



**STUDENTS' PARAGRAPH ELEMENT UNDERSTANDING  
AT GRADE XI SMA NEGERI 1 ANGKOLA TIMUR**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan as  
a Partial Fulfillment of the Requirement for the Degree of Islamic  
Education Scholar (S.Pd.I) in English*

**Written By:**

**RONDANI BATUBARA**

**Reg. No. 10 340 0025**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



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2015**



Term : Thesis  
a.n. Rondani Batubara

Padangsidimpuan, 12<sup>th</sup> February 2015

To:  
Dean Tarbiyah and Teacher  
Training Faculty  
in-  
Padangsidimpuan

Appendix : 7 (seven) Exemplars

Assalamu'alaikum Wr. Wb.

After Reading, studying and giving advices for necessary revision on thesis belongs to Rondani Batubara, entitled "*Students' Paragraph Element Understanding at Grade XI SMA Negeri 1 Angkola Timur*". We Approved that the thesis has been acceptable the complete the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you.

Wassalamu'alaikum Wr. Wb.

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(RONDANI BATUBARA)

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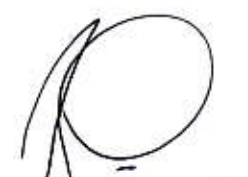
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: February 18<sup>th</sup>, 2015

Time

: 02.00 WIB - finish

Result/ Mark

: 70 (B)

Cumulative Achievement Index

: 3.20

Predicate

: Amat Baik





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The Thesis with Title : **STUDENTS' PARAGRAPH ELEMENT UNDERSTANDING  
AT GRADE XI SMA N 1 ANGKOLA TIMUR**

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## **ABSTRACT**

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JUDUL SKRIPSI : STUDENTS' PARAGRAPH ELEMENT  
UNDERSTANDING AT GRADE XI SMA NEGERI 1  
ANGKOLA TIMUR

This research discussed about Students' Paragraph Element Understanding at grade XI SMA Negeri 1 Angkola Timur. The aims of this research is to describe the ability of students in understanding paragraph elements at grade XI SMA Negeri 1 Angkola Timur, and to identify students' difficulties in understanding paragraph elements at grade XI SMA Negeri 1 Angkola Timur.

This research was conducted by qualitative by using descriptive method. The sources of data for this research are divided into two kinds. They are primary source and secondary source. The primary source for this research is all students of class XI IPA SMA Negeri 1 Angkola Timur. Total of them are 29 students. The secondary source is the English teacher of grade XI SMA Negeri 1 Angkola Timur. Next, this research used observation, interview, and test. The researcher analyzed the data by editing the data, tabulation of the data, description of the data and the last taking conclusion.

After doing the research, the researcher found some facts in the field. The students' problem in understand paragraph elements were lack in vocabulary, less motivation, reinforcement, and hardness in studying English, the English teacher's teaching in paragraph element. Then, the efforts done by English teacher to solve the students difficulties to understand paragraph element, the English teacher often repeat or know style the read especially in mean of word, sentence, and the difficulties to identify paragraph element like topic sentence, supporting sentence, and concluding sentence. Then the English teacher gave the students to find out some difficult words and teacher ordered to translate it into Indonesian language every meeting. It can be seen in the result of the test given (appendix IV). Based on above explanation, the researcher concluded that the ability of grade XI Students in SMA Negeri 1 Angkola Timur get 57 % (enough category).

## **ACKNOWLEDGEMENT**

بسم الله الرحمن الرحيم

### **In the name of Allah, the Beneficent and the Merciful**

Praise is to Allah lord of the world who has bestowed upon me in completing this thesis. Peace and blessing upon prophet Muhammad SAW, his families, his companies, and his followers. In writing this thesis, I was assisted by some people and institutions. Therefore, in this opportunity I would like to say thanks to them. In truth, this thesis can't be completed without a great deal of help from many people, they are:

1. Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies Padangsidempuan.
2. Mrs. Hj. Zulhimma, S.Ag, M.Pd., as the Dean of Tarbiyah and Teacher training faculty.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the Leader of English Education Department.
4. Eka Sustri Harida, M.Pd., as the first advisor.
5. Yusni Sinaga, S.Pd, M.Hum., as the second advisor.
6. All lecturers and staffs in English Education Department who had give their valuable, advice, and cooperative.
7. Chief of IAIN Padangsidempuan Library (Yusri fahmi, S.Ag, M.Hum.,) and his staffs for their cooperative and permission to use many books of this library.

8. My beloved Parent (Alm.Johar Batubara and Amna Sari Pulungan), my beloved brother (Rindal Batubara and Syawalan Batubara), my beloved sister ( Hotrini Batubara, Maspuri Batubara, Sarlani Batubara, Puspa Rayani Batubara), who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends Siti Aisah, Ririn Novitri, Nondang Sari Bulan,Liony,Riska Wahyuni,Mega Wahyuni,Sarah Elmida,Iin Suryani,Misbahannum,Sajidah,Nur Adimah Nasution, and especially all of TBI-1, TBI-2, and TBI-3 thanks for your help, patience and care to support to finish my study.
10. All my friends in IAIN Padangsidimpuan, good luck for you.
11. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 12<sup>th</sup> February 2015  
The Writer



**RONDANI BATUBARA**  
Reg. No. 10 340 0025



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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

English as an international language is used to communicate with people around the world. However, this language affects the situation of language users over the countries. Such as Indonesian country, English is a foreign language. Indonesian can be challenged for the future especially the modality and probability to execute the national concerns, pancasila and the policy of 1945, in this case is about education and economy. In this country, English has been studied by students from junior high school up to university levels.

Learning English involves four language skills that students should have, they are listening, speaking, reading and writing. Reading is one of important skill in a language. As intentioned of Allah in holy Al-Qur'an suroh Al-Alaq verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning is:

1. Read! In the Name of Allah of your lord, who has created (All that exist)
2. Has created man from a clot (a piece of thick coagulated blood)
3. Read! And your lord is the Most Generous

4. Who has taught (the writing) by the pen [the first person to write was prophet enoch (idris)]
5. Has taught man that which he knew not.<sup>1</sup>

According to syuroh al-Alaq above, it is so clear that reading has important role to get information from the text read. It is gotten by interaction with the text writer. Next, readers also try to answer some questions in their mind that related to text because it is impossible reading a text if reading involves not only recognizing the relationships and structures and among ideas, but also understanding ideas. To read efficiently they need to be able to grapes quickly each idea of the writer. Expresses and then determine how it relates to other ideas expressed in that piece of writing.

If they want to read a text, there are language elements; as word group, pharase, clause ,sentence, paragraph, text and context. In many languages, the fundamental unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. To be able to grapes ideas and their relationships among paragraphs quickly, they must be familiar with the basic structure and organization of sentences, paragraph, and longer selections. Often, once they understand how particular a piece of writing is organized, they can follow the author's train of thought much more easily and in a shorter period of time to anticipate ideas as they are about to be developed, and to recall more of they read.

