

THE STUDENTS' ABILITY IN WRITING A GOOD PARAGRAPH AT SMA TUNAS BARU JIN-SEUNG BATAM IN ACADEMIC YEAR 2013/2014

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Abstract

Menulis bukanlah hal yang mudah dimana kita diminta untuk memiliki berbagai kreatifitas dalam menyusun kalimat yang ada dalam benak kita kedalam sebuah kertas. Menulis bagi siswa SMA bisa menjadi suatu hal yang membuat frustrasi dikarenakan kurangnya pengetahuan dalam menulis. Penelitian ini dimaksudkan untuk melihat animo siswa dalam menulis dan seberapa jauhkah pemahaman mereka tentang menulis terutama menulis sebuah paragraf sederhana. Penelitian ini adalah penelitian deskriptif dengan menggunakan pendekatan kualitatif untuk merumuskan gejala-gejala yang dilihat peneliti di lapangan. Dari hasil penelitian didapatkan bahwa 48 % siswa mendapatkan hasil yang sangat memuaskan (Excellent), 28% siswa mendapatkan kategori Good, 4% untuk kategori High Average, 16% kategori Low Average dan 4% kategori Weak. Sehingga disimpulkan bahwa kemampuan rata-rata siswa dalam menulis paragraf sederhana adalah baik ditandakan dengan kategori Good (G).

Keywords: *Students' ability, Writing skill, Good paragraph.*

INTRODUCTION

To write something on a paper is not as easy as we think. Writing needs some creativity on how we arrange some sentences into a good paragraph. Writing needs creativity because it is not an easy job to put our idea into a paper. The creativity is about on how do we connect and combine the main idea and giving some supporting sentences which support the main idea directly. Then, we should consider on how we conclude the paragraph based on the idea given in the previous sentence. At last, we can say that the sentences we have arranged will be a good paragraph.

Writing is sometimes frustrating for the students in senior high school. There

are many reasons why students consider writing as difficult one. One of them is lack of knowledge. This condition is caused by less reading where we can see many students tend to spend their times in front of computer games, online games, hang out without any purposes, and so on. With the result that, there is no any single tie for reading as their knowledge input. The reading, then, influences the writing ability where we can say that it is impossible to write without reading. Still, writing is considered as the most difficult skill to be learned.

From various researches, it has been known that from those four basic skills in English, writing is considered as

the most difficult one rather than listening, speaking and reading. Writing is in the last stage of human language development where a kid learns to listen first (listening) and imitates some words (speaking). After that, a kid will learn to read (reading) to gain new knowledge and finally write (writing) their own ideas into a piece of paper. In line with this explanation, Richards and Renandya (2002: 303) earlier explained that “writing is considered as the most difficult subject for L2 learners to master”. Immediately, students in Indonesia are not L2 learners but they are foreign learner where English as the foreign language (EFL) not the second one (ESL). EFL students will face more burdens where writing could be the most-super difficult to master. Based on the scholars’ opinion about writing, the researcher has agreed that writing is not an easy task to do for the students in EFL countries especially the students of senior high school in Indonesia.

Identification of the Problem

Good paragraphs or writing should indicates three main types; *unity*, *cohesion*, and *coherence*. Unity in writing could be achieved by the present of cohesion and coherence. Cohesion has some devices to be achieved for a good text criterion such as substitution, ellipsis, reference, conjunction, and lexical cohesion. While coherence could be achieved by repeating key words, using pronouns, using transition signals, and logical orders.

Before writing some paragraphs which indicate the unity, cohesion and coherence, the students need to know the basic parts of a good paragraph such as topic sentence where the main idea is stated, supporting sentences where directly support the topic sentence and the last is concluding sentence where the conclusion statement is stated. By using

these basic parts of a good paragraph, the researcher will reveal the problems in writing a good paragraph.

Limitation of the Problem

As is stated in the review of related literature, the scope of good paragraph is indicated by the three main types of good paragraph in the text; *unity*, *cohesion*, and *coherence*, but in this research the researcher limits the problem of the research only by the basic parts of a good paragraph where it has topic sentence, supporting sentences (major and minor) and concluding sentences. Based on the identification of the problem above, the researcher conducts the research on how the students’ ability in writing a good paragraph.

Formulation of the Problem

Based on the limitation of the problem above, the problems of the research is formulated as: How is the students’ ability in writing a good paragraph regarding to topic sentence, supporting major and minor sentences and concluding sentences?

