
**AN ANALYSIS ON STUDENTS' ABILITY IN WRITING EFFECTIVE
PARAGRAPH TO THE THIRD YEAR
STUDENTS OF STKIP MUHAMMADIYAH
ACEH BARAT DAYA**

INFO PENULIS

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Abstract

This research deals with an Analisis on Students' Ability in Writing Effective Paragraph to the Third year Students of STKIP Muhammadiyah Aceh Barat Daya.. The purpose of conducting this research was to know students' ability in writing effective paragraph. It was a qualitative research that was conducted for the third year students of English education department of STKIP Muhammadiyah Aceh Barat Daya. The students were taken as the population of this research, and third year students (unit II) consisting of 20 students were taken as the sample. The test was used as an instrument of data collection. The findings of this study showed that the students' ability in writing effective paragraph was in the poor category since the mean score obtained by students was 47.25. The other findings found that students' ability in writing effective paragraph by considering to four criterions of effective paragraph was also still poor, it showed from the average of students' score that the researcher counted. Based on the result of the research, it can be suggested that the students should study harder in writing the effective paragraph related to the five aspects of topic sentence, supporting sentence, unity and coherence. The teacher should also focus on teaching the students writing paragraph to give more practices and exercises about aspect of the criteria for an effective paragraph that covers topic sentence, support sentence, unity and coherence.

Keywords: *Ability, Writing, Effective Paragraph*

A. INTRODUCTION

Teaching and learn English for students in the classroom mainly focuses on general basic skills. They are commonly known as listening, speaking, reading and writing. The students are demanded to master those skills in order to have a good achievement in performing and using English. However, from those skill, writing skill is considered important since English is still studying as foreign language Indonesia. Then, learning to write is the first introduced when the students begin to learn English. It is supported by Scary (2013) "Writing has been called the most single useful skill for a student in collage. Because, writing calls as the integration of the numbers sources to supports students' reading and speaking" (p. 564). It is clear that writing skill takes an essential role in studying English. Therefore, the writer focuses on this study is about writing skill. In a brief, writing is process to express ideas, experiences, and opinion using language symbol in a paper. The result of writing is intended as a means of communication to inform, persuade, warn, etc, through words, symbols and gestures. In addition, most of information form is also conveyed in writing, for example; poster, letter, legal business, trade instruction and so fourth.

Moreover, writing skill involves many component to produce a good writing product. Those compenents are such as grammar, words usage, spelling, and punctuation. On other hands, when the writers are wrong to use one of them, the writings are quietly hard to be understood by the readers, and the information presented within the text does not give a clear meaning. Then, the writing consists of several processes as clarified by Richards and Schmidt (2002), "Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes" (p. 592). The instruction of writing process allows the reader to be easier in composing the text.

The activity of writing not only expresses the ideas in a piece of paper, but also consider to the effective paragraph. Paragraph is a group of sentences that is usually intended at its beginning. A paragraph is usually as a group of sentences taken together which constitutes a unit of thought. It develops or elaborates that ideas (Rolando, 2013, p. 86). Then, an effective paragraph gives the readers sufficient information to grasp both the issue at hand and its signifinance within an overall arguments (Casson, 2005, p. 96). The important of effective writing is to make the readers are easier to understand what the text tells abut and the text are built in the logically sequence.

The effetive paragraph has three criterion; development, unity and coherence. The paragraph development refers to adequately development when it describes, explains and supports the topic sentence. Then, unity refers to relationship of the ideas contained within a given paragraph has sequence order in a way that is easy for the reader to understand, and coherence refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader.

Despite of writing paragraph should fulfil the criteria of good paragraph, however it is not easy for students to writer a good paragraph since they have to express their ideas in English text. Also, writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Most student of the school write an English text without considering to the effective paragraph. This case also occurs to the students at STKIP Muhammadiyah Aceh Barat Daya.

The documentation of students writing paragraph showed that most of students wrote the paragraph without caring the criteria paragraph. This fact implies that writing an effective paragraph is still difficult for students. Other causes are due to the following assumptions: firstly, the students do not know basic principles that can guide them in developing their ideas in unity. The last, they almost never have writing exercises in the class activity (Personal communication with English teachers on April 12th, 2017).

Moreover, learning to write an English text or more specially to write an effective paragraph is considering difficult for students at STKIP Muhammadiyah Abdya. Richards and Renandya (2002), stated that “There is on doubt that writing is the most difficulty skill fro second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text” (p. 30). In line with these stamens, it can be highlighted that to write an effective text is still quite hard for students.

B. METHODOLOGY

This study was conducted at the third year students of STKIP Muhammadiyah Aceh Barat Daya in academic of year 2017/2018. Then, the writing test was used to collect the data. The writer analyzed and scores of students’ paragraph writing. Then, the writer took a conclusion about the levels of students’ ability in writing the effective paragraph.

