ANALYSIS OF THE USE PARAGRAPH ORGANIZATION IN PARAGRAPH WRITING MADE BY THIRD YEAR OF ENGLISH DEPARTMENT AT NUSANTARA PGRI KEDIRI UNIVERSITY

Skripsi

Submitted as Partial Fulfillment of the Requirements for the Attainment of

the Degree of Sarjana Pendidikan in English Language Education

By :

AQUILLA FAHRANI RAHMAN

NPM : 18.1.01.08.0022

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

NUSANTARA PGRI KEDIRI UNIVERSITY

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APPROVAL PAGE

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Entitled:

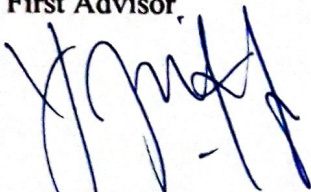## ANALYSIS OF THE PARAGRAPH ORGANIZATION IN PARAGRAPH WRITING MADE BY THIRD YEAR OF ENGLISH DEPARTMENT AT NUSANTARA PGRI KEDIRI UNIVERSITY

Approved by advisors to be proposed to English Language Education

Examination Commite FKIP UN PGRI Kediri

Kediri, 21 July 2022

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Kediri, 21 July 2022

And Declared to Have Met The Raquirements

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1. Chairman : Dr. Yunik Susanti, M.Pd.

2. First examiner : Suhartono, M.Pd.

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STATEMENT OF AWRITING ORIGINALLY

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1. This Skripsi was never submitted to any institute of higher education for any academic degree

2. This Skripsi totally independent of my work and not the result of plagiarism from the work of others

3. If someday proved of this Skripsi as a result of plagiarism, I would be willing to bear all the legal consequences occur

Kediri, 21 July 2022

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AQUILLA FAHRANI RAHMAN

18.1.01.08.0022

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MOTTO AND DEDICATION

MOTTO:

"Don't let the darkness bring you down. Stand strong and reach for the sky, because you won't be able to make your dreams come true if you stay still."

Can't Bring Me Down (EXO)

DEDICATION:

My father and My mother, Ms. Suci, Ms. Ana, Ms. Zakia. Thanks for praying and always support me. I Love You. Also, thank you to ENHYPEN, TXT, and Ateez who accompanied me with music that encouraged me.

ABSTRACT

AQUILLA FAHRANI RAHMAN: Analysis of The Use Paragraph Organitation in Paragraph Writing Made By Third Year of English Department At Nusantara PGRI Kediri University, Skripsi, English Language Education Department, Faculty of Teacher Training and Educcation Department, Faculty Teacher Training and Education, University of Nusantara PGRI Kediri, 2022.

Keywords: Writing, Organization Paragraph, Linking phrasess

The aims of this research are to describe organizing paragraph (topic sentences, supporting sentences, and concluding sentences), developing idea and linking phrase in paragraph writing made by third year of English Department at Nusantara PGRI Kediri University.

This content analysis uses qualitative approach. The data of this research were collected by using documentation. To analyses the data got from 40 paragraphs made by the third-year students of English Department at Nusantara PGRI Kediri University the researcher used qualitative data analysis proposed by Cressweel:2003 the steps namely: preparing data, reading the entire data, analyzing in more detail by coding the data.

The results of data analysis showed that were 14 students' paragraph that have complete organization and 26 students were incomplete organization. To developing idea there are 26 students' paragraph founded and 14 there are not developing idea. There are type paragraph students used, 24 use descriptive, 12 use fact or opinion, 1 comparison and contrast, and 3 use problem and solution. This research found the type use by students, the addition type (1), cause and effect type (19), clarification type (2), illustration type (10), and intensification type (1). To 12 students' paragraph did not write linking phrase and there 2 types are not used by students.

ACKNOWLEDGEMENT

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher was able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitled "Analysis of The Paragraph Organitation on Paragraph Writing Made by Third Year of English Department ot Nusantara PGRI Kediri University". The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion to make it better. Therefore, she would like to express her gratitude to:

1. Dr. Zainal Afandi, M.Pd., as the Rector of University of Nusantara PGRI Kediri.

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6. Suhartono, M.Pd., as the first examiner who guided her in finishing this skripsi.

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Kediri, 21 July 2022

AQUILLA FAHRANI RAHMAN

18.1.01.08.0022

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CHAPTER I

INTRODUCTION

This introductory chapter presents the background of the research, the problem identification, and the problem limitation. Afterwards, it states the problem formulation and the goals of the research. Finally, it explains the benefits of conducting the current research.

