or not.

Interviewer	:	Apakah mbak tau aturan untuk membuat supporting sentence?	Do you know the rules to write supporting sentence?
Participant	:	Emmm ya harus memberi penjelasan yang detail terkait topic nya itu, kayak teori, contoh kejadian atau apa aja yang	Emmm It gives detail explanation related to the topic, for example theory, example, evidence, or

	<i>mendukung lah</i>	something else.
--	----------------------	-----------------

Based on interview above, student knows how to develop supporting sentence.

Concluding sentence : [6] In this case, cell phones have changed our life style especially communication.

The concluding sentence above is appropriate because in the topic sentence ^[6] *In this case, cell phones have changed our life style especially communication* is the re-statement of the topic sentence *Cell phones have changed the way we communicate*. However, the writer faced a problem in using end-of paragraph signal *in this case* as the end-of signal. *In this case* is showing condition. It must be replaced by *in conclusion, lastly, or indeed*.

After focusing on the student's supporting sentence, the interviewer is interviewing the student's concluding sentence.

Interviewer	:	<i>Baik, mbak kalau membuat concluding sentence bagaimana?</i>	Ok, How do you write concluding sentence?
Participant	:	<i>Ya akhirnya kalimat untuk menutup paragraf mbak pokoknya. Saya nggak tau gimana gimana nya. ya.. gimana ya. Sentence untuk mengagiri kalimat begitu. Re-statement of the topic</i>	It is the last sentence in the end of paragraph. I do not know the clear explanation... How is...ya.. Sentence in the end of sentence. Re-statement of the topic.

Based on the interview, the student knows how to make concluding sentence. However, Student 2 lack of knowledge in using *end-of paragraph signal*. Although student 2 knows what paragraph signal is, in paragraph writing 2 *end-of paragraph signal* is not appear.

Looking forward to the topic, supporting, and concluding sentence, the paragraph is unity. It proves by the topic that made by the writer is consistent till the end of the paragraph. It is talking about how cellphone change the way people communicate.

Analyzing Paragraph in Terms of a Topic, Supporting, and Concluding Sentence of Paragraph Writing 3

Topic sentence : [1] Cell phone is the newest technology in the beginning of 21th century

In the topic sentence above is not categorized as the topic. It is like a statement. The topic is actually

cellphone, but there is no controlling idea to limit the topic. It makes the topic become too general.

The logical development of ideas in paragraph writing 1 is not concrete. The topic sentence is illogic. It is a correct sentence, but it is illogical topic and cannot be well developed.

Interviewer	:	<i>Baik, apakah mbak tau aturan untuk membuat topic sentence?</i>	Well, Do you know the rules to make topic sentence?
Participant	:	<i>Ya pokoknya ada topic nya gitu, ada yang di bahas. Emm paargraf itu ngomongin apa gitu lo.</i>	In short, there is topic sentence.. There is something to be disscussed. Emm What the paragraph is talking about.

The result of the interview showed that student 3 cannot explain clearly how to make topic sentence. Student 3 said that it must be only a topic without mentioning controlling idea.

Supporting sentence: [2] It helps human to communicate with others in easier way. [3] People started to buy this thing because they thought their life would be easier if they had one. [4] As the time goes on, people need something faster and more instant. [5] Not only make a call, but it can be used to have everything in one click. [6] For example, Internet; Online shopping; and also social media. [7] It's not only for call but also it can be used for everything.

The supporting sentence ^[2] *It helps human to communicate with others in easier way* may be support the previous sentence *Cell phone is the newest technology in the beginning of 21th century*. Although it is support the topic appropriately, it is still irrelevant. The previous sentence is about newest technology, however the supporting sentence is about communication. The writer may explain *the newest technology called cellphone can be used to communicate with other easily*. However, it is still not clear why the technology has benefit to communicate. It means that the topic must clear. Another supporting sentence is also still irrelevant.

After focusing on the student's topic sentence, the researcher asks to the student 3 about supporting sentence. It is to prove that the student knows about supporting sentence or not.

Interviewer	:	<i>Apakah mbak tau aturan untuk membuat supporting sentence?</i>	Do you know the rules to write supporting sentence?
Participant	:	<i>Emm.. menyupport topic aja gitu mbak biar argumen nya kuat</i>	Emm.. It is only to support topic to make strong argument.

Based on the interview, the student does not know how to develop supporting sentence. Student 3 mentioned that in supporting sentence, it only supports topic sentence. It is in line with the paragraph writing that is written by student 3. Paragraph writing 3 has problem in supporting sentence.

The concluding sentence is the re-statement of the topic sentence. The concluding sentence above is not appropriate because the topic sentence is *Cell phone is the newest technology in the beginning of 21th century*. The writer faced a problem in using *end-of paragraph signal*. There is no end-of paragraph signal.

