



**THE STUDENTS' WRITING PARAGRAPH
OF THE FIFTH SEMESTER TBI
IN IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the degree of
Education Graduate (S.Pd) in English*

Written By :

SASTRA WINATA
Reg. Number. 12 340 0070

ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**



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LETTER OF AGREEMENT

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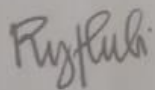
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Sastra Winata, entitled "*The Students' Writing Paragraph of The Fifth Semester TBI in IAIN Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

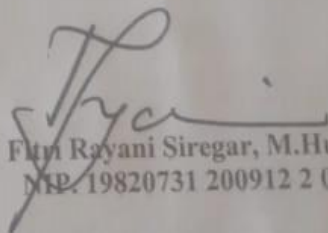
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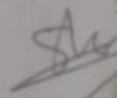
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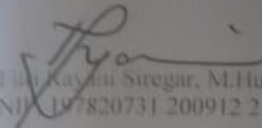


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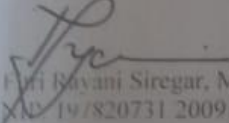
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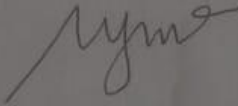

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ABSTRACT

This research focused on students' writing paragraph by looking at organization paragraph consist of topic sentence, supporting sentence, and concluding sentence. This research is conducted to students' on the fifth semester in IAIN Padangsidimpuan 2018/2019 academic year, because the students still difficult making a conclusion paragraphs.

The purpose of the research is to know mistakes are there in writing paragraphs in the document with paragraph organization by the fifth semester of English Education Department in IAIN Padangsidimpuan

This research is qualitative approach in using descriptive method conducted in IAIN Padangsidimpuan and began from November 2015 finished on June 2019. Subject and source of data are Students TBI3 at fifth semester. There are ten students took participation in this research. Techniques of collecting data were document.

Having presented and analyzed the data in the previous chapter the documents about the students' paragraph writing document, the researcher made the conclusion. Researcher found that the students paragraph document writing at fifth semester TBI3 in IAIN Padangsidmpuan 2018/2019 academic year is good enough.

Key Words: Writing Paragraph, Organization Paragraph

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WRITING DOCUMENT OF THE FIFTH SEMESTER
ORGANIZATION PARAGRAPH IN IAIN
PADANGSIDIMPUAN

ABSTRACT

Penelitian ini difokuskan pada *analysis* dokumen penulisan paragraf siswa dengan melihat *organization paragraph* yang terdiri dari *topic sentence*, *supporting sentence*, dan *concluding sentence*. Penelitian ini dilakukan untuk siswa pada semester kelima di IAIN Padangsidempuan tahun akademik 2018/2019, karena siswa masih sulit membuat paragraf kesimpulan.

Tujuan dari penelitian ini adalah untuk mengetahui kesalahan yang ada dalam menulis paragraf dalam dokumen dengan *paragraph organization* pada semester kelima Departemen Pendidikan Bahasa Inggris di IAIN Padangsidempuan

Penelitian ini adalah pendekatan kualitatif dengan menggunakan metode deskriptif yang dilakukan di IAIN Padangsidempuan dan mulai dari November 2015 selesai pada Juni 2019. Subjek dan sumber data adalah Siswa TBI3 pada semester kelima. Ada sepuluh siswa yang berpartisipasi dalam penelitian ini. Teknik pengumpulan data adalah dokumen.

Setelah mempresentasikan dan menganalisis data pada bab sebelumnya tentang dokumen penulisan paragraf siswa, peneliti membuat kesimpulan. Peneliti menemukan bahwa penulisan dokumen paragraf mahasiswa pada semester kelima TBI3 di IAIN Padangsidmpuan tahun akademik 2018/2019 cukup baik.

Key Words: Writing Paragraph, Organization Paragraph

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Praise be to Allah swt., the Creator and most Merciful who has given me health, time, knowledge and strength to finish the thesis entitled “Analysis of the Students’ Paragraph Writing Document of The Fifth Semester Organization Paragraph in IAIN Padangsidimpuan”. Moreover, peace be upon the prophet Muhammad saw., who has brought the human from the darkness era into the lightness era.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, June 2019
Researcher

SASTRA WINATA
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CHAPTER I

INTRODUCTION

A. Background of the Research

In Indonesia, English is used as a foreign language. It has been one of the compulsory subjects which must be learnt by students from elementary school up to university levels. It means that beside another subjects, English should be studied by every student in their level education. It has been studied for several years in school, and the students should be able to use it in their daily life.

In English, there are four skills that must be mastered, namely; listening, speaking, reading and writing. The first listening, listening is the process of a unidirectional receiving of audible symbols or an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. The second, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Next, reading is a receptive skills, it is a transactional between a reader and writer. The last, writing is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information.

Writing is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information. So the

conclusion, writing is the process of giving information by texts that involved in generating the letters, words and sentences. So, group of some sentences is called text. By these skills, people can share their language with another people. In writing, people can write or imagine what their feeling, what their emotion and what their experiences. Because by reading and writing, people can feel and understand what the writer feels as well as their writing in a text.

Studying about English is not easy because there are many patterns or namely rules. We need the theory of grammar language which helps us to understand how texts work.¹ Having a good grammar, makes our English communication correct. In order to use a language well, students should learn the rules of a language or to know how they work. In addition that, if a language had no grammar, no systematic ordering of it's words in sentences, it could not two people understand one another, Indeed, a language without grammar is a contradiction term.

One item that should be mastered by students in mastering writing is grammar, because without grammar their text or their writing can be bad or incorrect. The students in studying writing will study many kinds of

¹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p.3

paragraph, chronological arrangement, spatial arrangement, comparison arrangement, contrast arrangement.²

In writing a paragraph, there are many criteria of a good paragraph such as essay organization, paragraph organization, sentences structure. That paragraph has been learnt since the third semester, however the students still find it difficult to make paragraphs. Some of the students did not try to get the right one. Although, the lecturer gives motivation to correct their mistakes by asking the other students which have more knowledge than them, the students were still lazy to correct their mistakes.