Purpose of the Research

In relation to the formulation of the problem above, this research has a single purpose as: to find out the students’ ability in writing a good paragraph regarding to topic sentence, supporting major and minor sentences and concluding sentences.

LITERATURE REVIEW

The Concept of Writing

First of all, Oshima & Hogue (1991: 3) emphasize a kind of writing for college or university, it is called an academic writing. They argue that academic writing is different from other kinds of writing in several ways. For instance, personal writing, literary

writing, journalistic writing, business writing, etc. In addition, Swales & Feak (2004: 7) mention that “graduate students face a variety of writing task as they work toward their chosen degree”. It means that graduate students will face an academic writing as well.

After that, O’Malley and Pierce (1996:136) define writing as a “personal act where the writers take ideas or prompts and transform them into ‘self-initiated’ topics”. The writer draws on background knowledge and complex mental processes in developing new insights. Moreover, Coulmas (2003: 1) defines some definitions of writing. The first definition is “a system of recording language by means of visible or tactile marks”. Then, the second definition is “the activity of putting such a system to use”. After that, she defines writing as “the result of such activity, a text”. Next definition is “the particular form of such a result; a script style such as block letter writing”. The fifth definition of writing is “artistic composition”. And the last definition of writing is as “a professional occupation”. From those various definitions of writing, she reflects on the first definition as her major definition of writing.

Purposes of Writing

The writing process for students in an EFL classroom is not an easy matter. As in its process, writing has many purposes which should be noticed by both teachers and learners. Above all, Ur (1991: 163) writes the purpose of writing is “the expression of ideas, the conveying of a message to the reader; so the ideas should arguably be seen as the most important aspect of the writing”. Besides, O’Malley and Pierce (1996: 137) explain that writing has its own purposes and types and they also add that students write to accomplish a variety of purposes and use number of different genres. They argue that the purpose in writing

determines the nature of writing itself. They also add that students need clear specification of the purpose in order to plan and compose a piece that responds to the task.

In addition, there are three purposes in writing which proposed by O’Malley and Pierce (1996: 137-138). They are informative/expository writing, expressive/narrative writing, and persuasive writing. The three purposes of writing will describe the kinds of writing students do in second language classrooms. For example the students who want to write their personal experiences will be appropriate if they choose expressive/narrative writing, and so on. As O’Malley and Pierce (1996: 138) say that “the important things to remember is that student writing ability may vary considerably depending on the purpose”. Therefore, students who are good at writing informative essays may not write good expressive essays.

Teaching Writing Skill

Teaching writing is different from the teaching of other skills. Brown (1994: 319) compares writing to the swimming. He argues both are the same because students need media and someone who teach them those skills. According to him, practice is the best way to achieve the best skills to be advanced in writing or swimming. On the contrary, Ur (1994: 159) gives his view on the difference between teaching writing and speaking. The difference lies on the two types of discourse which differ in some basic characteristics. The differences between two types of discourse -written and spoken discourse- are some generalizations of both discourses such as permanence, explicitness, density, detachment, organization, slowness of production; speed of reception, standard language, a learnt skill, and sheer amount and importance.

Above all, Brown (1994: 325-326) explains some types of written language which are produced by EFL students. There are seven types of written language. The first type is permanence which implies the power of the writer which means the writer should have the power to emend, the power to clarify, and the power to withdraw. The second type says about the appropriate time given to the students that will lead them to be a good writer by developing efficient processes for achieving the final product. The next type is the distance which is the problem of the writer to anticipate their audience. Then, the orthography means that everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. After that, the complexity of written language is illustrated by learning how to remove redundancy, how to combine the sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more. Then, the vocabulary is necessary since writing places a heavier demand on vocabulary use. At last, the formality shows that ESL students have complex and difficult conventions which occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

Writing a Good Paragraph

Many definitions about paragraph are explained by the experts. Some of them are Oshima & Hogue (1991) and Zemach and Rumisek (2003, 2005). Oshima & Hogue (1991: 16) argue that paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. In the same way, Zemach and Rumisek (2003, 2005: 11) explain that a paragraph is a group of sentences about a single topic consist at least five sentences or as long

as ten sentences. In other words, the number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph may stand by itself. It may also be one part of a longer piece of writing such as a chapter a book or an essay.