A.   Background of the Problem

There are four skills in language learning, namely listening, speaking, reading, and writing. According to Marrow in Demirba (2013:108), receptive and productive skills are a combination of the four skills of listening, reading, speaking, and writing. Writing is one of the skills that involve students to generate language to enable students to express their thoughts and ideas that's why writing includes as a productive skill when learning English (Brown,1998). When students understand knowledge in language, they have language competence. According to Brown (2000:31), the definition of language competence is the knowledge that underlies a person about language systems such as grammar rules and vocabulary. Being competent in writing is very needed for students whose second language and foreign language is English. Students must master how to write well even though it is difficult. Writers must be able write it in multiple issues such as content, organizing purpose, audience, vocabularies and mechanic such as punctuation, spelling. Because, according Rass (2001:30) writing is skill for native speakers and non-native speakers. Also, according to Brown (2004) among language skills,

writing is the most complicated and most difficult skill. This happens because there are several rules that must be mastered by students such as spelling, grammar and punctuation, coherence and organization of ideas. Brown (2001) says that writing is thinking process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. In addition, students must be able to arrange paragraphs in a coherent manner.

There is one of the most important types of writing. Yakhan-tova (2003) as cited by Wirantaka (2016) says that academic writing is one of the most important types of writing in the academic field. Academic writing is a type of writing that is specifically used for academic purposes. Academic writing focuses on the types of second language learners used in high schools and colleges or in university areas. Academic writing is formal, so writers may not use slang or abbreviated language. The writer must write complete sentences and arrange them in a certain way Oshima and Hogue (2007). In addition, academic writing is more difficult than other types of writing. As Oshima and Hogue (1998) say, academic writing is not an easy thing. Oshima and Hogue (2007) say that academic writing in English is different from academic writing in your mother tongue. Words and grammar and ways of organizing ideas are different from what is usually done. Therefore, academic writing needs a lot of study and practice to develop students' writing skills.

Good paragraphs are very important in academic writing. Paragraphs are also very important because they help readers understand the content of the writing. A paragraph is a group of related sentences about a single topic. Oshima and Hogue (2006) state that a paragraph is a group of related sentences that discuss one main

idea. According to Ahmadi (1991:1) a paragraph is a unit of thought or feeling and an orderly arrangement of a sentence and functions as a whole composition. Also, according to Longman (1998).

The topic of a paragraph contains one, and only one idea. Paragraph writing is a subject taught in most university English writing classes. A paragraph is a group of sentences that develop a topic or idea (Rohim : 2018). The paragraph has an important element, it is unity because all the supporting sentences support the topic sentence. That paragraph has coherence because the sentences hold together; that is, the movement from one sentence to the next looks logical and smooth. Although paragraphs have an important element, namely unity because all supporting sentences support the topic sentence, there are still many students who do not understand and still experience many mistakes.

There are several previous studies that found problems in writing paragraphs. Paragraph is said to be good if it is well organized (Maharani:2017). In this study, it is said that the arrangement in a good paragraph is a problem faced by second semester students of English language education. Sultan Agung Islamic University. Problems in writing were also expressed by Husna, Zainil, Yeni (2013) who analyzed the development of ideas, grammar, vocabulary and punctuation in descriptive text at grade XI IPA 1 of MAN 2 Padang. The researchers found several problems faced by students, namely in developing the ideas, some students wrote many main ideas in one paragraph, the idea was still ambiguous, difficulties in using grammar, and students' difficulties in spelling, punctuation, and capitalization. In writing English, the ability to convey ideas widely without being accompanied by

writing procedures correctly, the writing is not good. As stated by Oshima and Hogue, in academic writing, attention is paid to organization so that it produces good writing and is easily understood by readers.

Syisdiawati's research (2012) found that the ability to develop contrast-comparison paragraphs was still low. Students find it difficult to write good paragraphs (Amnuai, Pengamam, Nawatmongkolkorn, Pimpa: 2015). Togatorop, Napitupulu, Simanjuntak (2015) The writer found that there were sections and types of student writing. The student's capacity is not good because most of the students cannot fulfill the rules of the paragraph section, consisting of: Topic Sentences, Supporting Sentences, and Closing Sentences. Oshima and Hogue (2006) point that the three parts of paragraph are topic sentence, supporting sentences, and concluding sentence. Good organization helps the reader better understand the idea presented. Knapp and Watkins (2005:80) said that organizing writing according to parts of the whole helps a reader to better visualize the items being described.