Writing skill is very important to human life. There are many benefits of writing skill which will be gained by the students. The students can explore their experience which suggests that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. Besides that argument, writing reinforces the grammatical structure, idioms, and vocabulary that the teachers have been teaching their students.³ It means that writing can be used to train the ability of students in applying their knowledge about grammatical structure, idioms, and vocabulary. Furthermore, when the students write, they necessarily become very involved with the new language and the effort to express ideas

²Donald, Ary. *Introduction to Research in Education*. American: Wordsworth Group.

³Raimes. *Grammatical Structure, Idioms, Vocabulary*. (New York: Oxford University Press, 1983), p. 3.

and constant use of eye, hand and brain is a unique way to reinforce learning.

Beyond providing another way to communicate, writing can be used to explore our own thinking, a way to examine what students know about a subject. Without writing, teachers cannot look into the mind of someone who is reading to examine their understanding of the text, but teachers can view their comprehension and appreciation of text through writing. Beside, Learning about written language, and learning about writing though, students firstly learn how to write the word, phrase, and sentence level and eventually apply the multistep writing process. Besides learning how to write, they were also examining written language and how writing and speakingdiffer.⁴

In addition, the students have purposes in their writing, when the students write for audience, students generally have one of the following purposes in mind, such as sharing feeling and thoughts, providing information, and moving others to thought, feeling, and action.⁵

⁴Hadaway. *Writing Process*. (American: 2002), p. 137.

⁵Dietrich, Betty Mattix. *Reasoning and Writing Well*. (New York: Mc GrawHill Companies, Inc. 1998), p. 41

Based on the discussion above researcher is interested to know the Ability on The Fifth Semester tbi 3. So, the researcher wants to conduct a research by title “ **The Students’ Writing Paragraph of The Fifth Semester TBI in IAIN Padangsidimpuan**”.

B. Focus of the Research

In writing a paragraph, there are many criterias of a good paragraph such as essay organization, paragraph organization, sentences structure. That paragraph has been learnt since Senior High School, however the students still difficult making a paragraphs. Based on the background of the problem above, there are some kinds of writing paragraph which learned by students they are; chronological arrangement, spatial arrangement, comparison arrangement, and contrast arrangement, in this case researcher focus on chronological arrangement with answer sheet examination of TBI3 in IAIN Padangsidimpuan.

C. Formulation of the Problem

Based on the above background the researcher formulates the problem of the research as follow; What mistakes are there in writing paragraphs in the document of examination made by the students of Fifth Semester in IAIN Padangsidimpuan?

D. Objectives of the Research

Based on the formulation of the problems, the researcher states the objectives on the research as follow; To know mistakes are there in writing paragraphs in the document of examination made by the students of Fifth Semester in IAIN Padangsidempuan.

E. Significances of the Research

The significances of the research are:

1. To help the lecture in solving students' paragraph writing document on the Fifth Semester of English Education Department in IAIN Padangsidempuan.
2. To the students and reader, as information increase, and to broaden their knowledge about paragraph.
3. Another research, to do further same and different research

F. Definition of the Terminologies

1. Student

student is person who wants to study from elementary school up to university.

2. Writing

Writing is process and product as will. The process of begin from imagine until rereads and become some come kinds of writing such as essay, letter, story, and the research report. Writing is an activity to

express ideas in writing form or the process of giving information by texts that involved in generating the letters, words and sentences. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly and improve that they have in mind so that the reader easier to know what that read. Writing is the representation of language in a textual medium through the use of a set of sign or symbol.

3. Paragraph

Paragraph is a basic unit of organization in writing in which a group of related sentence develops one main idea

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters as follow: in chapter one, it consists of background of the research, focus of the research, formulation of the research, objectives of the research, significances of the research, definition of the terminologies, and outline of the thesis.

In chapter two, it consists of the theoretical description, which the sub chapters consists of theoretical description writing, paragraph, review of related findings.

In chapter three, it consists of the research methodology, which consists of time and place of the research, research design, subject of the

research, sources of the data, technique of collecting data, technique of data analysis, technique of checking trusworthiness.

In chapter four, it consists of the result of research talking about finding and analysis, discussion and the threats of research.

Finally, in chapter five consists of conclusion that give conclusion about the result of research and suggestion to motivate lecturer, especially English lecturer for to maintain and improve the success of teaching writing.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Writing

a. Defenition of Writing

Writing is process and product as will. The process of begin from imagine until rereads and become some come kinds of writing such as essay, letter, story, and the research report. Writing is an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters, words and sentences. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly and improve that they have in mind so that the reader easier to know what that read. Writing is the representation of language in a textual medium through the use of a set of sign or symbol.

Writing are best learned as students look over the shoulder of successful writes as these writers think, plan, and writer, moving from draft in response to a writing task⁶. Writing are learn with can says a symbol or scratches with need planning, thinking, a reader and writing.

⁶Calderonello, *Roughdrafts the Process of Writing*, (Houngthonmiffin Company), p. 1.

A product a writer base information, message, and idea writer to reader. Writing is a both a physical and mental act. It is a mental work in ideas to express and to organize them in paragraphs so that the reader will be easier to creating understand the writer's intention.

In other word, the common sense, conventional understanding of writing is a follows, writing is a two-step process, and writing is a way to end up thinking you couldn't have started out thinking⁷. Writing is a process of constructing some signal or symbols so that the reader get the information from the writer. It means writing is used to show the people's daily routine which tell us the civites of the writer and it is already the integral part of their life. Writing is indeed a thinking process.

Writing is process and product. The writer imagines, organizes, draft, edits read, and reread. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an easy, letter, story, or research report. Writing⁸ is one of the most important skill in learning language reading, listening, and writing. The students still opinion writing as skill that more difficult between reading and writing. So, writing is a process and product with make writer by use a pen in a

⁷H. Douglas Brown. *Teaching By Principles*, (Prentice Hall Regents: Englewood Cliffs, 1994), p. 321-322.