A paragraph has three major structural parts (Zemach and Rumisek, 2003, 2005: 12): a topic sentence, supporting sentences, and a concluding sentence. The **topic sentence** states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. **Supporting sentences** develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotations. The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember.

Review of the Related Findings

Some researchers have conducted many studies related to writing. To support this research, the researcher takes some previous studies as his reference. The first researcher is Wulyani (2010) who simulate the student's writing composition through weblogging. Her study is done to examine the influence of Weblogs to the students' writing compositions. The idea lies behind this proposition is a notion that Weblogs, with the rightful amount of assistant from the teacher, would help students of non-English departments to improve their writing compositions.

Furthermore, Taufiqulloh (2010) conducted his research on "Improving Students' Ability to Write Essays through Self-Assessment". He found that the students' ability in writing essays improved from the pre-cycle, first and

second cycles. The classical mean of students' essay scores in pre-cycle was 62. It improved up to 71,6 in the first cycle and 80,3 in the second cycle. While students' interest and awareness in essay writing also improved significantly. In pre-cycle, the average percentage of students' responses toward this survey questionnaire was 35,2%. It improved in the first cycle up to 83,8% and 90, 2% in the second cycle. Moreover, students' writing strategies on essay writing improved significantly from pre-cycle to the first and second cycle. In pre-cycle, the average percentage of students' strategies on essay writing was 6,2%. After the treatment was conducted in the first cycle, it improved significantly up to 67,9% and 89% in the second cycle. The results of the observation in two cycles showed that both the lecturer and the students successfully conducted the teaching and learning process of essay writing through self-assessment.

RESEARCH METHOD

Research Design

This research designed as a descriptive research which involved the collecting of the data in order to answer the research questions concerning the current status or phenomena. Arikunto (2010: 234) explains descriptive research as a research that is proposed to gather information about a tendency that is appeared from a variable, indication and condition when the research is done. Therefore, principally, this research explains about fact that happens now. The analysis of students' ability in writing a good paragraph is analyzed by using quantitative analysis. By this analysis, the researcher worked in objective way and systematically by using qualitative approach.

Subjects of the Research

According to Gay and Airasian (2009: 124), the population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable. The population of this research was the students in the second year of SMA Tunas Baru Jin-Seung Batam; enroll in the 2013/ 2014 academic year. There were 5 classes in the second year students, class XI 1 to XI 5.

This research used purposive sampling technique to define the sample of the research. As Gay and Airasian (2009: 134) state that purposive sampling technique is a technique which the researcher selects the sample using his experience or knowledge of the group to be sampled. In other words, purposive sampling, also referred to a judgment sampling, is the process of selecting a sample that is believed to be representative of a given population.

Then, based on his experience and knowledge of the group to be sampled, the researcher took class XI 1 as a sample since they were taught by the same teacher. They also had learned writing in English subjects. Therefore, the researcher assumed that they might be able to compose a good writing to represent a good paragraph in writing.

Instrumentation

In the process of data collecting, this research used writing test as the instrument to collect the data. The writing test was used to investigate the students' ability in in writing a good paragraph of the second year students of SMA Tunas Baru Jin-Seung Batam enrolled in the 2013/2014 academic year. Moreover, the instrument in this research was conducted to collect the data from the second semester students of SMA Tunas Baru Jin-Seung Batam. The writing test was a

writing task to compose a paragraph which indicated topic sentence, supporting (major and minor) sentences and concluding sentence. In order to get a natural result of the test, the topic was given before they start to compose their paragraph. The students were free to choose the desired topic and developed them into a good paragraph.

In addition, the scoring rubrics adapted from Hamp-Lyon (1992: 6-7) with some categories or scores in each indicator. The ideal paragraph were labeled with the score of 6 with category of high/excellent. The range of the scores was from 1 to 6 with the category and score presented as: low/very weak (1), weak (2), low average (3), high average (4), good (5), and high/excellent (6); the criteria of each category can be completely seen in the appendix. The table below was the format of the scoring rubrics.

Table 1. Holistic Scoring Hamp-Lyon (1992: 6-7)

Indicators	Score/Category (Hamp-Lyons, 1992: 6-7)	Criteria
...	6 High / Excellent	...
	5 Good	...
	4 High Average	...
	3 Low Average	...
	2 Weak	...
	1 Very Weak	...