After focusing on the student's supporting sentence, the interviewer is interviewing the student's concluding sentence used.

Interviewer	:	Mbak kalau membuat concluding sentence bagaimana?	How do you write concluding sentence?
Participant	:	Kalau concluding sih saya nggak begitu ngeh	I do not well about the rules to make concluding sentence

Based on the interview, the student does not know how to make concluding sentence which is actually the re-statement of the topic sentence.

Looking forward to the topic, supporting sentence, and concluding sentence, the paragraph is unity because the topic is only one and consistent till the end of the paragraph. It is supported by showing *online shopping, social media which only appear in 21th century*. It means that the topic sentence is only one.

Analyzing Paragraph in Terms of Topic, Supporting, and Concluding Sentence of Paragraph Writing 4

Topic sentence: [1] Cell phones has changed the way we communicate is appropriate.

In the topic sentence above *cellphones has changed*, the controlling idea is *the way we communicate*. Hence, the topic sentence made by the writer is correct.

The result of the topic sentence used is based on the interview of student 4 related to the paragraph writing 4 are as follow.

Interviewer	:	Baik, apakah anda tau aturan untuk membuat topic sentence?	Ok, Do you know how to write topic sentence?
Participant	:	Ada thesis sama controlling idea	Thesis and controlling idea

Based on the interview, the student knows how to make topic sentence. Student 4 mentioned that in topic sentence there must be thesis and the controlling idea.

Supporting sentence: [2] Long ago, the only way to communicate with other was through the letter. [3] Letter has many benefits. [4] When we wanted to communicate our family which has a far distance, it was very helpful. [5] It might be cut the cost too. [6] Letter than, there were cell phones as modern communication. [7] Both letter and cell phone have their own benefits.

The supporting sentence explains detail related to the topic sentence. In the supporting sentence [2] *Long ago, the only way to communicate with other was through the letter* is not related with the topic sentence *Cell phones has changed the way we communicate*. The writer possible to compare the condition between the different condition in the present and in the past. However the use of *letter* should be mentioned by the things compare to the *letter* itself. Some of the supporting sentences are relevant. Some of them are irrelevant.

After focusing on the student's topic sentence, the researcher asks to the student 4 about supporting sentence. It is to prove that the student knows about supporting sentence or not.

Interviewer	:	Aturan untuk membuat supporting sentence apakah anda tau?	Do you know the rules to write supporting sentence?
Participant	:	Kurang paham, hehehhe ya pokoknya mendukung ide paragraf itu	I do not know well, hehehhe I think it is only support the topic of the paragraph

Based on the interview, the student does not know how to develop supporting sentence. Student 4 mentioned that in supporting sentence only support the topic sentence.

Concluding sentence : But now, I think cell phone is more useful for connecting people

The concluding sentence *But now, I think cell phone is more useful for connecting people* is not appropriate because the topic sentence is *Cell phones has changed the way we communicate*, the concluding sentence must re-state by paraphrasing or summarizing the topic.

After focusing on the student's supporting sentence, the interviewer is interviewing the student's concluding sentence used.

Interviewer	:	Baik, anda kalau membuat concluding sentence	Well, How do you write concluding sentence?
-------------	---	--	---

		bagaimana?	
Participant	:	Akhir untuk mengakhiri paragraph gitu apa itu namanyaemm lupa saya ya gitu lah	To finish paragarph...emm. .what is it...emm I forget.

Based on the interview, the student does not know how to make the concluding sentence which is actually the re-statement of the topic sentence.

Looking forward to the topic sentence, supporting sentence, and concluding sentence, the paragraph is not unity. In the sentence [1], the writer discusses cellphone as the topic sentence. However, in sentence [2], Sentence [3], Sentence [4], Sentence [5], Sentence [6], Sentence [7], discuss about *a letter*. Those sentences indicate that the unity is not achieved in paragraph writing 4.

Analyzing Paragraph in Terms of Topic, Supporting, and Concluding Sentence of Paragraph Writing 5

Topic sentence : [1] Cell phones are changing from time to time

In the topic sentence above [1] *Cell phones are changing from time to time* is too general. From time to time as the controlling idea is too general. There is no specific time that will be discussed by the writer. Moreover, if it is as the topic sentence which has controlling idea for time to time, it will be not clear and not concrete.

The result of the topic sentence used is based on the interview of student 5 related to the paragraph writing 5 are as follow:

Interviewer	:	Baik, apakah mbak tau aturan untuk membuat topic sentence?	Well, Do you know the rules to write topic sentence?
Participant	:	Topic sentence...emm haa ada apa itu namanya aduh lupa aku, thesis, thesis kayak topic nya gitu lo.	Topic sentence...Oh there is...what is that..Oh My Gog I forget, thesis, thesis just like a topic.