⁸Calderonello, *Roughdrafts the Process of Writing*, (Houngthonmiffin Company), p. 1.

paper and product base information, message or idea to writer for reader.

writing is a process where in finished product emerges after a series of draf.⁹ The process approach puts emphasis on in incubation period, in which the written peice takes shape. The writer's awareness of writing processes is heightened and ideally. Furthermore, writing is an activity, which is productive and expressive. He adds that writing skill does not come automatically, but it needs a lot of practices.¹⁰ The students who want to be able to write well, need more practice in order can master the elements of writing and also the purpose of writing itself. Besides, writing require expressions and feeling away with the development of thought. It is important to not a product, because writing is not easy, it takes time to studies and practices to develop this skill.

b. Component of Writing

In evaluation the writing, we have looked at the writer and the type of knowlege writers bring to the writing task. We have indicated that the purpose of writing and genre determine what and how

⁹ Andrew D. Cohen. *Assessing Language Ability in the Classroom*. American: Heinle and Heinle Publishers.1994), p. 305.

¹⁰ Tarigan. *Menulis Sebagai Salah Satu Keterampilan Berbahasa*. (Bandung: Angkasa Bandung. 1982), p.3

students write. Heaton states' skills of writing¹¹ include five general components or main areas example, content, organization, vocabulary, language use, and mechanical skill.

- 1) Content: the ability to think creatively and develop thoughts for a particular the relevant to assigned topic.
- 2) Organization: ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organized and other relevant word information.
- 3) Vocabulary: the ability to write the word effectively and to appropriate sentence.
- 4) Language use: the ability to write the correct those effectively and appropriate sentence.
- 5) Mechanical skills: the ability to write the correct those conventional peculiar to written language such as, punctuation, spelling¹².

While, according to J. Michael Omalley and Lorraine Valdes Pierces state “there are four components of writing knowledge of the content, knowledge to organize the content, knowledge of discourse structures and knowledge of grammar:¹³

Table I Components of Writing

1. ¹¹ Calderonello, *Roughdrafts the Process of Writing*, (Houngthonmiffin Company), p.

¹²J.B Heaton, *Writing English Language Test* (England: Logman, 1987) p. 335.

¹³*Ibid*, p. 136-137.

Knowledge of the Content	Knowledge of the content is ideas or suggestion about a written text. Ideas or suggestion come from the writers' experiences and sometimes what did writer see and hear.
Knowledge to organize the content	The writers need the procedural knowledge to organize the content, to group the ideas, and to sequence the ideas
Knowledge of discourse Structures	Discourse structures are evident in the ways that various types of writing are organized.
Knowledge of grammar	Quality writing does not automatically result from simple knowledge of formal grammar

a) Knowledge of the content

In expressing knowledge of the content, students conduct a memory search and call on prior knowledge and experience. Generating ideas is one of the important sub-processes that contribute to planning in writing. Knowledge of the content is ideas or suggestion about a written text. Ideas or suggestion come from the writers' experiences and sometimes what did writer see and hear.

b) Knowledge to organize the content

The writers need the procedural knowledge to organize the content, to group the ideas, and to sequence the ideas in ways that match the purposes of the writing.

c) Knowledge of discourse Structures

Discourse structures are evident in the ways that various types of writing are organized. Example persuasive essay often introduce a problem or question, state a position, present arguments in support of the position or against other alternatives, and draw some complications of the position taken. Writer must be familiar with the various ways of organizing

different types of writing and expressing meaning through syntactic constructions and writing convention.

d) Knowledge of grammar

This is the basis for composition. Quality writing does not automatically result from simple knowledge of formal grammar¹⁴ or even the ability to recognize “good” paragraph.

Event, J Michael says just four the component of writing. Writing ability is someone capability or power to use or apply those five components of writing in written representation. No one will write in the same way differences are common in the way people to describe that they know.

c. Writing process

The process writing final approach necessary to produce a good quality final piece of writing¹⁵. The process begins by thinking about what is going to be written and collecting idea both formally and informally.

Writing is personal act; it is an expression of the self. It is a process that is done for purpose, which results in a product. It is a

¹⁴ Peter Wignell and Linda Gerot, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p.3.

¹⁵David Nunan, *Practical English Language Teaching*, (USA: The Mc Grow Hill Companies. 2005), p. 101.

process of thought and emotion that requires certain skills and abilities gain the product and accomplish to the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process change as the individual changes. As a students' background of experience enlarge, the needs for expression change. As a students the ability to give expression grows-providing the skills necessary for such expression.

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting(writing), revising (redrafting), and editing and three other stages externally imposed on students namely, responding (sharing), evaluating and post writing.¹⁶

Table II
Writing Process

Planning (pre-writing)	any activity in the classroom that
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¹⁶ Calderonello, *Roughdrafts the Process of Writing*, (Houngthonmiffin Company), p. 1.

	the encourages student to write.
Drafting	the writes are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.
Responding	student writing the lecture has a central role to play in the succesful implementation of process writing.
Revising	Revising is not merely checking for language errors. It is done to improve ¹⁷ global content and the organization of ideas so that the writers' intent is madde clearer to the reader.
Editing	strudents edit their own or work for grammar, spelling, punctuation, diction, sentence structure and

¹⁷ Peter Wignell and Linda Gerot, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p.3.

	accuracy of supportive.

a. Planning (pre-writing) is any activity in the classroom that encourages student to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

b. Drafting, at the drafting stage, the writes are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft

c. Responding to student writing the lecture has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.

d. Revising, when student revise, they review their text on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors. It is done to

improve¹⁸ global content and the organization of ideas so that the writers' intent is made clearer to the reader.

e. Editing, students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive to develop what is now term the process approach to writing instruction.

While process writing added a valuable new dimension to language classrooms it has also attracted criticism. One such is that the process approach confines students largely to discussion forms and that it represents a serious limitation on their ability. So, in writing text the technique is very important for the students or to be a good writer.

d. Purpose of Writing

According to Kneffel, Don in his book *Writing and Life: A Rhetoric for Nonfiction with Readings* states that writing is done in the course of daily life is to fulfill one or more of general purpose, such as:¹⁹

a) To Inform

The writer communicates information

¹⁸ Peter Wignell and Linda Gerot, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p.3.