Technique of Collecting Data

To collect the data, the researcher is helped by the teacher of English subjects of SMA Tunas Baru Jin-Seung Batam to give the score on students' paragraph based on the scoring rubrics of a good paragraph. This research used writing test as the instrumentation or the way to collect the data. The researcher

came to the teacher's class and assigned a task to compose a paragraph to the students. Then, the topic of the writing was given by the researcher in the class before starting to write. The researcher explained the basic parts in writing briefly in order to avoid misunderstanding. After that, the researcher gave thirty minutes (30 minutes) for students to accomplish their paragraph in order to avoid a plagiarism in writing, so they could compose their writing based on their background knowledge, not to copy their writing from other sources such as internet. After finishing their writing, the students submitted their paragraph to be analyzed and evaluated.

In order to analyze and evaluate the writing test, the researcher did some processes. The first process was to evaluate the a good paragraph in students writing. There were some steps in evaluating the text. First of all, grouped the students' writing into some groups based on the indicators of basic parts of paragraph. The researcher read the text and underlined the writing test whether it presented the indicators of basic parts of paragraph or not. The researcher re-read the students' writing and underlined the text whether it presented the indicators of good paragraph or not.

After that, the researcher did the analyses of students writing of a good paragraph whether it presented the basic parts of paragraph or not. The researcher also measured the percentage of students' scores in order to know the students' ability in writing a good paragraph. Then, the analyses of the paragraph on students' writing were explained in the technique of analyzing data.

Technique of Analyzing Data

Analyzing the data was a process to interpret and analyze the data from the

first step data was obtained in the field. Analyzing of the data was done by the descriptive analysis and the conclusion was derived from the description of the data. This research was going to describe the way the things they are. To analyze the data in this research, the quantitative method was used to describe the students' ability in writing a good paragraph.

The analysis of quantitative was the analyzing the data in the form of numerical based on the result of students' score in writing test. There were several techniques that used to analyze the quantitative data, especially the data from writing test. First, the data were collected from the performance test or writing test. Then, the data are grouped based on indicators of a good paragraph which were filled based on the scoring rubrics derived from the understanding of several experts.

After that, the scores were obtained into a table which aim at figuring out the mean of the obtain score which had been grouped before. The mean was used to see the average score gained by the students of each tests. To get the percentage of students' ability in writing a good paragraph, the formula used as follow:

$$P = \frac{f}{N} \times 100\%$$

P = the index of percentage
 f = number of frequency of total population
 N = amount of respondent

RESULT AND DISCUSSION

Data Description

The data description describes the writing from students after the researcher analyze their paragraph one by one, whereas the data analysis presents the

analysis of the data from students' writing specifically. The data were taken from the eleventh class students of SMU Tunas Baru Jin-Seung Batam on June 16, 2014. The data were the students' writing related to the given specific topic. The researcher, then, analyzed twenty five paragraphs from the students' writing. After that, the researcher grouped them into some categories based on the score in the scoring rubrics. The researcher also analyzed each student's writing and explained the category based on the score given in the scoring rubrics.

The following tables explained about the students' ability in writing a good paragraph. The scores were converted into some categories based on the scoring rubrics from Hamp-Lyon (1992: 6-7). For further details, see the table 2 below:

Table 2. The Students' average ability in writing a good paragraph

No	Name	Score	Category
1	Student 1	5	Good
2	Student 2	6	Excellent
3	Student 3	6	Excellent
4	Student 4	5	Good
5	Student 5	6	Excellent
6	Student 6	6	Excellent
7	Student 7	5	Good
8	Student 8	6	Excellent
9	Student 9	2	Weak
10	Student 10	6	Excellent
11	Student 11	4	High Average
12	Student 12	6	Excellent
13	Student 13	5	Good
14	Student 14	5	Good
15	Student 15	3	Low Average
16	Student 16	6	Excellent
17	Student 17	6	Excellent
18	Student 18	3	Low Average
19	Student 19	6	Excellent

20	Student 20	5	Good
21	Student 21	6	Excellent
22	Student 22	6	Excellent
23	Student 23	3	Low Average
24	Student 24	5	Good
25	Student 25	3	Low Average
Average score and category		5	Good

as shown in the table 3 above. Twelve students had Excellent (E) category with the highest score (6) and the percentage was 48%. Almost half students in the class were able to write a good paragraph. This condition is a good condition since almost 50% students understand the way to write a good paragraph. Next, seven students got Good (G) category with the score was (5) and the percentage was 28%. Both categories, Excellent and Good, represented the ability of students in writing a good paragraph. Both contributed 76% of students' ability in a good category.