---

<sup>1</sup> Muhammad Muhsin Khan, *The Noble Qur'an in the English Language* (Saudi Arabia : Maktaba Dar-us Salam, 1993), p.959



A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. In a paragraph, some sentences relate each other. The sentences that develop a paragraph must have a related idea; while in a paragraph only has one main idea, one thing that explains or develops in a paragraph. A paragraph has there major structural parts; a topic sentence, supporting sentences, and a concluding sentence.

To avoid the confusion demonstrated in a paragraph and to express written ideas in a clear, understandable way, writers follow a general pattern in developing paragraphs. To read paragraphs efficiently, they need to recognize this structure. Then they will be able to follow the author's train of thought more easily, to anticipate ideas as they are about to be developed, and to recall more of what they read. In this process, many students are difficult to understand and analyze about paragraph element. Then, the students hoped that they will be able to understand their text with mastery the paragraph element, transition signals and word formation.

So, it is undeniably that reading is necessary for everybody in variety of purposes and needs. However, there are problems in students reading comprehension skill at grade XI of SMA Negeri 1 Angkola Timur, such as students have lack and weakness to comprehend text and they are indolence to do reading. Mean while, based on the information from the teacher said that they do not understand content text, they cannot find the idea of writer, and

they do not have enough vocabulary to understand paragraph<sup>2</sup>. So, from above explanation the writer conducted the research on titled” **Students’ Paragraph Element Understanding At Grade XI of SMA Negeri 1 Angkola Timur**”.

### **B. Focus of the Problem**

This research is limited to the students understanding about paragraph elements. They are the topic sentence, the supporting sentences, and the concluding sentences.

### **C. Formulation of the Problem**

The formulation of the problem of this as below:

1. What extent the ability of students in understanding paragraph Elements At Grade XI of SMA Negeri 1 Angkola Timur?
2. What are the students’ difficulties in understanding paragraph Elements at Grade XI of SMA Negeri 1 Angkola Timur?

### **D. Aims of the Research**

Based on the formulation of the problem above, the aims of the research are expected:

1. To describe the ability of students in understanding paragraph elements At Grade XI Of SMA Negeri 1 Angkola Timur.
2. To identify students’ difficulties in understanding paragraph elements At Grade XI of SMA Negeri 1 Angkola Timur.

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<sup>2</sup> Interviewing to English Teacher, (SMA NEGERI 1 ANGKOLA TIMUR) April22<sup>th</sup>, 2014 at 08.20.a.m.

## **E. Significances of the Research**

The significances of the research

### 1. For the students

As a source for students to know their ability in understanding paragraph element.

### 2. For the teacher

As a learning material to improve teacher teaching and learning process especially in elements of paragraph

### 3. For knowledge field

As a source of knowledge about paragraph elements

### 4. For the other researcher

As a matter to comparison research to another researcher in IAIN Padangsidimpuan

## **F. Definition of Key Terms**

### 1. Students

Student is a person usually over the age of 16, who is studying at a university or college. Person who observes or has a particular interest of something.<sup>3</sup> Based on the above definition, the researcher concludes that the student is the person who learns on the elementary, junior and senior high school whether it is for formal education or informal education.

---

<sup>3</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*(New York: Oxford University Press,1995),p.1187



## 2. Understand

Understand is to know the meaning of words, a language, a person's character, or to perceive the meaning or importance of something or to perceive the explanation for or cause of something.<sup>4</sup> Based on the above definition, the researcher concludes that understand is a process to get the meaning of words.

## 3. Paragraph

Paragraph is a distinct section of a piece of writing, usually consisting of several sentences dealing with a single theme. The first sentence of a paragraph starts on a new line.<sup>5</sup> Based on the above definition, the researcher concludes that paragraph is a piece of writing that it has introduction, body, and conclusion.

## 4. Element

Element is a necessary or characteristic part of something; a key element in the decision.<sup>6</sup> Based on the above definition, the researcher concludes that element is very important things in introductory paragraph.

## 5. SMA

School is a place or a built to learn, teaching and to receive and give knowledge to other people.<sup>7</sup> Senior is a person who is older than oneself,

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<sup>4</sup> *Ibid*, p.1298

<sup>5</sup> *Ibid*, p.840

<sup>6</sup> *Ibid*, p. 373

<sup>7</sup> Hasan Alwi, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p.1013

an older pupil or a member of a senior high school.<sup>8</sup> So, Senior High School is a place that it used to learn and teaching by a person who is older than junior high school students. It is located at Pargarutan Angkola Timur, Jln. Sipirok Desa Marisi Angkola Timur.

So, Based on the above definition, the researcher concludes that students' paragraph element understanding at grade XI of SMA Negeri 1 Angkola Timur.

#### **G. Outline of thesis**

The systematic of the research was divided into five chapters. Chapter consisted of many sub chapters with detail as follow:

Chapter one, consist of background of the problem, focus of the problem, formulation of the problem, aims of the research, significances of the research, definition of the key term, and outline of thesis.

Chapter two, consist of the theoretical description and review of related findings.

Chapter three, consist of research design, place and schedule of the research, participants of data, instrument of collecting data, techniques of data trustworthiness, and techniques of data analysis.

Chapter four, consist of result of the research, it consist of general findings, specific findings, threat of the research, and discussion.

Chapter five, it consist of conclusions and suggestions.

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<sup>8</sup> AS Hornby, *Op.,cit*, p.1069

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Paragraph

###### a. Definition of Paragraph

Paragraph is a composition of some sentences that has meaning. A paragraph must relate among one sentence to other sentence. According to AS Hornby in *American Usage*, “paragraph come from two words, they are para and graef; the meaning is a distinct section of a piece of writing, usually consisting of several sentences dealing with a single theme. The first sentence of a paragraph starts on a new line.”<sup>1</sup>

According to Upper Saddle River, “a paragraph is a group of related sentences that presents a unit of thought”.<sup>2</sup> When you read a new paragraph each sentence in a paragraph talks about or develops one single main idea. Every good paragraph has to have structure , they are introduction, body and conclusion.<sup>3</sup>

A paragraph is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a

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<sup>1</sup>AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York:Oxford University Press, 1995), p.840

<sup>2</sup>Upper Saddle River, *Writing and Grammar Communication in Action*, (New Jersey: prentice Hall, 2001), p.32

<sup>3</sup>Leslie, Childs, *Writing Paragraphs & The Writing Process* (Canada: National Adult Literacy, 1999), p.2

single point. These definitions show that the paragraphs of a composition are not mere arbitrary divisions. The division of a chapter into paragraphs must be made according to the changes of ideas introduced.<sup>4</sup> The conclusion of the definition of paragraph is to provide organization and focus to a piece of writing, breaking up information into manageable chunks for readers.

Therefore, no rule as to the length of paragraphs. They may be short or long according to the necessity of the case. A paragraph may consist of a single sentence, or many sentences.

b. The principles of paragraph structure

Unity is an important element of a good paragraph. Unity means that a paragraph discusses one, and only one main idea.<sup>5</sup> There are some principles of paragraph structure:<sup>6</sup>

1). Unity

The first and most important principle to be observed in constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea and with no more than one. In writing an essay, for example, every

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<sup>4</sup> Wren and Marten, *High School English Grammar & Composition*, (s. chan & company Ltd: Rain Nagar, New Delhi, 1991), p.387-388

<sup>5</sup> Oshima Alice, *Introduction to Academic Writing*, (United States of America: Pearson Longman, 2007), p.73

<sup>6</sup> Wren and Marten *Op.cit*, p.387-388



head, and every head, and every sub-head, should have its own paragraph to itself. And every sentence in the paragraph must be closely connected with the main topic of the paragraph. The paragraph and every part of it must be the expression of one theme or topic.