Writing words on paper is a fairly easy task, but writing sentences is a bit difficult. Writing paragraphs is the most difficult academic activity (Wali : 2020). Wirantaka (2016) studied on the experiences of EFL students in developing paragraphs and difficulties in writing paragraphs of academic texts. This study identifies how students develop paragraphs and what difficulties students experience in writing paragraphs of academic texts. The findings show that in developing paragraphs, students brainstorm, compose, revise, and edit. Among the four steps that students take in developing paragraphs, compiling and editing are the steps that are most often done by students. of them directly write paragraphs

and edit paragraph content while two of them include brainstorming and revision. Facing problems in writing paragraphs, students face difficulties in English words and word choice, grammar, main idea development, coherence and cohesiveness, effective sentences, and quotations.

According to Apse and Farneste (2018) the main findings of the research indicate that proficient users of a language tend to use linking words and phrases appropriately. Difficulties and lack of knowledge in using linking words are not only experienced by collage students. As stated in the research of Khadafi, Riza, Sesmiyanti (2021) on the students' thesis of the 59th graduation at english education study program of STKIP PGRI West Sumatera. The Researcher said that the reason students did not vary the use of linking words was probably due to the students' lack of knowledge about many types of linking words.

There have been many provious studies that have examined organizational writing. Amnuai, Pengamam, Nawatmongkonlkorn, Pimpa (2021) students cannot write paragraph structures well. Togatorop, Napitupulu, Simanjuntak (2015) found that students' paragraph writing could not meet the requirements of writing a good paragraph. Students face difficulties in organizing and developing ideas in descriptive texts also expressed by Husna, Zanil, Rozimela (2013). On the other hand, the difficulty of writing paragraphs in developing paragraphs was also found by Wirantara (2016). Syisdiawati (2012) students are not able to develop ideas in the form of comparison-contradictory paragraphs. Previous research that describes the linking word or prasess revealed by Gaddafi, Riza, Sesmiyati (2021) students use the wrong type of linking word, students do not use the linking word type of

time relationship sequentially. Students also did not vary in using linking words. Also, Apse and Farneste (2018) advanced users tend to use linking words and phrases appropriately.

Based on the background, experience of the researcher, and the results of the previous research above, the researcher is interested in researching organizing paragraphs and developing ideas for third-year students of English study program at Nusantara University, PGRI Kediri, who are taking their final semester exams. This study also analyzes the types of paragraphs used by students as well as the linking prasess used in paragraph writing for third-level students of English study program at Nusantara University, PGRI Kediri.

B.   Scope of the Research

This research is limited to paragraph writing. This research focuses on organizing in paragraph writing. It focuses on the paragraphs organization, development of the ideas, and linking phrases in students paragraph writing. This research was conducted on the third year students of Nusantara University, PGRI Kediri.

C.   Research Question

Based on the baground stated above, the research questions are indicated as

1.   How is the paragraph organization found in the paragraph writing made by third year of English Department at Nusantara PGRI Kediri University?

2. How is the development of ideas found in the paragraph writing made by third year of English Department at Nusantara PGRI Kediri University?

3. What linking phrases that the students used in paragraph writing by third year of English Department at Nusantara PGRI Kediri University?

D. Objectives of the Research

Based on the research questions above, theobjrctives of this study are:

1. To describe the paragraph organization found in the paragraph writing made by third year of English Departmen at Nusantara PGRI Kediri University.

2. To describe out the development of ideas found in the paragraph writing made by third year students of English Department at Nusantara PGRI Kediri University.

3. To find out the linking phrases in the paragraph made ideas in third year students of English Department at Nusantara PGRI Kediri University.

E. Significance of the Study

The results of this study are expected to be useful information for students in gaining an understanding of organizing paragraphs to produce or create good written works. Not only for students, but the results of this study are expected to be useful for lecturers at the of Nusantara PGRI Kediri University to determine the students' ability to use linking phrase in paragraph writing. As well as other research is expected to make this research as a reference in his research.

F. **Definition of the Key Terms**

This research is limited to organizing, developing ideas, and using linking phrases in paragraph writing. This study focuses on analyzing the structure of organizing paragraphs in students' paragraphs, analyzing topics, controlling ideas, developing idea and linking phrases of students in writing paragraphs.

1. Writing

Writing is a skill that expresses the contents of ideas in writing. Writing become the most difficult skill when its learned by the foreign language learners. Because the language used is not their mother tongue so their abilities are weak. The most important type of writing in the academic field is academic writing.

2. Paragraph

A paragraph is a collection of sentences that have one topic. Sentences in paragraphs explain the main idea or the most important idea about the topic. Paragraphs consist of three types of sentences, namely (1) topic sentences, (2) supporting sentences, and (3) closing sentences.

3. Paragraph organizing

Arrange sentences to become paragraphs that are arranged according to the rules. Things to consider in paragraph organization are topics and controlling ideas, supporting sentences, organization patterns and signal words. In academic writing paragraph will be good if it I complete organizing.

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