Based on the table above, the average score for the twelfth class student in writing a good paragraph was 5 (Five) and it was converted into the category based on the scoring rubric from Hamp-Lyon (1992: 6-7). In other words, the category of students' average ability in writing a good paragraph was good (G).

Furthermore, the researcher presented the individual score of the students and grouped them into the same categories. The treatments made the researcher easier in observing the percentage of each category where it was important for the researcher to give further analysis about students' ability in writing a good paragraph. For further details, please refer to the table 3 below:

Table 3. The students' ability in writing a good paragraph.

No	Score/Category	Students	Percentage (%)
1	6/Excellent	12	48
2	5/Good	7	28
3	4/High Average	1	4
4	3/Low Average	4	16
5	2/Weak	1	4
6	1/Very Weak	0	0
Total		25	100

Data Analysis

Student 1
I have a little dog. My dog is a smart pet. My dog can playing football, and singing. I love my smart dog.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a little dog* is the topic sentence. The main idea here is *a little dog*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My dog is a smart*

The researcher, then, specified the students' ability in writing a good paragraph into four categories such as Excellent (E), Good (G), High average (HA), Low average (LA) and Weak (W)

pet. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *a little dog* is repeated in the supporting idea *my dog*.

Moreover, the sentence *My dog can playing football, and singing* is the minor supporting sentence. The minor supporting sentence gives details information about major supporting sentence and support the major supporting sentence. Finally, the last sentence *I love my smart dog* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea. In other hand, the connection between the topic and supporting are not too strong. The writer wrote *a little dog* but in the major supporting was only *dog*.

In addition, from the students' paragraph above, it is clearly understood that the writer had some grammar errors, one example in the third sentence *My dog can playing football, and singing*, the writer misused using the tenses and modal. Meanwhile, for the paragraph structure which consisted of topic, supporting major and minor, and concluding sentences, the writer gave a good example or representation of a good paragraph. Even though for one paragraph four sentences were not enough, but in this research, the researcher asked to write a very simple paragraph which consisted of four or five sentences at least.

In conclusion, this first paragraph showed that the writer got a Good (G) category with the score (5) where most sentences in the paragraph show the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences. The writer was able to write a good paragraph.

To compare to other paragraph, the researcher also provided another students' writing analyses.

Student 2

I have a friend. My friend is a good friend. My friend's name is Chintya. She is smart and cute girl. I love my friend.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a friend* is the topic sentence. The main idea here is *a friend*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My friend is a good friend*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *a friend* is repeated in the supporting idea *a good friend*.

Moreover, the sentence *My friend's name is Chintya* is the minor supporting sentence. The minor supporting sentence gives details information about major supporting sentence and support the major supporting sentence. For example, the writer wrote minor supporting sentence; *My friend's name is Chintya* to support the major supporting sentence; *My friend is a good friend*. Finally, the last sentence *I love my friend* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea.

Overall, this second paragraph showed that the writer got an Excellent (E) category with the score (6) where all sentences in the paragraph show the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting

sentences and concluding sentences. The writer was able to write a good paragraph.

Student 3

I have a best friend. My best friend is a good friend. She is very beauty and smart. She is have a long hair, skin white, and have a sweet smile. I am very proud of her and love her.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a best friend* is the topic sentence. The main idea here is *a best friend*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My best friend is a good friend*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *a best friend* is repeated in the supporting idea *a good friend*.

Moreover, the sentences *She is very beauty and smart. She is have a long hair, skin white, and have a sweet smile* are the minor supporting sentences. The minor supporting sentences give details information about major supporting sentence and support the major supporting sentence. For example, the writer wrote minor supporting sentences; *She is very beauty and smart. She is have a long hair, skin white, and have a sweet smile* to support the major supporting sentence; *My best friend is a good friend*. Finally, the last sentence *I am very proud of her and love her* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea. In contrary, the grammar still had some errors such as the sentence *She is have a long hair, skin white, and have a sweet smile* which should be *She has a long hair, white skin,*

and a sweet smile. Over all, the writer did a good work in writing a good paragraph.

This one is also the example of an excellent paragraph where the writer was able to present topic sentence, major and minor supporting sentences and concluding sentence. The writer got an Excellent category (E) with the highest score (6) where all sentences in the paragraph showed the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences.