## 2). Order

The second principle of paragraph construction is order—that is, logical sequence of thought or development of the subject. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order.

## 3). Variety

A third principle of paragraph construction is variety: by which is meant that, to avoid monotony, the paragraph of a composition should be of different lengths, and not always of the same sentence construction.

Try to avoid one sentence paragraphs. Although they are common in newspaper articles. One sentence paragraphs do not offer the support needed in technical and professional writing. Good paragraphs are made up of a topic sentence and support. Usually

paragraphs contain enough information when they are 75-100 words or about eight lines long. Such paragraphs make for blocks that do not appear intimidating to the reader. Paragraphs that are too long (over 200 words) will make your text seem more difficult. See where you can break down the ideas.<sup>7</sup>

A good paragraph breaks up your thinking into separate units. To show unity. Each component of thought should focus on:<sup>8</sup>

- a) One main idea that you express in your topic sentence
- b) Supporting information that can be connected to that main idea

If you cannot connect the meaning of the smaller bits of information to your main ideas. Do not include the information in the paragraph. A paragraph is structured around three essential elements: the topic, the main idea, and supporting details.<sup>9</sup>

#### c. Definition of Paragraph Elements

Paragraph are a form of written communication which contains a minimum of six sentences. Each sentence in a paragraph talks about or develops one single main idea or topic sentence. AS Hornby says, “paragraph is a distinct section of piece of writing, usually consisting of several sentences dealing with a single theme. The first sentence of

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<sup>7</sup> Paul Fournies, *Strategies for correct writing*, United States of Africa, Longman:2004,p.70-

<sup>8</sup> *Ibid.*,p.71

<sup>9</sup> *Ibid.*,p.71

a paragraph starts on a new line”.<sup>10</sup> So, every good paragraph has to have structure, they are introduction, body and conclusion. Additionally, a good paragraph also has five basic elements they are topic, topic sentence, supporting sentences, unity and coherence. paragraph is a group of related sentences which develops one main idea or one main topic.

Element is substance which cannot be split up into a simpler form by ordinary chemical methods.<sup>11</sup> element is very important things in introductory paragraph. A good introduction offers some background information that gives a context to the reader. The introduction should clarify what the text is about and explain why the text was written. So, paragraph element is a paragraph that it has a key element in the decision they are topic sentence, supporting sentences and concluding sentence.

#### d. Elements of Paragraph

##### 1) Topic Sentence and Main Idea

Topic sentence is a complete sentence which contains a subject, a verb, and usually a complement. Topic Sentence indicates the main idea of paragraph and is the most general statement in a paragraph. Meanwhile, a main idea sentence is the most general

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<sup>10</sup> AS Hornby, *Op.,cit*,p.840

<sup>11</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*(New York: oxford university press, 1974), p.279

statement. The main idea generally describes or covers the detail in a paragraph. According to AS Hornby, “A paragraph can be defined as a group of related ideas. The sentences relate to one another in the sense that each is about a common person, place, thing or idea. This common subject or idea is called the topic. Simply defined, the topic is what the entire paragraph is about. To identify the topic of a paragraph, ask yourself this question: “who or what is the paragraph about?” your answer to this question will be the topic of the paragraph”.<sup>12</sup>

Writers, therefore, often provide general, organizing statements to state the main idea of the paragraph. The sentence that most clearly states this main idea is called the topic sentence. Depending on its placement within the paragraph, the topic sentence provide the reader with different clues. There are kinds of main idea if you finding main idea in the paragraph such as:<sup>13</sup>

a) Topic Sentence in the first paragraph

The most common location of the topic sentence is at the beginning of the paragraph. It may appear as the very first sentence or after an introductory or transitional sentence( one that connects this paragraph to the previous paragraph). In cases with topic

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<sup>12</sup>*Ibid, p.168*

<sup>13</sup>*Ibid,p.171-174*

sentences first, the author states his or her main idea and then goes on to explain and develop that idea.

b). Topic Sentence in the last paragraph

The second most likely place for a topic sentence to appear is at the end of the paragraph. However, on occasion you may find that it is expressed in the second to the last sentence, with the last sentence functioning as a restatement or as a transition to connect the paragraph with what follows. When the topic sentence occurs last, you can expect the writer to build a structure of ideas and offer the topic sentence.

c). Topic Sentence in The middle

If it is neither first nor last, then, of course, the topic sentence will appear somewhere in the middle of the paragraph. In this case, the topic sentence splits the paragraph into two parts: those sentences preceding it and those that follow it. often, the sentences that precede the topic sentence lead up to or introduce the main idea.

d).Topic Sentence in the first and last paragraph

Occasionally you may find a paragraph in which the main idea is stated at the beginning and again at the end.A good paragraph



needs a topic sentence. A topic sentence tells the reader what the paragraph is about. In the topic sentence, you must indicate what idea you will develop or define in the paragraph. Preferably the topic sentence should be the first sentence.<sup>14</sup>

## 2) Supporting Sentences

A paragraph's topic sentence should be accompanied by a series of sentences that develop, explain, or illustrate. These other sentences are called supporting sentences.<sup>15</sup> A paragraph contains concrete support for the topic sentence; you must make your topic sentence by using specific and factual supporting details. Opinions that stated by the writers must be supported by the concrete support that can support the opinions become the believable information. The key details directly explain the main idea. Other details may provide additional information,, offer an example, or further explanation of the key details.<sup>16</sup> So, the supporting sentences must be connected to the topic sentence.

## 3) Concluding Sentence

A concluding sentence is not absolutely necessary, but it is very often helpful to the reader because it signals the end of the paragraph and because it reminds the reader for important points.

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<sup>14</sup> Paul Fournies, *Op.,cit*,p.73

<sup>15</sup> Upper Saddle River, *Op.,cit*,p.35

<sup>16</sup> Paul Fournies, *Op.,cit*,p.73

Concluding sentence is stated at the end of the paragraph. It is the conclusion of the paragraph. Thus, concluding sentence signals the end of the paragraph. It is the conclusion of the paragraph. Thus, concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. A concluding sentence serves three purposes:<sup>17</sup>

- 1). It signals the end of the paragraph.(use an end- of paragraph signal such as in conclusion, finally, etc)
- 2). It summarizes the main points of the paragraph
- 3). It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

#### B. Review of related findings

Related to this research, some researchers had been done as below: the first, LismaRitonga“ an analysis on students’ ability in reading sport texts at grade X MAS YPKS Padangsidimpuan in 2012-2013 academic years”. she found that the students’ ability in reading sport texts can be categorized in to enough category. It found the total mean score was 50%.<sup>18</sup>

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<sup>17</sup> *Ibid.*,p.74

<sup>18</sup> LismaRitonga, An Analysis on Students’ Ability in Reading Sport Texts at Grade X MAS YPKS Padangsidimpuan in 2012-2013 Academic Year(*unpublished thesis*), (Padangsidimpuan:STAIN, 2013),P.53

Next, Ida Marlina “the correlation between paragraph mastery and writing descriptive text mastery to the eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2010-2011 academic year “. She found that the student’s ability in identifying paragraph mastery and writing descriptive text were categorized into good. It found the total mean score was 67.86%.<sup>19</sup>

So that, from the above description, the researcher concluded that the research can increase the ability of students’ paragraph element understanding. So, the researcher interests will be done the research about “ students’ paragraph element understanding at grade XI SMA Negeri 1 Angkola Timur”.