¹⁹ Don, Kneffel. *Writing and Life*. (1986), p.6-7

clearly, accurately, simply and directly. This purpose is often found in report, like magazine, newspaper, and case study.

b) To Analyze or To Explain

The writer uses languages to analyze or to explain the information that the writer gets. It means that to discover the deep meaning from the information.

c) To Convince

The writers the opinion to make the reader does an action after reading it. It is usually found in newspaper, argumentative essay, and critical reviews.

d) To Express

The writers uses the language to express his/her feeling but the writer does not expect the reader does an action.

2. Paragraph

a. Definition of Paragraph

Paragraph is a short piece of writing on a very limited topic, and although some paragraph can stand alone, most are parts of a larger piece of writing, such as an essay.²⁰

Paragraph is a basic unit of organization in writing in which a group of related sentence develops one main idea.²¹ A paragraph can be as short as one sentence or as long as ten sentence. They also tell that a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion or feeling about the subject. These sentences are topic sentence, supporting sentences, and concluding sentence.

A paragraph contains of topic sentence and sentences that the support it. That paragraph can be subdivided into two main types.²² The first is physical paragraph and the second is conceptual paragraph. A physical paragraph is a paragraph which is marked spacing or indentation during the course of writing to show that new idea will come. A conceptual paragraph is one in

²⁰ Peter, Carino. *Basic Writing*. (USA. Harper Collins Publisher Inc. 1991), p. 145.

²¹ Alice, Hogue and Oshima, Ann. *Writing Academic English: A Writing and Sentence Structure Workbook For International Students*: (USA. 1983), p. 3.

²² Barli, Bram.. *Write Well : Improving Writing Skills*. (Yogyakarta: Kanisius. 1995), p. 16.

which a writer constructs limits to one single idea, one topic sentence plus supporting details.

Many experts define a paragraph in many ways. One of them, Peter, stated that a paragraph is a short piece of writing on a very limited topic, and although some paragraph can stand alone, most are parts of a larger piece of writing, such as an essay.²³ According to William a paragraph is a conventional form which writers find useful to help their readers follow a sequence of ideas or thoughts.²⁴

Oshima and Hogue stated that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.²⁵ A paragraph can be as short as one sentence or as long as ten sentence. The number of sentences is unimportant: however, the paragraph should be long enough to develop the main idea clearly. They also tell that a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion or feeling about the subject. These sentences

²³ Peter, Carino. *Basic Writing*. (USA. Harper Collins Publisher Inc. 1991), p. 145.

²⁴ William. *Defenition of Paragraph*. (1985). P. 25.

²⁵ Alice, Hogue and Oshima, Ann. *Writing Academic English: A Writing and Sentence Structure Workbook For International Students*: (USA. 1983), p. 3.

are topic sentence, supporting sentences, and concluding sentence.

A paragraph contains of topic sentence and sentences that the support it. Saraka stated that a paragraph can be subdivided into two main types. The first is psysical paragraph: and the second is conceptual paragraph.²⁶ A pysical paragraph is a paragraph which is marked by spacing or indentation during the course of writing to show that new idea will come. A conceptual paragraph is one in which a writer constructs limits to one single idea, one topic sentence plus supporting details.

b. Kinds of the Paragraph

The paragraph have four kinds like Oshima, Alice, and Hogue said; Chronological arrangement, Spatial arrangement, Comparison arrangement, and Contrast arrangement.

chronological arrangement is a method of organization in which actions or events are presented as they occur or occurred in time and can also be called time or linear arrangement²⁷

Chronological order is mostly used in, which is a form of writing that narrates, describes, informs, or explains a process.

²⁶ Saraka. *From Paragraph To Essay: Concepts and Practice*. (Jakarta. Departemen Pendidikan dan Kebudayaan. 1988), p. 26.

²⁷Carino, Peter. (1991). *Basic Writing*. USA: HarperCollins Publisher Inc.

When using chronological order, arrange the events in the order that they actually happened, or will happen if you are giving instructions. This method requires you to use words such as *first, second, then, after that, later, and finally*.

Paragraph coherence is achieved by arranging the sentences chronologically. The principle of the coherence is achieved by writing what happens first is written at first.²⁸

a. Procedure Chronological Arrangement

- a) To explain the history of an event or a topic
- b) To tell a story or relate an experience
- c) To explain how to do or to make something
- d) To explain the steps in a process

b. Topic Sentence

Topic sentence is used to state the main idea in a paragraph. As Saraka tells topic sentence states the main idea of the paragraph. It does not only name the topic of the paragraph but also limit the topic to one or two areas that can be discussed completely in the space of a single paragraph.²⁹ The specific area is called the controlling idea. According to Bram stated that a

²⁸ Sanggam Siahaan. *The English Paragraph*. (Pematang Siantar: Graha Ilmu. 2007). P.101.

²⁹ Saraka. *From Paragraph Practice..*, p. 30.

topic sentence must have a subject and an attitude. In other words, it consist of a topic or subject matter and a restricting statement.³⁰

Tynerr stated that there are some important things to know about topic sentence:

- 1) a topic sentence expresses the main idea of the paragraph.
- 2) a topic sentence usually states a definite opinion or attitude.
- 3) a topic sentence provides the reader with a clear understanding of what a paragraph is about.
- 4) a topic sentence gives direction to a paragraph that both the writer and reader can follow.
- 5) a topic sentence often begins a paragraph or is found near the begining of a paragraph.
- 6) other sentences within a paragraph relate to the topic sentence,
- 7) the final “wrap-up” sentence in a paragraph often reinforces the topic sentence.³¹

Topic sentence is the most general sentence in a paragraph. Reid suggest th topic sentence is the most general and

³⁰ Barli, Bram. *Write Well : Improving Writting Skills*. (Yogyakarta: Kanisius. 1995), p. 16.