Based on the interview, the student does not know how to make topic sentence clearly. Student 5 mentioned that in the topic sentence there must be thesis statement without mentioning controlling idea.

Supporting Sentence: [2] People in 2000 just used cell phones for sending, receiving message and calling. [3] As the time goes by, besides those function some cellphones are dedicated for exploring internet or some social media like facebook, twitter and anything else. [4] And now we live in 2017, almost all of us are using cell phones which operated by system called android. [5] We can install many modern applications like instagram, line, whatsapp and many more that have features which can entertain us while chatting with friends. [6] Cell phones in this era also has

front camera used for video call, so we can talking with others and seeing their face like we are talking with them face to face actually we are not.

The supporting sentence of paragraph writing 5 is appropriate and it is relevant to support the main idea, but the topic is too general that impact to the reader about something unclear what the writer wants to discuss.

After focusing on the student's topic sentence, the researcher ask to the student 5 about the supporting sentence to know that the student understand about supporting sentence or not.

Interviewer	:	Apakah anda tau bagaimana membuat supporting sentence?	Do you know how to write supporting sentence?
Participant	:	Ya pokoknya dia harus support and elaborate topic nya sejelas mungkin mbak	In short, it must has support and elaboratæ the topic as clear as possible.

Based on the interview, the student does not know how to develop supporting sentence. Student 5 mentioned that in supporting sentence only support topic sentence.

Concluding sentence: [7] Those features couldn't be found in 2000 era cell phones but can be better in the future cell phones.

The concluding sentence above is inappropriate to the topic sentence. The topic is [1] *Cellphones are changing from time to time* is not re-statement or summarize the topic sentence. The writer faced a problem in using *end-of paragraph signal*. There is no end-of paragraph signal.

After focusing on the student's supporting sentence, the interviewer is interviewing the student's concluding sentence used.

Interviewer	:	Oh begitu, emm.. mbak kalau membuat concluding senetnce bagaimana?	Oh I see, emm..How do youou write concluding sentence?
Participant	:	Oalah.. itu mbak akhir paragraph gitu. Saya kurang begitu notice gimana saya membuat concluding sentence. itu adalah kalimat penutup supaya reader nya tau hal pentingnya itu gimana.	Oh.. In the end of the paragraph. I do not remember how I write my concluding sentence. It is the sentence to finish paragraph to make readers know about the important thing of the paragraph.

Based on the interview, the student knows how to make concluding sentence which is actually the re-

statement of the topic sentence. It also makes a sense to the reader about the point that the readers must remember in the paragraph.

Looking forward to the topic sentence, supporting sentence, and concluding sentence, the paragraph is unity. It proves in sentence [1] *cellphone are changing from time*



to time as the topic sentence. It is consistent till the end. The writer explains *how the cellphone is developed*. Hence, paragraph writing 5 is unity.

Discussion

The Construction of the Students' Sentence Structure

A Simple sentence is used by the writer in the topic sentence appears four times while complex sentence appears once. It means that simple sentence is dominant in the topic sentence. In supporting sentence, Simple sentence is mostly used by the writer which appears eleven times. On the other hand, a compound sentence appears eight times, a complex sentence appears four times, and a compound-complex sentence appears twice. It shows that simple sentence is still dominant in supporting sentence. In concluding sentence, simple sentence is mostly used. It appears three times. In contrast, a compound sentence appears once, complex sentence appears once, compound-complex sentence in none.

Thus, sentence structure types used in paragraph writing is dominantly simple sentence considered to the whole frequency of sentence or each part of paragraph. In this term, paragraph writing that made by students is not interesting because it is only dominated by simple sentence. The use of sentence types must be variety and appropriately to make the writing interesting. Moreover, most of the sentence types used are inappropriate lead the paragraph not harmony. Some paragraph has too many simple sentences which are not used appropriately.

The students get lack of knowledge in sentence happens in the use of a dependent clause. In paragraph writing two and paragraph writing four, the students use a dependent clause without combining it with an independent clause. It becomes to be a problem because a dependent clause cannot stand by itself. The use of conjunction *but* in the first sentence is not appropriate because it is coordinating conjunction that is used to combine two clauses. It is supported by Ho (2010), a dependent clause cannot stand on its own. It needs an independent clause to deliver the idea.

The construction of the topic, supporting and concluding sentence to develop unity in paragraph writing.

Based on the result related to the structure of the topic sentence in paragraph writing, it showed that the problem appears because the students make a topic sentence inappropriate and too general. It happens in paragraph writing 1, 3 and paragraph writing 5. In the theory of paragraph writing by Zemach & Rumisek (2005) argue that the topic sentence is not too general and not too specific. It is the most general statement that

can deliver the main idea. Inappropriate topic sentence appears because the topic is not logically delivering the idea that makes the topic inappropriate. Hence, the students lack knowledge in making topic sentence.