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<sup>19</sup>Ida Marlina, The Correlation Between Paragraph Mastery and Writing Descriptive Text Mastery at Grade XI SMA Negeri 6 Padangsidimpuan in 2010-2011 Academic Year (*unpublished thesis*), (Padangsidimpuan:UMTS,2011), P.56

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The kind of this research uses a qualitative research. The method of this research was a descriptive method. The descriptive method is a kind of method used in the research and this research used a qualitative approach.” qualitative approach is used for investigating a variety of educational problems an issue it’s used to the terming and descript the way things.”<sup>1</sup>So, in this research used a qualitative approach. This method is used to describe students’ paragraph element understanding at Grade XI SMA Negeri 1 Angkola Timur. A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives.<sup>2</sup> Qualitative research are those in which the description of observation is not ordinally expressed in qualitative terms. It is not suggested that numerical measures are never used, but that other means description are emphasized.<sup>3</sup>

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<sup>1</sup>L.R.Gay& Peter Airasian. *Educational Research: Competencies for Analysis and Application*(USA: Prentice Hall, 2000). P.56

<sup>2</sup> John W.Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches second edition*( London: Sage Publication, 2003).p.18

<sup>3</sup> John W.Best& James V.Kahn. *Research In Education*, (New Jersey: Englewood Cliffs, 2007), p.279

So, this research will use qualitative descriptive method to describe students' paragraph element understanding at Grade XI SMA Negeri 1 Angkola Timur.

#### **B. Place and Time of the Research**

1. This research has been done at SMA Negeri 1 Angkola Timur, Especially at Grade XI, It is located at Pargarutan Angkola Timur, Jln Sipiok Desa Marisi Angkola Timur.
2. This research has been conducted on April 2014 until february 2015.

#### **C. Participant of the Research**

The participants of this research were the eleventh grade students of SMA Negeri 1 Angkola Timur. It consist of 24 students. The reason of choosing this class because the researcher found the problems to identify paragraph element in class.

Another participant in this research was an English teacher of SMA Negeri 1 Angkola Timur.

#### **D. Instrument of Collecting Data**

The key instruments is the researcher because the researcher collects the data directly by herself. Then, the researcher used observations, interviews and test.

a. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>4</sup> So, test is a practice that it used to measure someone or a group's skill, knowledge, intelligence, ability or talent.

Table 1

The Indicators of students' paragraph element understanding

<b>No</b>	<b>Indicator</b>	<b>item</b>	<b>Total Score</b>
1.	Ability in understanding paragraph element: a. Topic sentences b. Supporting sentences c. Concluding sentences	1	30 40 30
	Total		100

For this variable, the score is given to students' ability in understanding paragraph element is 100 for all the correctly answer.

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<sup>4</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Fransisco: Longman, 2004), p.3



## b. Interview

Interview is a purposeful interaction usually between two people. Focused on one person to get information from the other person.<sup>5</sup>the researcher concludes that interview is an activity that is done to get information by giving the question to the sources of the data and it is all the students of grade XI SMA Negeri 1 AngkolaTimur. Interview is done getting data about students' difficulties in reading comprehension. In interviews, the researcher conducts face to face interviews with participants, interview participants by telephone, or engages in focus group interviews in each group.<sup>6</sup>

## c. Observation

Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place.<sup>7</sup> Observation is a technique collecting to again insight on understanding the natural environment as lived by the participants. This observation is used to know the learning process in English subject by students ofSMA Negeri 1 AngkolaTimur, and the researcher has been done directly observation.

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<sup>5</sup>L.R.Gay& Peter Airasian. *Op.cit.*,p.211-212

<sup>6</sup> John W.Creswell. *Op.cit.*,p.188

<sup>7</sup>Ranjit Kumar, *Research Methodology*, (London:SAGE Publications, 2011),p.140

## E. Techniques of Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the *trustworthiness* of the data is used to contradicted the assumption of qualitative research is not scientific.<sup>8</sup>To reduce the bias of the data, and to improve the data collected, Gay Suggested several strategies as follow:

- a. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the curlier data or to compare participant's consistency of responses.
- b. Include additional participants to broaden the representativeness of the study and thus the database.
- c. Make a concerted fort to obtain participant trust and comport, thus providing more detailed, honest information from participants.
- d. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
- e. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f. Allow participants to review and critique field notes or tape recordings for accuracy and meaning but only at the end of the entire data collection period.
- g. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes.
- h. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i. Examine unusual result for explanation.
- j. Triangulate by using different data source to confirm one other, as when interview, and recollections of other participants produce the same description of an event or when a participant responds similiarly to a personal questions asked on three different occasions.<sup>9</sup>

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<sup>8</sup> L.R Gay & Peter Airasian. *Op.cit.*,p.225

<sup>9</sup>*Ibid.*,p.225

From the explanation above, the researcher has used the examine unusual result for explanation technique to check the data. In this technique, after observation the researcher give a test and interview to participant.

## **F. Techniques of Data Analysis**

After collecting data, the researcher analyzes the data using some steps such as: editing the data, reduction of the data, tabulation of the data, description of the data, and taking conclusion.

- a. Editing of data, it was done to arrange the data become a structured sentence systematically.
- b. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
- c. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answer, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

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

Explanation: F: Frequency

N: Sum of the Students

P: Percentage

- d. Description of the data. It is done to describe or interpretation data that have been collected systematically.
- e. Taking conclusion, it is done to conclude the discussion solidly and briefly.<sup>10</sup>

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<sup>10</sup>AnasSudijono, *PengantarStatistikPendidikan* (Jakarta: Raja GrafindoPersada, 1991). P.40

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Findings

##### 1. General Findings

In English learning process in the classroom pre teaching; to check the present of students, to make the greeting in the class, to review the lessons last time. While teaching; the students are able to do exploration-elaboration-confirmation-and conclusion. Post teaching; to measure the students understanding, the teacher make task although in oral and oral then give score or mark.

This research is conducted in SMA Negeri 1AngkolaTimur which address at Pargarutan Angkola Timur. Jln.Sipirok Desa Marisi Angkola Timur. This school was built on 1997 SMA Negeri 1 AngkolaTimur.<sup>1</sup>

Based on the observation, it was looked the location of this school is very strategic because this school stood in the center of society so the other societies got easy to reach it.

In this research, the students that made as participants were all of the class XI IPA students of SMA Negeri 1 AngkolaTimur. The sum of them were 24 students, they were 5 students were boys and 19 students were girls.