³¹ Tynerr, Thomas E. *College Writing Basic: A Progress Report*. (USA: Wadsworth Inc. 1987), p. 52.

the most important sentence in the paragraph that introduces the reader to the topic. It states the main idea and focuses the paragraph. Therefore, it is the most general statement in the paragraph. It does not give any specific details.³²

There are three ways to state ways to state the topic sentence. They are:

- 1) Using a statement of opinion.
- 2) Using a statement of intent.
- 3) Using statement of opinion and intent

c. Supporting Sentence

Supporting sentence is sentences that develop the topic sentence. Saraka tells that supporting sentences that develop the topic sentence by giving definitions, reasons, examples, facts, incident, comparison, analogy, cause and effect, statistics and quotations. Development means supporting the main idea or generalization with specifics.³³

Dietsch stated that support sentences explain the main idea of the topic sentence. They supply evidence to convince the reader of the soundness of the claim, assertion, or opinion. You

³² Reid, Joy M. *The Process of Paragraph Writing*. (USA: Prentice-Hall Inc. 1994), p. 36.

³³ Saraka. *Paragraph Practice*. p. 30.

might regard the topic sentence as an argument (view) to be proven. The support sentences supply evidence in the form facts, definitions, reasons, examples, or illustrations to back up the claim in the topic sentence.³⁴

d. Concluding Sentence

Concluding sentence is the last sentence that concludes the points of the paragraph. Oshima and Hogue state concluding sentence is a sentence that summerizes the main points of the paragraph. It signals the end of the paragraph and leaves the reader with important ideas to think about. It can be written as the same as topic sentence vut in the different words. According to Dietsch stated that besides the two basic parts just discussed the topic sentence and support sentences, some paragraphs have a third part: a concluding sentence. This final sentence may be summary of the points made in the support sentence.

Table III
Kinds of Paragraph

ESSAY ORGANIZATION	
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³⁴ Dietch, Betty Mattix. *Reasoning and Writing Well*.(New York: Mc Graw-Hill Companies, Inc. 1998), p. 78.

<p><u>Introduction</u></p> <p>Does the introductory paragraph have both general sentences and a clear thesis statement?</p>	<p>The introductory paragraph has both general sentences and a clear thesis statement.</p>
<p><u>Body</u></p> <p>Is the method of organization (chronological order, comparison/contrast, etc.) appropriate for the topic?</p>	<p>The method of organization is appropriate for the topic.</p>
<p><u>Conclusion</u></p> <p>Is there a concluding sentence that is either a paraphrase of the thesis or a summary of the main points? Is there a final comment (if one is appropriate).</p>	<p>There is a concluding sentence that is either a paraphrase of the thesis or a summary of the main points and there is a final comment.</p>
<p>PARAGRAPH ORGANIZATION</p> <p><u>Topic Sentence</u></p> <p>Does each paragraph have a topic</p>	<p>Each paragraph has a topic</p>

sentence? Does each topic sentence for a controlling idea.	sentence and each topic sentence for a controlling idea.
<p><u>Supporting Sentence</u></p> <p>Do the supporting sentences flow smoothly? Are there sufficient concrete details to support each point? Are transition signals used effectively both within and between paragraphs? Does each paragraph have unity?</p>	<p>The supporting sentence is flowing smoothly. There are sufficient concrete details to support each point. Transition signals are used effectively both within and between paragraphs and each paragraph has unity.</p>
<p><u>Concluding Sentence</u></p> <p>Are concluding sentences used (if they are necessary)?</p>	<p>The concluding sentences are use</p>

For concluding sentences, Reid tells that there are five techniques can be used in a paragraph. They are:

- 1) Summarizes the material in the paragraph.
- 2) Offers a solution to the problem stated in the paragraph.
- 3) Predict a situation that will result or occur from the

statement made in the paragraph.

- 4) Makes a recommendation concerning materials presented in the paragraph.
- 5) States a conclusion to information given in the paragraph.³⁵

From the quotation above, the researcher can summarize that a concluding sentence is an ended sentence that leaves the reader with the important ideas on the topic of the paragraph. While, some techniques in the concluding sentence are summarize the information, offers a solution(s), states conclusion, makes recommendation, or predict a situation.

A good paragraph must have a sense of completeness. Baker and Oliu Saraka state that completeness in a paragraph means that the controlling idea thoroughly develop by the use of particular (specific) information. They also state paragraph is complete when it leaves no confusion in the reader's mind about what is intended, about how the reader is supposed to respond and about why such response is both necessary and appropriate.

³⁵ Reid, Joy M. *Paragraph Writing*..., p. 42.

c. Criteria of the Complete Paragraph

A good paragraph must have a sense of completeness. Baker and Oliu Saraka state that completeness in a paragraph means that the controlling idea thoroughly develop by the use of particular (specific) information.³⁶ They also state paragraph is complete when it leaves no confusion in the reader's mind about what is intended, about how the reader is supposed to respond and about why such response is both necessary and appropriate.

3. Document

The researcher used documents students answer sheet examination on the fifth semester at English Education Department in IAIN Padangsidempuan 2018/2019 academic year. Examination was done on January 8, 2019 by Rayendriani Fahmei Lubis, M.Ag.

B. Review of related Findings

Related to this research, there are some researchers which had been done as below: first, a research was done by Gusparia on students' ability in

³⁶ Baker, Oliu Saraka. *From Paragraph To Essay: Concepts and Practice*. (Jakarta. Departemen Pendidikan dan Kebudayaan. 1988), p. 73.

paraphrasing paragraphs of english study program FKIP UNRI. The purpose of this study is to measure the ability of the fifth year students of english study program in paraphrasing paragraphs. Calculating the data of this research, the writer found that the students' ability paraphrasing is poor to average (58.7). The writing aspect that is the most difficult to the students is meaning aspect where the students got 51.6 which is the lowest score and the easiest aspect for the students is grammar, which is 65.9. it can be conclude that the ability of fifth semester students of English Study Program of FKIP UNRI in paraphrasing paragraphs is in poor to average because it reaches the average (58.7).³⁷

Second a research was done by Rini Anita on students' ability in writing an introductory paragraph of argumentative essay. The research conclusion is the present research is meant to describe the ability of the second year of English Department students UNP in writing an effective introductory paragraph of argumentative essay. An effective introductory paragraph consists of two essential parts; general statements and thesis statement. It finds that they are good in writing the general statements and average in writing thesis statement. However there are admittedly still some limitations. The first limitations relates to the data source. The sample of

³⁷ Gusparia. *Students' ability in Paraphrasing Paragraph of English Study Program FKIP UNRI*

this research is relatively small (24 students) from one class. Therefore it could not fully represent the whole population of the students from 8 classes. In other word, the findings cannot be generalized to all students in the second year of UNP in academic year 2004/2005. The second limitation is about the time when they had the writing test. They did it as soon as their class was over. It is considered they were in tense although the researcher has set convenience atmosphere in the classroom.