The research subject was the participant of the study which they was tested in writing paragraph. The writer choosen the third semester students as research subject with 8 students. The students of this grade are selected as they are learning to write a paragraph.

Data collection is a significant factor in carrying out a research because it was important to answer the research questions. The research instrument was used by researcher in collecting the data to get more accurate, complete, and systematic data. This study uses a written test as instrument of the data collection. The research instrument of this study was a paragraph test writing. The students should write the paragraph that covered topic sentence, supporting sentence, and concluding sentence. The students are required to write a paragraph with topic “Some Activities to Keep Healthy” and express their ideas into coherence paragraph. The students were allowed to write in 45 minutes.

A rubric was a grading tool that describes the criteria for the assignment. It also describes each of the criteria according to gradations of quality, with descriptions of strong, middling, and problematic student work. The criteria are listed in the column on the left. The numbers in the top row indicate quality, with 3 being the best. The number 0 is something everyone wants to avoid. Students may use the rubric as a check list to determine if the writing meets the criteria of the assignment. The table below is the rubric for scoring students’ paragraph writing.

Table 1.1

The Rubric for Scoring Effective Paragraph Writing

	1 points	2 points	3 points	4 points	5points
Topic Sentence	Missing, invalid, or inappropriate topic sentence; main idea is missing.	Clearly stated topic sentence presents one main idea.	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	analyses or presents the topic in a predictable manner, topic sentence is clearly stated.	Acceptable topic sentence presents one idea.
Support	Insufficien, vague, or undeveloped examples.	Examples and details relate to the topic and some explanation is included.	Interesting, concrete and descriptive examples and details with explanations that relate to the topic.	body is developed with some effective support	Sufficient number of examples and details that relate to the topic.
Unity	No discernible pattern of organization; Unrelated details; no transitions.	Details are arranged in a logical progression; appropriate	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	sentence structure is correct, but simple sentences predominate, some mechanical or	Acceptable arrangement of examples; transitions may be weak.

		transitions.		spelling errors are present but do not affect understanding	
Coherence	Inconsistent or inappropriate tone; Awkward, unclear, or incomplete sentences; Bland diction, poor word choice.	Appropriate tone; Clear sentences with varied structures; Effective diction.	Appropriate tone; distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices.	Appropriate tone; sentence structure is developed clearly, and use the appropriate and vary words.	Acceptable tone; some variety in sentence structures; Adequate diction and word choices.

Harris (2003, p. 150)

After scoring for students' test writing, the writer accumulated the mean score. The mean was defined as the average score. In computing the mean's score was used the formula as follow:

$$M = \frac{\Sigma X}{N}$$

Where:

M : mean

ΣX : sum of scores

N : number of score

C. RESEARCH FINDINGS AND DISCUSSION

1. Findings

The research finding focused on the result of analysis and scoring of students' writing effective paragraphs. The total number of participants of this study was 20 students; basically the third semester students consisted of 9 students, however there were 11 students that were remedial of writing subject III until the writer documented 20 answer sheets of writing effective paragraph.

Table 1.2

The Students' Ability in Writing Effective Paragraph

No	NIM	Score				Total Score	Interpretation
		Topic	Support	Unity	Coherence		
1	1301010866	3	2	2	2	45	Poor
2	1301010911	3	2	2	2	45	Poor
3	1201010769	3	2	2	2	45	Poor
4	1101010691	3	2	2	2	45	Poor
5	1301010897	3	3	2	2	50	Poor
6	1401010940	3	3	3	2	55	Poor
7	1301010842	3	3	3	3	60	Fair
8	1301010850	3	3	3	2	55	Poor
9	1601010972	3	2	2	2	45	Poor

10	1601010973	3	2	3	3	55	Poor
11	1601010976	3	2	2	2	45	Poor
12	1601010968	3	2	2	2	45	Poor
13	1601010969	3	2	2	2	40	Poor
14	1601010970	3	2	2	2	45	Poor
15	1601010075	3	2	2	3	50	Poor
16	1301010843	3	2	2	2	45	Poor
17	1301010852	2	2	2	2	40	Poor
18	1301010866	3	2	2	2	45	Poor
19	1301010911	3	2	2	2	45	Poor
20	1201010769	3	2	2	2	45	Poor
Mean		2.95	2.2	2.3	2.15	47.25	Poor

The data showed from 20 students, there were 19 students had the ability in the poor category, and only 1 student had the ability in writing effective paragraph in the fair category. Meanwhile, from 20 students that were collect their writing paper, none of students achieved the achievement neither in the good category or in the very poor category. As a result, the majority of students got score in the poor category. The result of test analysis figure out that the ability to write an effective paragraph was still difficult for English departments students at STKIP Muhammadiyah Aceh Barat Daya although they had give the explanation how to the criteria of effective paragraph before. As the writer scored and analyze data by herself by using the criteria of scoring of effective paragraph, then detail of students' score as the table below loaded.