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<sup>1</sup>Siddik Siregar, Headmaster of SMA Negeri 1 AngkolaTimur, *private interview*, Headmaster Office: SMA Negeri 1 Angkola Timur, 06 November 2014.

## 2. Specific Findings

The specific findings in this research about learning process in the classroom. Pre teaching, teacher check the present of students, make the greeting in the class and review the lessons last time. And then, students are able to understand the lessons. Finally, teacher make task and then give score or mark.

This research was consisted of the answer for formulations of the problem that was discussed in the chapter one. They were some realities in the field that were found by the researcher. So, the researcher described them as follow:

### a. The Description of Students' Paragraph Element Understanding at grade XI SMA Negeri 1 Angkola Timur

Based on the result of the test given to respondents, it can be seen that the score of respondents between 0 up to 100. It means that the highest score gotten by respondent was 100 and the lowest score was 0. The description scores of grade XI SMA Negeri 1 Angkola Timur in paragraph element understanding can be seen as below:

#### 1) Topic sentence

Based on the result on the test, the researcher described students' understanding paragraph element in topic sentences. The first was AM. He understood with the title "Gene Splicing". He used correct to find the topic sentence of the text above. The topic sentence of the text was

“genetic research has produced both exciting and frightening possibilities”. So, he got the score 30.

The second was AN. He understood with the title “Gene Spelicing”. He used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, he got the score 30.

The third was AH. He understood with the title “Gene Spelicing”. He used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The fourth was ES. She understood with the title “Gene Spelicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The fifth was HS. He understood with the title “Gene Spelicing”. He used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, he got the score 30.

The sixth was HE. She understood with the title “Gene Spelicing”. She used correct to find the topic sentence of the text above.



The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The seventh was HS. She don't understand text with the title “Gene Spelicing”. She missed to find the topic sentence of the text above. She made the topic sentence of the text was “scientist are now able to create ne forms of life”. While the correct answer was “Genetic research has produced both exciting and frightening possibilities”. So, she got the score 0.

The eight was LM. She understood with the title “Gene Spelicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The ninth was LF. He understood with the title “Gene Spelicing”. He used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, he got the score 30.

The tenth was MA. He understood with the title “Gene Spelicing”. He used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, he got the score 30.

The eleventh was MR. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The twelfth was NY. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The thirteenth was NH. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The fourteenth was RP. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The fifteenth was RD. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The sixteenth was RS. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The seventh was RS. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The eighteenth was RF. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The nineteenth was SA. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The twenty was SA. She understood with the title “Gene Splicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The twenty first was SR. She understood with the title “Gene Spelicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The twenty second was TR. She don’t understand text with the title “Gene Spelicing”. She missed to find the topic sentence of the text above. She made the topic sentence of the text was “scientist are now able to create ne forms of life”. While the correct answer was “Genetic research has produced both exciting and frightening possibilities”. So, she got the score 0.

The twenty third was TE. She understood with the title “Gene Spelicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

The twenty fourth was LA. She understood with the title “Gene Spelicing”. She used correct to find the topic sentence of the text above. The topic sentence of the text was “genetic research has produced both exciting and frightening possibilities”. So, she got the score 30.

Based on the explanation above, the researcher described all of the students paragraph element understanding in topic sentences can be

known with score 660. The total score students understanding in topic sentences was 660 the divided to 24 students in 100 time percents and the result was 27.50 %.

## 2) Supporting sentence

Based on the result of the test, the researcher described students' understanding paragraph element in supporting sentences. The first was AM. He don't understand text with the title "Gene Spelicing". He missed to find the supporting sentence of the text above. He got the score 0. The second was AN. He don't understand text with the title "Gene Spelicing". He missed also to find the supporting sentence of the text above. He got the score 0.

The third was AH. She understood text with the title "Gene Spelicing". She used correct to find the supporting sentences of the text above. The supporting sentence of the text was "scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing". So, she got the score 40.

The fourth was ES. She understood text with the title "Gene Spelicing". She used correct to find the supporting sentences of the text above. The supporting sentence of the text was "scientist are now able to

create ne forms of life in the laboratory due to the development of gene spelicing”. So, she got the score 40.

The fifth was HS. He understood text with the title “Gene Spelicing”. He used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, he got the score 40.

The sixth was HE. She understood text with the title “Gene Spelicing”. She used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, she got the score 40.

The seventh was HS. She understood text with the title “Gene Spelicing”. She used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, she got the score 40.

The eight was LM. She understood text with the title “Gene Spelicing”. She used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to

create ne forms of life in the laboratory due to the development of gene spelicing”. So, she got the score 40.

The ninth was LF. He understood text with the title “Gene Spelicing”. He used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, he got the score 40.

The tenth was MA. He understood text with the title “Gene Spelicing”. He used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, he got the score 40.

The eleventh was MR. He don’t understand text with the title “Gene Spelicing”. He missed to find the supporting sentence of the text above. He got the score 0.

The twelfth was NY. She understood text with the title “Gene Spelicing”. She used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, she got the score 40.



The thirteenth was NH. She understood text with the title “Gene Spelicing”. She used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, she got the score 40.

The fourteenth was RP. She understood text with the title “Gene Spelicing”. She used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, she got the score 40.

The fifteenth was RD. She understood text with the title “Gene Spelicing”. She used correct to find the supporting sentences of the text above. The supporting sentence of the text was “scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing”. So, she got the score 40.

The sixteenth was RS. She don’t understand text with the title “Gene Spelicing”. She missed to find the supporting sentence of the text above. She got the score 0.

The seventeenth was RS. She don't understand text with the title "Gene Spelicing". She missed to find the supporting sentence of the text above. She got the score 0.

The eighteenth was RF. She don't understand text with the title "Gene Spelicing". She missed to find the supporting sentence of the text above. She got the score 0.

The nineteenth was SA. She don't understand text with the title "Gene Spelicing". She missed to find the supporting sentence of the text above. She got the score 0.

The twenty was SA. She don't understand text with the title "Gene Spelicing". She missed to find the supporting sentence of the text above. She got the score 0.

The twenty first was SR. She understood text with the title "Gene Spelicing". She used correct to find the supporting sentences of the text above. The supporting sentence of the text was "scientist are now able to create ne forms of life in the laboratory due to the development of gene spelicing". So, she got the score 40.

The twenty second was TR. She understood text with the title "Gene Spelicing". She used correct to find the supporting sentences of the text above. The supporting sentence of the text was "scientist are now

able to create new forms of life in the laboratory due to the development of gene splicing". So, she got the score 40.

The twenty third was TE. She understood text with the title "Gene Splicing". She used correct to find the supporting sentences of the text above. The supporting sentence of the text was "scientist are now able to create new forms of life in the laboratory due to the development of gene splicing". So, she got the score 40.

The twenty fourth was LA. She don't understand text with the title "Gene Splicing". She missed to find the supporting sentence of the text above. She got the score 0.

Based on the explanation above, the researcher described scores all of the students paragraph element understanding in supporting sentence can be known with score 600. The total score students' understanding in supporting sentences 600 the divided to 24 students in 100 time percents and the result was 25 %.