Third, Yudi Agus Prananda did a research on students' ability in writing paragraphs using structure of the paragraph in argumentative essay by the sixth semester of english study program of Muhammadiyah University of Bengkulu. This research is aimed to know "How is Students' Ability in Writing Paragraph Using Structure of The Paragraph in Argumentative Essay by The Sixth Semester of English Study Program of UMB. The objective of this research was to identify and describe the students' ability in writing paragraph using structure of the paragraph in argumentative essay by the sixth semester of English Study Program of UMB³⁸.

³⁸ Yudi, Agus Prananda. *Students' Ability in Writing Paragraphs Using Structure of The Paragraph in Argumentative Essay* By The Sixth Semester of English Study Program of Muhammadiyah University of Bengkulu

This research used descriptive method. The population of this research was 164 students from all of classes at the sixth semester of English Study Program of UMB. This research used random sampling. The samples were taken from 50% of the total number of population, where the samples were 84 students. The instrument of this research used writing test. The result of this study, the paragraph in argumentative essay was 54.58. From the data were 2 students had very good score, 18 students were good, 18 students were poor, and 48 students were very poor. The students' mean score of each aspect in writing are: in introduction was 6.47, in body was 8.13, in conclusion was 5.76, in topic sentences was 8.71, in supporting sentences was 7.96, in concluding sentences was 7.95, in sentences structure was 4.99, and in grammar and mechanics was 4.15. The result of analysis showed that the average of the students' ability in writing paragraph using structure of the paragraph in argumentative essay was qualified "very poor". Based on the result above, the researcher suggest that the lecturer; It is suggested for the lectures to analyzed the students' difficulties in composing essay itself and find out the solving problem in order to make the students more comprehend about compose the essay. The students need practice to write a good paragraph by using essay

organization, paragraph organization, sentences structure, grammar and mechanics correctly.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

This research was conducted at IAIN Padangsidimpuan. It is located in Jl. T. Rizal Nurdin, Km. 4,5 Sihitang. Kecamatan Padangsidimpuan Tenggara, Kabupaten Tapanuli Selatan, Kota Padangsidimpuan. The reason of researcher chooses this college as the location of research, because the similar research has never been conducted yet in this college. So that, the researcher was interested to be research in this college. Then, the place is near from my boarding house of the research till the data will be essay collected. The subject of the research will focus to the Fifth Semester of English Education Department in IAIN Padangsidimpuan.

B. Research Design

The kind of this research is qualitative descriptive method³⁹. The researcher took all TBI students in fifth semester in 2018/2019 academic year in IAIN Padangsidimpuan as population. Then the researcher used one class as sample of the research⁴⁰. The class is TBI3 that consist of 37 students.

³⁹Donald, Ary. (2002). *Introduction to Research in Education*. American: Wordsworth Group.

⁴⁰L. R Gay and Peter Airaisan. *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 71.

C. Subject of The Research

The sources of data for this research was the students of IAIN Padangsidimpuan, they are students on the fifth semester at English Education Departmentin IAIN Padangsidimpuan.

D. Sources of the Data

The sources data in this research was answer sheet examination on the fifth semester at English Education Department in IAIN Padangsidmpuan.

E. Technique of Collecting Data

In this research the researcher used document to support data taken from the answer sheet examination. The researcher used private document i.e. personal students' answer sheet of fifth semester at English Education Department in IAIN Padangsidimpuan as the main document for this research. In order to gain the students' answer sheet available in repeating check, the researcher copied those documents.

F. Technique of Data Analysis

The researcher used inductive data analysis in this research. That means that the data was analyzed from the smallest finding up to the biggest finding.

Choosing the inductive data analysis is based on John W. Cresswell statement that qualitative researchers build their patterns, categories, and

themes from the bottom up, by organizing the data into increasingly more abstract units of information.⁴¹

After collecting data the researcher analyzed the data by using some steps they are:

1. Identifying and describing the students' paragraph document writing from the chronological arrangement
2. Identifying and describing the students' paragraph document writing from the topic sentence
3. Identifying and describing the students' paragraph document writing from the supporting sentence
4. Identifying and describing the students' paragraph document writing from the conclusion
5. After doing all the steps above, the researcher makes conclusion.

G. Technique of checking trustworthiness

Trustworthiness in qualitative research is very crucial because by using technique of checking trustworthiness of the data will erase the assumption that the qualitative research is not scientific. To reduce the bias of the data and to improve the validity of the data collected.

⁴¹John W Cresswell, *Research Design, Qualitative, Quantitative, and Mixed MethodsApproaches* (USA: saga publications, inc., 2002), p.164.

There are nine techniques to determine the data trustworthiness stated by Lexy J Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of the researcher is the researcher must do the research with careful, detail and continuous to the subject of the research.
3. Triangulation is the technique of checking data trustworthiness that uses something beside the data to verify or as comparison of the data.
4. Checking with friends through discussion is done to expos the interim result or the final result that gotten in the discussion with friends.
5. Analyze the negative casus is the researcher collects the example and in appropriate cause with the model and the inclination of information that have been collected used as a substance of comparison.
6. The adequate and referential are the tools of them, which uses the free time to compare the result of the research with critics are collected.
7. Checking the number is the most important in checking the credibility.
8. The detail description is a technique that demands the researcher to report the result of his/her research, so description is done carefully and accurately to draw the context of the result.

9. Auditing is used to check the truth and certainty of data, this point is done well to the process of result and extend.⁴²

Then the researcher only takes the number eight. It is a technique of checking the trustworthiness of the data by document.

⁴²Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: RemajaRosdakarya, 2009), p. 175.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings and Analysis

Description of students' paragraph writing document on the fifth semester at English Education Department in IAIN Padangsidempuan. As stated at the previous chapter that the instrument of this research was documents. In this case, this documents was answer sheet examination at fifth semester TBI3 in IAIN Padangsidempuan 2018/2019 academic year.