Student 4

I have many hobbies. My hobby is a good hobby. My hobbies are play Basket ball, reading, swimming, play Volleyball, watching television, and etc. I always give a special time for it. between all of my hobbies, I always watching television and reading book. I think that's all about my hobby.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have many hobbies* is the topic sentence. The main idea here is *many hobbies*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My hobby is a good hobby*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *many hobbies* is repeated in the supporting idea *My hobby*.

Moreover, the sentences *My hobbies are play Basket ball, reading, swimming, play Volleyball, watching television, and etc. I always give a special time for it. between all of my hobbies, I always watching television and reading book* are the minor supporting sentences.

The minor supporting sentences gives details information about major supporting sentence and support the major supporting sentence. Finally, the last sentence *I think that's all about my hobby is* the concluding sentence. Normally the writer concluded the paragraph by giving the statements to strengthen the idea. But, in this paragraph, the concluding sentence is not appropriate since it does not conclude the main idea in the first sentence. In other words, the connection between the topic and supporting to concluding sentences are not too strong. For example, the writer wrote *many hobbies* as the main idea but in the major supporting was only *my hobby* and the conclusion also did not restate the main idea as conclusion.

In addition, from the students' paragraph above, it is clearly understood that the writer had some grammar errors, one example in the third sentence *My hobbies are play Basket ball, reading, swimming, play Volleyball, watching television, and etc*, the writer misused using the tenses. Meanwhile, for the paragraph structure which consisted of topic, supporting major and minor, and concluding sentences, the writer gave a good example or representation of a good paragraph.

Overall, this fourth paragraph showed that the writer got a Good (G) category with the score (5) where most sentences in the paragraph show the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences. The writer was able to write a good paragraph.

Student 5

My hobby is listening music. My favorit music is pop music. When listening music I feel so calm. I know many singers that

singing pop music, but my favorit singer is Cristian Jack. I love music very much.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *My hobby is listening music* is the topic sentence. The main idea here is *listening music*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My favorit music is pop music*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *listening music* is repeated in the supporting idea *pop music*.

Moreover, the sentences *When listening music I feel so calm. I know many singers that singing pop music, but my favorit singer is Cristian Jack* are the minor supporting sentences. The minor supporting sentences give details information about major supporting sentence and support the major supporting sentence. Finally, the last sentence *I love music very much* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea. In contrary, the grammar still had some misspelling words such as the word *favorit* which should be *favorite*. Over all, the writer did a good work in writing a good paragraph.

This one is also the example of an excellent paragraph where the writer is able to present topic sentence, major and minor supporting sentences and concluding sentence. The writer got an Excellent category (E) with the highest score (6) where all sentences in the paragraph showed the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences,

minor supporting sentences and concluding sentences.

Student 6

I have a wonderfull Ambition. My dream or Ambition is a international athlete. There is many kind of athlete like a jump and run for 100 m, throw the cakram, and jump high. and I take a "jump high" as my favorite athlete. to get all my Ambition, I must have a training athlete, no just it, I also get motivation from my mother and parent. I love my Ambition.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a wonderfull Ambition* is the topic sentence. The main idea here is *wonderfull Ambition*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My dream or Ambition is a international athlete*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *wonderfull Ambition* is repeated in the supporting idea *international athlete*.

Moreover, the sentences *There is many kind of athlete like a jump and run for 100 m, throw the cakram, and jump high. and I take a "jump high" as my favorite athlete. to get all my Ambition, I must have a training athlete, no just it, I also get motivation from my mother and parent* are the minor supporting sentences. The minor supporting sentences give details information about major supporting sentence and support the major supporting sentence. Finally, the last sentence *I love my Ambition* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea. In

contrary, the grammar still had some errors such as the sentence *There is many kind* which should be *There are many kinds*, some misspelling words such as *wonderfull* and *cakram* and the use of capitalization in the middle of the sentence such as *Ambition*. Over all, the writer did a good work in writing a good paragraph.

This one is also the example of an excellent paragraph where the writer is able to present topic sentence, major and minor supporting sentences and concluding sentence. The writer got an Excellent category (E) with the highest score (6) where all sentences in the paragraph showed the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences.

Student 7

I have a favorite thing. My favorite thing is racket badminton. I bought it with own money. I use it everyday with my family. that's my favorite thing.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a favorite thing* is the topic sentence. The main idea here is *favorite thing*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My favorite thing is racket badminton*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *favorite thing* is repeated in the supporting idea *My favorite thing*.