### 3) Concluding sentence

Based on the result of the test, the researcher described students' paragraph element understanding in concluding sentences. The first was AM. He don't understand text with the title "Gene Splicing". He missed to find the concluding sentences of the text above. He got the score 0.

The second was AN. He don't understand text with the title "Gene Spelicing". He missed also to find the concluding sentences of the text. He got the score 0.

The third was AH. She understood text with the title "Gene Spelicing". She used correct to find the concluding sentences of the text above. The concluding sentence of the text was "the government has made rules to control genetic experiments". So, she got the score 30.

The fourth was ES. She missed to find the concluding sentences of the text above. She got the score 0. The fifth was HS. He missed to find the concluding sentences of the text above. He got the score 0

The sixth was HE. He understood text with the title "Gene Spelicing". He used correct to find the concluding sentences of the text above. The concluding sentence of the text was "the government has made rules to control genetic experiments". So, he got the score 30.

The seventh was HS. She missed to find the concluding sentences of the text above. She got the score 0. The eight was LM. she understood text with the title "Gene Spelicing". She used correct to find the concluding sentences of the text above. The concluding sentence of the text was "the government has made rules to control genetic experiments". So, she got the score 30.

The ninth was LF. He missed to find the concluding sentences of the text above. He got the score 0. The tenth was MA. He missed to find the concluding sentences of the text above. He got the score 0. The eleventh was MR. She missed also to find the concluding sentences of the text above. She got the score 0.

The twelfth was NY. she understood text with the title “Gene Spelicing”. She used correct to find the concluding sentences of the text above. The concluding sentence of the text was “the government has made rules to control genetic experiments”. So, she got the score 30.

The thirteenth was NH. She missed to find the concluding sentences of the text above. she got the score 0. The fourteenth was RP. She missed also to find the concluding sentences of the text above. She got the score 0. The fifteenth was RD. She missed to find the concluding sentences of the text above. She got the score 0. The sixteenth was RS. She missed also to find the concluding sentences of the text above. She got the score 0.

The seventeenth was RS. She understood text with the title “Gene Spelicing”. She used correct to find the concluding sentences of the text above. The concluding sentences of the text was “the government has made rules to control genetic experiments”. So, she got the score 30.

The eighteenth was RF. She understood text with the title “Gene Spelicing”. She used correct to find the concluding sentences of the text above. The concluding sentences of the text was “the government has made rules to control genetic experiments”. So, she got the score 30.

The nineteenth was SA. She understood text with the title “Gene Spelicing”. She used correct to find the concluding sentences of the text above. The concluding sentences of the text was “the government has made rules to control genetic experiments”. So, she got the score 30.

The twenty was SA. She missed to find the concluding sentences of the text above. She got the score 0. The twenty first was SR. She missed also to find the concluding sentences of the text above. She got the score 0.

The twenty second was TR. She understood text with the title “Gene Spelicing”. She used correct to find the concluding sentences of the text above. The concluding sentences of the text was “the government has made rules to control genetic experiments”. So, she got the score 30.

The twenty third was TE. She missed to find the concluding sentences of the text above. She got the score 0. The twenty fourth was LA. She understood text with the title “Gene Spelicing”. She used

correct to find the concluding sentences of the text above. The concluding sentences of the text was “the government has made rules to control genetic experiments”. So, she got the score 30.

Based on the explanation above, the researcher described scores all of the students paragraph element understanding in concluding sentences can be known with score 270. The total score students’ understanding in concluding sentence 270 the divided to 24 students in 100 time percents and the result was 11.25%.

Finally, the researcher described score all the students’ paragraph element understanding in topic sentences, supporting sentences, and concluding sentences 1530. Total score students’ paragraph element understanding in topic sentences, supporting sentences and concluding sentences 1530 divided to 24 students in 100 time percent and the result was 63.75%.The researcher took conclusion for grade XI Students’ paragraph element understanding by using criteria below:<sup>2</sup>

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<sup>2</sup>Riduan, *BelajarMudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung:Alfabeta,2005), p.89.

Table 14.Criteria score interpretation

Percentage	Criteria
0-20%	Very low
21-40%	Low
41-60%	Enough
61-80%	High
81-100%	Very high

Based on the calculating score (see appendix IV) the students' paragraph element understanding at grade XI SMA Negeri 1 AngkolaTimur was 63.75%. Based on the criteria above, it could be categorized in to high category.

b. The students' difficulties in understanding paragraph elements at grade XI SMA Negeri 1 Angkola Timur

Based on the result of the test and discussion with English teacher, the researcher found difficulties students' paragraph elements understanding such as: difficult in topic sentences, supporting sentences, and concluding sentences.

After the researcher interview to the students. There are many students' difficult in understanding paragraph elements. The first, according to RS, she



said that if the paragraph used English, she was difficult to comprehend it.<sup>3</sup>

The second, according to SR, she said that study about paragraph element is difficult, she felt difficult in reading comprehension skill.<sup>4</sup>

The third, according to SA. She said that study about paragraph element was difficult, especially to identify topic sentence of paragraph.<sup>5</sup> The fourth, according to RF said that she felt difficult in understanding paragraph elements, because she did not like English learning.<sup>6</sup> The fifth, MA said that he enjoyed the read but he got the difficulties in determine paragraph element, especially to determine concluding sentence of the paragraph.<sup>7</sup>

The sixth, according to AM. He said that he felt difficult to translate English language text to Indonesian language text.<sup>8</sup> The seventh, according to RS. She said that she didn't understand where is the topic sentences, supporting sentences, and concluding sentences of the text.<sup>9</sup>

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<sup>3</sup>Riska Sari Marito Rangkuti, Student of SMA Negeri 1 Angkola Timur XI IPA class, *private interview*, XI IPA classroom: SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>4</sup>Suci Rahmadani, Student of SMANegeri 1 Angkola Timur XI IPA class, *private interview*, XI IPA classroom: SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>5</sup>Siti Alima Tambunan, Student of SMANegeri 1 Angkola Timur XI IPA class, *private interview*, XI IPA classroom SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>6</sup>Rodyah Fitri, Student of SMANegeri 1 Angkola Timur XI IPA class, *private interview*, XI IPA classroom: SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>7</sup>Mahmud Amirullah, Student of SMA Negeri 1 Angkola Timur XI IPA class, *private interview*, XI IPA classroom: SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>8</sup>Agung Muslimin, student of SMA Negeri 1 Angkola Timur XI IPA class, *private interview*, XI IPA classroom: SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>9</sup>Ratna Sari P, Student of SMA Negeri 1 Angkola Timur XI IPA class, *private interview*, XI IPA classroom : SMA Negeri 1 Angkola Timur, 06 November 2014.