There were 37 students TBI3 at fifth semester TBI3 in IAIN Padangsidempuan. However, there were 36 students did examination. So that, researcher have 10 answer sheet examination which analysed for to know their mistakes. Based on paragraph organization with topic, supporting and conclusion.

Belows in description students of ten answer sheet examination TBI3 at fifth semester in IAIN Padangsidmpuan 2018/2019 academic year. They are:

1. ACH

Form of Writing Analysis Made By ACH

Table IV
Analysis Document ACH⁴³

Chronological Arrangement Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences including conclusion
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion

a. Chronological Arrangement

The researcher found a topic in that paragraph. The topic is when Lia was 17 years old at Senior High School, she was a solehah girl. The supporting sentence have fifteen sentences. The conclusion is they life happily ever after.

b. Spatial Arrangement

The researcher found a topic in that paragraph. The topic is after graduated from this university, I will flying for a

⁴³ACH Answer Sheet, *Document*.

job. The supporting sentence have nine sentences. The conclusion is I'll make my family happy.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The topic is Al-qur'an is holy book of moslem. The supporting sentence have six sentences. The conclusion is Al-qur'an is beautiful than Injil.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic is eventhouh Al-qur'an and Injil are holy book but they have differences. The supporting sentence have five sentences. The conclusion is no one can change the content of Al-qur'an, but no for Injil.

2. NH

Form of Writing Analysis Made By NH

Table V
Analysis Document NH⁴⁴

Chronological Arrangement	
Topic sentence	including a topic sentence in paragraph
Supporting sentence	including supporting sentences
Conclusion	including conclusion in that paragraph
Spatial Arrangement	
Topic sentence	including a topic sentence in paragraph
supporting sentence	including supporting sentences

⁴⁴NH Answer Sheet, *Document*.

conclusion	there is no conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion

a. Chronological Sentence

The researcher did not found a topic in that paragraph.

The topic is in the last Sunday, I wake up in the morning to do it pray subuh. The supporting sentence have four sentences. There is no conclusion in that paragraph.

b. Spatial Arrangement

The researcher found a topic in that paragraph. The

topic is three months ago, I and my frined went to walk around Panyabungan. The supporting sentence have four sentences. There is no conclusion in that paragraph.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The

topic is eventhought Sanah and Oppie has a different, but they have similarity. The supporting sentence have five sentences. The conclusion is Sanah and Oppie wear the polite clothes when they are go to the campus.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic is although Oppie and Sanah student in IAIN Padangsidempuan but they different. The supporting sentence have three sentences. The conclusion, the last Sanah use cadar (niqab) when they go to the campus but Oppie didn't used.

3. NIB

Form of Writing Analysis Made By NIB

Table VI
Analysis Document NIB⁴⁵

Chronological Arrangement Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion

a. Chronological Arrangement

⁴⁵NIB Answer Sheet, *Document*.

The researcher found a topic in that paragraph. The topic is I was born in 1999. The supporting sentence have fifteen sentences. The conclusion, still the youngest in my class in 2019.

b. Spatial Arrangement

The researcher found a topic in that paragraph. The topic is last year I and my family went to Samosir Island. The supporting sentence have eleven sentences. The concluding is we were back to Padangsidempuan that was amazing trip.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The topic is Fahma and Suci are my best friend. The supporting sentence have fourteen sentences. The conclusion is I like them because they are good people and religious.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic is Fahma and Suci have many differences. The supporting sentence have nineteen sentences. The conclusion is Fahma and Suci have many differences and different characteristic.

4. ANN

Form of Writing Analysis Made By ANN

Table VII
Analysis Document ANN⁴⁶

Chronological Arrangement Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion

a. Chronological Arrangement

The researcher found a topic in that paragraph. The topic is we went to sagumpal bonang market a week ago. The supporting sentence have four sentences. The conclusion is we went home in the afternoon at 17.00 p.m but the consequence we did not attending to the class, that's true sometimes we have to let go of one thing to get one thing.

b. Spatial Arrangement

⁴⁶ANN Answer Sheet, *Document*.

The researcher found a topic in that paragraph. The topic is I live in Sibolga with my family. The supporting sentence have two sentences. There is no conclusion in that paragraph.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The topic is when I was Elementary School and Junior High School, I used to wear uniform. The supporting sentences have one sentences. There is no conclusion in that paragraph.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic is when I was Elementary school. The supporting sentence have three sentences. The conclusion is I wear different uniform in Elementary School and Junior High School.

5. AK

Form of Writing Analysis Made By AK

Table VIII
Analysis Document AK⁴⁷

Chronological Arrangement Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph

a. Chronological Arrangement

The researcher found a topic in that paragraph. The topic is I was born in Medan, at 09th September 1999. The supporting sentence have twelve sentences. The conclusion, and now I in the fifth semester in TBI Department.

b. Spatial Arrangement

The researcher found a topic in that paragraph. The topic is my beautiful home. The supporting sentence have twelve sentences. There is no conclusion in that paragraph.

c. Comparison Arrangement

⁴⁷AK Answer Sheet, *Document*.

The researcher found a topic in that paragraph. The topic is Maya and Winda. The supporting sentence have seven sentences. There is no conclusion in that paragraph.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic is Elva and Dina. The supporting sentence have eight sentences. There is no conclusion in that paragraph.

6. FHH

Form of Writing Analysis Made By FHH

Table IX
Analysis Document FHH⁴⁸

Chronological Arrangement Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph

⁴⁸FHH Answer Sheet, *Document*.

a. Chronological Arrangement

The researcher found a topic in that paragraph. The topic is actually writing is easy. The supporting sentence have seven sentences. The conclusion, I can get great score in writing I also get more knowledge about writing.

b. Spatial Arrangement

The researcher found a topic in that paragraph. The topic is before we enter to the mosque, we can see varieties of flower around the mosque and also some cherry trees. The supporting sentence have four sentences. The conclusion, I feel comfortable at the mosque.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The topic is eventhough the house and bedsitter are different, but they have some simmlarities. The supporting sentence have four sentences. There is no conclusion in that paragraph.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic is eventhough my house and bedsitter are similarities, but they have some differences. The supporting sentence have four sentences. There is no conclusion in that paragraph.