Moreover, the sentences *I bought it with own money. I use it everyday with*

my family are the minor supporting sentences. The minor supporting sentences gives details information about major supporting sentence and support the major supporting sentence. *It* refers to the phrase *my favorite thing*, that is, *racket*. Finally, the last sentence *that's my favorite thing* is the concluding sentence. Normally the writer concluded the paragraph by giving the statements to strengthen the idea. But, in this paragraph, the concluding sentence is not appropriate since it does not conclude the main idea in the first sentence. The concluding sentence could be *I like using my racket when playing badminton*.

Overall, this seventh paragraph showed that the writer got a Good (G) category with the score (5) where most sentences in the paragraph show the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences. The writer was able to write a good paragraph.

Student 8

I have many friends. My friends are good person. My friends are good students in their class. One of them is smart student. I love them like I love my family.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have many friends* is the topic sentence. The main idea here is *many friends*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My friends are good person*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *many friends* is repeated in the supporting idea *my friends*.

Moreover, the sentences *My friends are good students in their class. One of them is smart student* are the minor supporting sentences. The minor supporting sentences give details information about major supporting sentence and support the major supporting sentence where the sentences *My friends are good students in their class* and *One of them is smart student* give details information and support the sentence *My friends are good person*. Finally, the last sentence *I love them like I love my family* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea.

This one is also the example of an excellent paragraph where the writer is able to present topic sentence, major and minor supporting sentences and concluding sentence. The writer got an Excellent category (E) with the highest score (6) where all sentences in the paragraph showed the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences.

Student 9

*At night my mother and father go to my sister house.
My mother pick up me but, I'm very lazy.
In my home I watch television and after that the lamp in my home turn off. I'm very affraid and I go out from my house. because I affraid ghost I don't see way because very dark.
And then I'm fall and my foot is blood.
My mother and my father back home, and my mother see my foot. After that I talking to my mother. What happened?
My mother just say be carefull.
Hmmm.... It's very the bad experience, i think.*

From this ninth paragraph, the writer attempted to write a good paragraph, but the writer failed to write a good paragraph. The writer got Weak (W) score (2) where only one sentence in the paragraph show the criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences. The topic sentence *At night my mother and father go to my sister house* was not supported by the major supporting sentence *My mother pick up me but, I'm very lazy*. There was no connection between the topic and major supporting sentence. As the result, the minor supporting sentence did not support directly the major supporting sentence. Though, the conclusion did not restate the main idea as the writer wrote. This paragraph was like a narrative paragraph where the writer told the story of his/her life based on his/her feelings. There was also the sequence of events where the writer told from the beginning. To write a good paragraph, the writer could be free in deciding his/her topic, but in this paragraph, the writer failed to attempt the connection between the criteria of a good paragraph.

Student 10

I have a pet. It is a cat. It name is Sisi. My cat is a funny pet. It has smooth hair and beautiful voice. I love my cat.

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a pet* is the topic sentence. The main idea here is *a pet*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *It is a cat*. The major supporting sentence above obviously

supports the topic sentence directly. As the evidence, the main idea *a pet* is repeated in the supporting idea *a cat*.

Moreover, the sentences *It name is Sisi. My cat is a funny pet. It has smooth hair and beautiful voice* are the minor supporting sentences. The minor supporting sentences give details information about major supporting sentence and support the major supporting sentence where the sentences *It name is Sisi. My cat is a funny pet. It has smooth hair and beautiful voice* give details information and support the sentence *It is a cat*. Finally, the last sentence *I love my cat* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea.

This one is also the example of an excellent paragraph where the writer is able to present topic sentence, major and minor supporting sentences and concluding sentence. The writer got an Excellent category (E) with the highest score (6) where all sentences in the paragraph showed the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences.

CONCLUSION

Based on the findings and the discussion in the previous chapter, the researcher answers the research question which is stated in the first chapter of this research paper. The question "How is the students' ability in writing a good paragraph regarding to topic sentence, supporting major and minor sentences and concluding sentences?" is answered through the data analysis where the students average score for the twelfth class student in writing a good paragraph is 5. In other words, the category of

students' ability in writing a good paragraph from the twelfth students of SMU Tunas Baru Jin Seung Batam is Good (G).

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