The eighth, according to NH, she said that she felt difficult to determine supporting sentence has some sentences, and made her difficult in supporting sentences.<sup>10</sup> The ninth, according to SA, she said that she felt difficult in concluding sentence.<sup>11</sup> The tenth, according to HE. She said that she felt difficult to determine the topic sentence of the text.<sup>12</sup>

Based on the explanation above there were some students of SMA Negeri 1 Angkola Timur. Difficulties in understanding paragraph elements like topic sentences, supporting sentences, and concluding sentences. Then, when the researcher asked the English teacher Mrs. Sahrida Nasution, S.Pd. She said that students felt difficult to determine paragraph element understanding. When learning process directly, the English teacher saw the difficult of students in understanding paragraph element were students did not understand content text, they didn't find the idea of a writer. Because students didn't have enough vocabulary to understand and to translate paragraph. Then, students mystified in paragraph element because paragraph has some sentences.<sup>13</sup>

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<sup>10</sup>Nursabdah Harahap, Student of SMANegeri 1 AngkolaTimur XI IPA class, *private interview*, XI IPA classroom: SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>11</sup> Siti Annisah Siagian, Student of SMANegeri 1 AngkolaTimur XI IPA class, *private interview*, XI IPA classroom: SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>12</sup>Hetty Elysia, Student of SMA Negeri 1 AngkolaTimur XI IPA class, *private interview*, XI IPA classroom: SMA Negeri 1 Angkola Timur, 06 November 2014.

<sup>13</sup>SahridaNasution, S.Pd, English Teacher of grade XI IPA SMA Negeri 1 AngkolaTimur, *private interview*, teacher office: SMA Negeri 1 Angkola Timur, 06 November 2014.

c. The Efforts to solve students' difficulties in paragraph element

Based on the result of interview to English teacher, to anticipate the difficulties of the students paragraph element understanding were the English teacher often repeats the lesson. So, the students understood the texts, especially to identify paragraph element.<sup>14</sup>

To solve the difficulties about the poor vocabularies, the English teacher give them a task to find out some difficult words and teacher ordered to translate it into Indonesian language every meeting. It before the English teacher gave the reading a texts, the teacher checked their task and asked them to always read a texts. So, all of students were hoped to be motivated to know many meaning of words of a texts, and vocabularies.<sup>15</sup>

While to solve the students difficulties in comprehending paragraph element like topic sentence, supporting sentence, and concluding sentence. The teacher asked the students to pay attention about the paragraph element while the teacher gave the explanation many time about it and the teacher gave the explanation about paragraph element. So, the students understood truly.<sup>16</sup> The other, the English teacher always motivated the students' sprite in reading texts and identify paragraph element.

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<sup>14</sup>Suci rahmadani, *Op.,cit*

<sup>15</sup>*Ibid.*,

<sup>16</sup>*Ibid.*,

For the library, the teacher would ask the head master to must function it as possible and to complete or to add the English book. The library will be opened in every school time day.<sup>17</sup>

Looking for the result of the tests, it was gotten that the students' paragraph element understanding at grade XI SMA Negeri 1 AngkolaTimur was 63.75 % (see appendix IV).It can be categorized into high category. Another problem was the condition of the library that was not functioned. When the researcher observed to the field, there was found that the library was not functioned. It was caused by the limits of books was not enough to be opened and students were not motivated to read the books in the library.<sup>18</sup>

#### **A. The Threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the title until the techniques of analyzing data. So, the researcher knew that it was so far from excellent thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough and also the students did not do the test seriously. So, the researcher took the seets answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there

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<sup>17</sup>*Ibid.,*

<sup>18</sup>*Ibid.,,*

were the threats the researcher. The researcher had searched this research only. Finally this research had been done because the helping from the entire advisors, headmaster and English teacher.

## **B. Discussion**

After analyzing the collection data it was gotten that the students' paragraph element understanding at grade XI SMA Negeri 1 Angkola Timur can be categorized into high category. It can be known from the calculating score (see appendix IV) that the students' paragraph element understanding at grade XI was (63.75%). This category between with the researcher before that had been researched the first by Lisma Ritonga "an analysis on students' ability in reading sport texts at grade X MAS YPKS Padangsidempuan in 2012-2013 academic years". The concluding of her research is at grade X Students of MAS YPKS Padangsidempuan in 2012-2013 academic years in identifying English reading sport texts were enough category". Found the total mean score was 50 %.<sup>19</sup>

The next, Ida Marlina "the correlation between paragraph mastery to the eleventh grade students of SMA Negeri 6 Padangsidempuan in 2010-2011 academic year ". She found that the students' ability in identifying paragraph

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<sup>19</sup>Lisma Ritonga, An Analysis on Students' Ability in Reading Sport Texts at Grade X MAS YPKS Padangsidempuan in 2012-2013 Academic Year (*unpublished thesis* ), (Padangsidempuan: STAIN, 2013), P.53.

mastery and writing descriptive text were categorized into good. It found the total mean score was 67.86%.<sup>20</sup>

To anticipate the students difficulties in understanding paragraph element, they needed solution from the English teachers. From the interview and observation the solutions were given by English teacher was explain clearly about paragraph element. How to used it, what the different and where the position in the text. Then, to enrich vocabulary of students. The English teacher gave the students to find out some difficult words and teacher ordered to translate it into Indonesian language every meeting.

Next, the English teacher ordered students to read a text. Then, after students read a text, students must determine where is the topic sentences, supporting sentences, and concluding sentences of the text.

Finally, the English teacher called some students to come in front of class and students must read the where is topic sentences, supporting sentences, and concluding sentences of the text. The teacher done it to improve student ability in learning process paragraph element. Then, the teacher explained again about the matter. Then, teacher gave homework to students.

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<sup>20</sup>Ida Marlina, The Correlation Between Paragraph Mastery at Grade XI SMA Negeri 6 Padangsidimpuan in 2010-2011 academic year (*unpublished thesis*), (Padangsidimpuan:UMTS, 2011), P.56.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. The Conclusions**

Based on the result of the research, the next step is giving conclusion of this research. It is important, because it can describe the final of the researcher it self. The researcher takes the conclusion as follow:

1. The ability of students' paragraph element understanding at grade XI SMA Negeri 1 Angkola Timur can be categorized into high category in which the score was 63.75%.
2. The students' got the difficulties in understanding paragraph element. Students did not understand content text, they didn't find the idea of the writer. Because students didn't have enough vocabulary to understand and to translate paragraph.

#### **B. Suggestions**

Based on the conclusions above, the researcher gave some suggestion as follow:

1. To the students; they have to increase their ability in reading English especially in identify paragraph element by study harder. It can be done by reading English book. Following the English course and they have to be more seriously in study carefully in reading English.



2. To the English teachers, all of the teachers have to be creatively in making the comfortable learning. So, the students are seriously in the read books, especially for the English teachers. They have to improve their ability and always motivate the students to be seriously in learning English especially about paragraph element.
3. To the headmaster of SMA Negeri 1 AngklaTimur. As a leader of school, the headmaster has to be more initiatively to organize the schedule of learning like to make English subject in the first reading much read a books especially to identify paragraph element. The headmaster also has to motivate the English teacher in increasing their ability in teaching English that can be done by following upgrading program. The important thing that must be looked by the headmaster is to complete the books in the library can be operated as well as possible. This is supported by the result of interview to the students that all students hope the library will be operated again.
4. To the readers, as a motivation to do better research and to improve the readers' ability in read English.