From the average scores, it was found that the ability of the students in writing effective paragraph was poor. It was about to the mean score was 47.25 and fall within the range of 40-55 on the interpretation of poor category according to the standard of achievement used for English subject at STKIP Muhammadiyah Aceh Barat Daya. The writer concluded that the students' ability in writing effective paragraph of the third semesters students of STKIP Muhammadiyah Aceh Barat Daya was in the poor category.

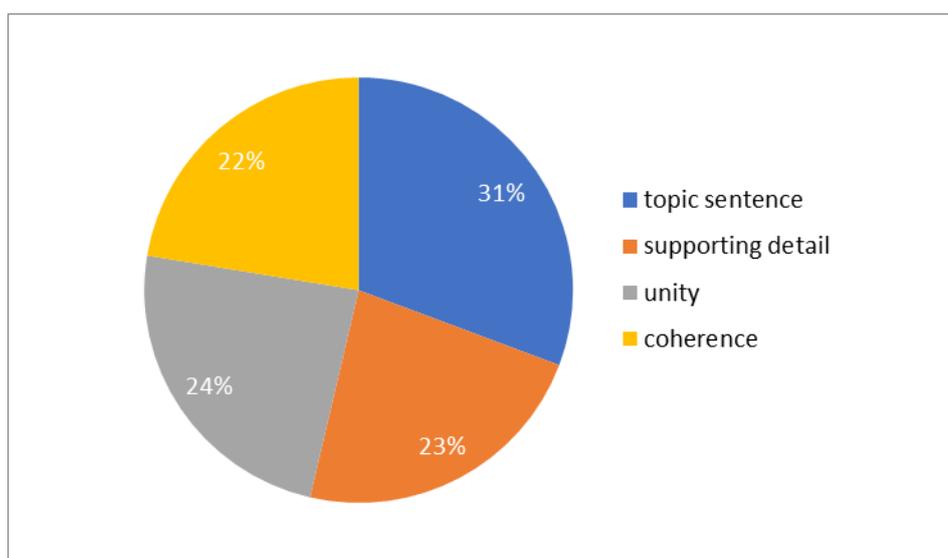


Figure 1. The Percentages of Students' Ability in Writing of Effective Paragraph

Every paragraph has to introduce the topic to the readers. The writer concluded that the ability of the students in topic sentence was poor. It was indicated from the data that 31%. The ability of the students in supporting detail was 22%, the ability of students in unit was 24%, and the students' ability in coherence was 23%. Based on the finding of students'

evaluation above, the writer found that students' ability in writing effective paragraph by considering to four criterions of effective paragraph was still poor. It showed from the average of students' score that the researcher counted.

2. Discussion

The result of this study can be discussed that English education department of STKIP Muhammadiyah was still difficult to write an effective paragraph, it was from 20 students who were tested, 19 students (95%) was in the poor category and only one student (5%) was in fair category. Then, the result of test also indicated that none of students can reach the score in good category and also in very good category. Since the ability of students in writing effective paragraph is still poor, they are still difficult to express their ideas into English text with effective paragraph. The difficulties in writing an effective paragraph is supported by Richards and Renandya (2002), "There is no doubt that writing is the most difficult skill for foreign language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts" (p. 30). It is also supported by James (2007) "Learning to write well is a difficult and lengthy process, because it induces anxiety and frustration in many learners" (p. 100). Therefore, it is not a surprising if the number of students of STKIP Muhammadiyah Aceh Barat Daya was still poor in writing the effective paragraph.

In relation to the previous statement, the students difficulties in writing an effective paragraph were basically influenced by several factors such as: lack of ideas, low motivation to write an essay, poor grammatical ability, and seldom to practice writing at leisure time. This is in line with the research done by Fahim and Rad (2012) which is the majority of students writer an effective paragraph in poor category and they also still difficult to express about thinking into coherence text, Ahmed (2010) stated that the students writer a paragraph did not qualify the criteria for effective paragraph, especially of unity and Coherence in a composition, and Gupta and Woldemariam (2011) about motivation to write the effective paragraph which was the student are still; lack motivation in writing, that becomes a factor of the inability to produce a good paragraph.

The previous studies that investigated assessing writing has been done over long period and each study has different of result. Such as excellent achievement, good achievement, fair achievement, sufficient achievement is 8 students. It is also supported this investigated. The result of the students conducted by Ariye (2014) students in writing effective paragraph was in poor category. It can be summarized that the students' ability got still difficulty in writing effective paragraph.

D. CONCLUSION

Researcher concluded that the students' ability in writing effective paragraph at the third years students of STKIP Muhammadiyah Aceh Barat Daya was in poor since the mean obtained by 20 students was 47.25 and falls within the range of score 40-55. Specifically, 19 students belong who was classified within poor category (the score 40-55) or 95%. There was one students who belong to fair category (the score 56-65) or 5%, and there is no student who belongs to very good and very poor category.

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