Looking forward to the whole paragraph related to the unity, paragraph writing 1 and paragraph writing 4 is not unity. It is proved by the topic which is not one and only. Terenin (2015) states that unity is an important quality in written text. It maintains the balance between what is said and how it is said. There are many subjects are irrelevant in each sentence. It means that not all the students make a unity paragraph. In paragraph writing 2, Paragraph writing 3 and paragraph writing 5 is unity. It proves in the text analysis in chapter IV that the topic is consistent from the beginning until the end of the paragraph.

The result of the interview showed that student 1, student 3. Student 4 do not know clearly how to make a topic sentence. It has an impact on the paragraph writing that they wrote. The topic paragraph writing that they make is inappropriate. It supported by Oshima & Hogue (2006) who argue that topic sentence must have some criteria called thesis statement and controlling idea. Then, the result of the interview related to the supporting sentence showed that student 1,3, and 4 do not know how to develop paragraph writing to support the topic sentence. They said that in supporting sentence only support the idea without any explanation. It makes the supporting sentence in their paragraph is not supporting the main idea using some proves explanation or even some facts. Next, the result of an interview in paragraph writing showed that four of five students do not know about *end-of paragraph signal*. Only student 1 who knows the use of *end-of paragraph signal*. However, some students know the use of *end-of paragraph signal* but they do not use it in their paragraph writing because they get lack of knowledge.

CONCLUSION AND SUGGESTION

Conclusion

According to the analysis, research findings, and explanation, it can be inferred that the quality of the paragraph writing needs to be improved. The students still faced a serious problem in paragraph writing.

Based on the results of sentence structure, it showed that the students get a lack of knowledge in constructing the sentence structure. The students failed in using a dependent clause which stands by its own. Moreover, most sentence types used are dominated by a simple sentence. Related to the content of the paragraph, the students do not aware of the rules of paragraph writing. How to make a topic sentence, supporting sentence, and concluding sentence are irrelevant one

another. Moreover, not all students have fulfilled the paragraph becomes to be unity.

Suggestion

Based on the findings of this study, the researcher needs to give some suggestions that possible to help students and teachers in minimizing difficulties in paragraph writing. First, to minimize the problem in making sentence structure, the teacher should give the notification that the use of sentence types is neither dominated by one kind of sentence types nor use all types of sentence in a paragraph. Ideally, the use of sentence not only various but also appropriate to make the harmony paragraph. Then, Give the students complete feedback to the students to be aware of the problem that they have done related to the sentence structure and content of writing especially in terms of unity.

The next researcher who may conduct this kind of research can conduct the research not only analyzing the product of writing, but also the process of writing a paragraph. The research must be conducted to know the improvement of students' paragraph writing when they know that they face the problem and how the students fix and learn from their problem as the process of learning.

REFERENCES

- Ary, D., Jacobs, L.C., Sorensen, C., Razavieh, A. (Eds.). (2010). *Introduction to Research in Education-8th edition*. Canada: Wardsworth.
- Fajri, N. (2016). Assessing unity, coherence and word usage in students' writing. *English Education Journal (EEJ)*, 7(1), 102-116.
- Gebhard, J. R. (1996). *Teaching English as a Foreign or Second Language*. USA: The University of Michigan
- Ho, C.M.L. (2005). *Exploring errors in grammar* (2nd ed). Singapore: Pearson Education South Asia Pte.
- Hyland, K. (2003). *Second language writing*. United Kingdom: Cambridge University Press.
- Ivanic, R. (1998). *Writing and Identity: The discorsal construction of identity in academic writing*. Philadelphia, PA: John Benjamins Publishing.
- James, C. (1998). *Errors in Language Learning and Use*. London: Longman.
- Khansir, A, A. (2008). Place of error analysis in language teaching. *Indian Linguistic Journal*, 12(69), 195-202.
- Krippendorff, Klaus. (2004). *Content Analysis, An Introduction to its Methodology*. Sage Publication: California.
- Nunan, D. (2003). *Practical English Language Teaching*. Singapore: Hill Company.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed) New York: Pearson Longman.
- Richards, J.C. & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Sattayatham, A. & Honsa, Jr, S. (2007). Medical Students' Most Frequent Errors. *Asian EFL Journal* 9(2), 170-193.
- Terenin, A. (2015). Unity of writing as the problem of Russian learners of English. *Procedia-Social and Behavioral Sciences* 191, 2735-2739.
- Zemach, D.E. & Rumisek, L.A. (2003). *Academic writing from paragraph to essay*. Oxford: Macmillan Publishers.