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## **CURRICULUM VITAE**

### **1. Personal Data**

Name : RONDANI BATUBARA  
Reg. Students Number : 10 340 0025  
Place, Date of Birthday : Aek Badak Jae, June, 6<sup>nd</sup> 1991  
Sex : Female  
Address : Aek Badak Jae, Kec. Sayurmatinggi  
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### **2. Educational Background**

Primary School :Sekolah Dasar Negeri No 146274 Aek Badak  
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Junior High School : MTs Al-Ahliyah Aek Badak Julu  
Senior High School :MAS Al-Ahliyah Aek Badak Julu  
Institute :Institute Agama Islam Negeri  
Padangsidempuan(2015)

### **3. Parents Data**

Father's Name : Johar Batubara  
Mother's Name : Amna Sari Pulungan

## **Appendix I**

### **THE INSTRUMENT OF STUDENTS' PARAGRAPH ELEMENT UNDERSTANDING AT GRADE XI SMA NEGERI 1 ANGKOLA TIMUR**

#### **A. Pengantar**

1. Instrument ini hanya bertujuan untuk menyaring data dari siswa/i tentang paragraf element understanding at grade XI SMA Negeri 1 Angkola Timur
2. Jawaban anda tidak mempengaruhi kedudukan anda disekolah ini
3. Jawaban anda akan dijaga kerahasiannya

#### **B. Petunjuk**

1. Bacalah pertanyaan secara seksama
2. Kerjakanlah soal sesuai dengan petunjuk
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas
4. Waktu yang tersedia 90 menit

Name :

Class :

### **C. Question in Understanding Paragraph Element**

**Read the text, then answer the question!**

#### **Gene Splicing**

Genetic research has produced both exciting and frightening possibilities. Scientist are now able to create ne forms of life in the laboratory due to the development of gene splicing.on the one hand, the ability to create life in the laboratory could greatly benefit mankind. For example, because it is very expensive to obtain insulin from natural sources, scientists have developed a method to manufacture it inexpensively in the laboratory.

Another beneficial application of gene splicing is in agriculture. Scientists foresee the day when new plants will be developed using nitrogen from the air instead of from fertilizer. Therefore food production could be increased. In addition, entirely new plants could be developed to feed the world's hungry people.

Not everyone is excited about gene splicing. However, some people feel that it could have terrible consequences. A laboratory accident, for example, might cause an epidemic of an unknown disease that could wipe out humanity.

As a result of this controversy, the government has made rules to control genetic experiments. while some members of the scientific community feel that these rules are too strict, many other people feel that they are still not strict enough.

1. Found the topic sentence of the text above?
2. What is the supporting sentence of the text above?
3. What is the concluding sentence of the text above?

## **Appendix II**

### **THE KEY ANSWER OF TEST**

1. The topic sentence of the text is Genetic Research has produced both exciting and frightening possibilities
2. The supporting sentence of the text is scientist are now able to create ne forms of life in the laboratory due to the development of gene splicing
3. the concluding sentence of the text is the government has made rules to control genetic experiments

### **Appendix III**

#### **LIST OF INTERVIEW**

##### **A. To the students**

1. What do you know about paragraph elements?  
Apa yang ananda ketahui tentang bagian-bagian paragraph?
2. Are them difficult for you to comprehend paragraph element?  
Apakah ananda merasa sulit untuk memahami bagian-bagian paragraph?
3. How do you feel when you are reading and you ordered to determine paragraph element?  
Bagaimana perasaanmu ketika membaca dan kamu di suruh untuk menentukan bagian-bagian paragraph?
4. Where are the difficulties that you found when you to determine paragraph elements in reading text?  
Dimana letak kesulitan mu ketika menentukan bagian-bagian paragraph dalam membaca text/?
5. How do you think about your english teachers?  
Bagaimana pendapatmu tentang guru bahasa inggrismu?
6. Are they enjoyed for learning?  
Apakah mereka cukup menyenangkan dalam pembelajaran?
7. How do you think about the ability of english teachers in teaching?  
Bagaimana menurutmu kemampuan guru bahasa inggrismu dalam mengajar?
8. How do you think about the medias of learning like library , books, etc?  
Bagaimana dengan media pendukung pembelajaran seperti perpustakaan, buku-buku,dll?
9. What do you hope for developing your english ability especially to understand paragraph elements in reading text?  
Apa yang kamu harapkan untuk membantu meningkatkan kemampuan bahasa inggrismu khususnya dalam memahami bagian-bagian paragraph dalam membaca text?
10. Where are the problems that you found when you to understand paragraph elements in reading text?  
Dimana letak masalahmu ketika memahami bagian-bagian paragraph dalam membaca text?



## **B. To english teachers**

1. What do you think about the students to determine paragraph elements in reading text?

Bagaimana menurut ibu/bapak siswa –siswa dalam menentukan bagian-bagian paragraph dalam membaca text?

2. What do you think about their abilities to understand paragraph elements in reading text?

Bagaimana menurut ibu/bapak tentang kemampuan mereka khususnya memahami bagian-bagian paragraph dalam membaca text?

3. What do you know about their difficulties in comprehending especially paragraph elements in reading text?

Menurut ibu/bapak, dimana letak kesulitan mereka dalam memahami khususnya bagian-bagian paragraph dalam membaca text?

4. What the important things for helping them to understand paragraph elements in reading text?

Apa yang paling penting untuk membantu mereka dalam meningkatkan kemampuan mereka untuk memahami bagian-bagian paragraph dalam membaca text/?

5. What have you done to overcome the students' problems?

Tindakan apa yang sudah ibu/bapak ambil dalam mengatasi masalah mereka?

6. What do you hope from the head master to develop students' comprehending especially to understand paragraph elements in reading text?

Apa harapan ibu/bapak kepada kepala sekolah untuk meningkatkan kemampuan siswa dalam memahami bagian-bagian paragraph dalam membaca text?

Appendix IV

The Score of Students' Paragraph Element Understanding at Grade XI SMA Negeri 1  
Angkola Timur

No	Initial Name	Topic Sentence	Supporting Sentence	Concluding Sentence	Score
1.	AM	30	0	0	30
2.	AN	30	0	0	30
3.	AH	30	40	30	100
4.	ES	30	40	0	70
5.	HS	30	40	0	70
6.	HE	30	40	30	100
7.	HS	0	40	0	40
8.	LM	30	40	30	100
9.	LF	30	40	0	70
10.	MA	30	40	0	70
11.	MR	30	0	0	30
12.	NY	30	40	30	100
13.	NH	30	40	0	70
14.	RP	30	40	0	70
15.	RD	30	40	0	70
16.	RS	30	0	0	30
17.	RS	30	0	30	60
18.	RF	30	0	30	60
19.	SA	30	0	30	60
20.	SA	30	0	0	30
21.	SR	30	40	0	70
22.	TR	0	40	30	70
23.	TE	30	40	0	70
24.	LA	30	0	30	60
Total		660	600	270	1530

The researcher calculated the score by using the formula:

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

$$= \frac{1530}{24} \times 100\%$$

$$= 1530 \times 100\%$$

$$= 153.000 : 24$$

$$= 63.75 \%$$