7. AS

Form of Writing Analysis Made By AS

Table X
Analysis Document AS⁴⁹

Chronological Arrangement Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences there is no conclusion in that paragraph
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion

a. Chronological Arrangement

The researcher found a topic in that paragraph. The topic, there are some activities that I do everyday. The supporting sentence have seven sentences. The conclusion, finally at 21.30 I'm sleeping, that is make me busy.

b. Spatial Arrangement

⁴⁹AS Answer Sheet, *Document*.

The researcher found a topic in that paragraph. The topic, to find TBI3 class you must do this steps. The supporting sentence have three sentences. The conclusion, finally find the third room because that is TBI3 class.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The topic is similarities Winda and Nisa. The supporting sentence have five sentences. There is no conclusion in that paragraph.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic is there are different city and village. The supporting sentence have three sentences. The conclusion, but city and village has interesting to life in there.

8. AP

Form of Writing Analysis Made By AP

Table XI
Analysis Document AP⁵⁰

Chronological Arrangement	
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⁵⁰AP Answer Sheet, *Document*.

Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion

a. Chronological Arrangement

The researcher found a topic in that paragraph. The topic is on holiday, I spent a long day with my friend. The supporting sentence have nine sentences. The conclusion, I used my time with pleasuring activities with my friend.

b. Spatial Arrangement

The researcher found a topic in that paragraph. The topic is Batahan is a small beautiful village in Mandailing Natal. The supporting sentence have seven sentences. The conclusion, Batahan is a beautiful and interesting village in Mandailing Natal.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The topic is although lion and tiger have some differences, they also have some similarities each other. The supporting sentence have four sentences. The conclusion, they are really scared by other animals in the jungle.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic is eventhough lion and tiger have some similarities each other, they also have some differences. The supporting sentence have two sentences. The conclusion, lion hides to catch the victim longer than tiger.

9. RG

Form of Writing Analysis Made By RG

Table XII
Analysis Document RG⁵¹

Chronological Arrangement	
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⁵¹RG Answer Sheet, *Document*.

Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion

a. Chronological Arrangement

The researcher found a topic in that paragraph. The topic, there are many activity that I do in my life. The supporting sentence have six sentences. The conclusion, finally that is my daily activity.

b. Spatial Arrangement

The researcher found a topic in that paragraph. The topic, last semester I went to Sipirok with my friends in the middle of our trip, I saw the beautiful view, the climate still nature. The supporting sentence have two sentences. The conclusion, we are so happy with our holiday.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The topic, I have friends, two of them are Faisal and Talib, eventhough they have differences but they have similarities. The supporting sentence have two sentences. The conclusion, they have similarity each others.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic, I have friends two of them are Faisal and Talib, eventhough they have similarity but also they have many differences. The supporting sentence have two sentences. The conclusion, they have many differences each others

10. EAP

Form of Writing Analysis Made By EAP

Table XIII
Analysis Document EAP⁵²

Chronological Arrangement	
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⁵²EAP Answer Sheet, *Document*.

Topic sentence Supporting sentence Conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Spatial Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion in that paragraph
Comparison Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph there is no supporting sentences there is no conclusion in that paragraph
Contrast Arrangement Topic sentence supporting sentence conclusion	including a topic sentence in paragraph including supporting sentences including conclusion

a. Chronological Arrangement

The researcher found a topic in that paragraph. The topic is lily likes drawing when she was a little girl. The supporting sentence have five sentences. The conclusion, lily goes to draw in all day.

b. Spatial Arrangement

The researcher found a topic in that paragraph. The topic, I and my family are going to the zoo. The supporting sentence have four sentences. The conclusion, we are so happy go there, thats wonderfully place.

c. Comparison Arrangement

The researcher found a topic in that paragraph. The topic, they have similar between their action in activities. The supporting sentence and conclusion are not form paragraph.

d. Contrast Arrangement

The researcher found a topic in that paragraph. The topic, they have many different in their action in their activities. The supporting sentence have five sentences. The conclusion, Yuli get law in R C I but Winda Rizky get high score.

Based on the above, the researcher found a mistakes, they are supporting and conclusion. The researcher found one mistake for supporting and nine mistakes for conclusion. So, students at fifth semester TBI3 in IAIN Padangsidimpuan 2018/2019 academic year have a mistakes for conclusion.

B. Discussion

The result of this research, in attempt to find out paragraph writing document by looking paragraph organization with topic, supporting , and concluding on at fifth semester TBI3 in IAIN Padangsidimpuan 2018/2019 academic year.

first, a research was done by Gusparia on students' ability in paraphrasing paragraphs of english study program FKIP UNRI.⁵³ The purpose of this study is to measure the ability of the fifth year students of english study program in paraphrasing paragraphs. The ability of fifth semester students of English Study Program of FKIP UNRI in paraphrasing paragraphs is in poor to average because it reaches the average.

Second a research was done by Rini Anita on students' ability in writing an introductory paragraph of argumentative essay. The research conclusion is the present research is meant to describe the ability of the second year of English Department students UNP in writing an effective introductory paragraph of argumentative essay. An effective introductory paragraph consists of two essential parts; general statements and thesis statement. It finds that they are good in writing the general statements and average in writing thesis statement.⁵⁴

Third, Yudi Agus Prananda did a research on students' ability in writing paragraphs using structure of the paragraph in argumentative essay by the sixth semester of english study program of Muhammadiyah University of Bengkulu.⁵⁵ The objective of this research was to identify and describe the

⁵³Gusparia. *Students' ability in Paraphrasing Paragraph of English Study Program FKIP UNRI*

⁵⁴Anita, Rini. *Students ability in Writing an introductory Paragraph of argumentative essay of English Department UNP*

⁵⁵Yudi, Agus Prananda. *Students' Ability in Writing Paragraphs Using Structure of The Paragraph in Argumentative Essay By The Sixth Semester of English Study Program of Muhammadiyah University of Bengkulu*

students' ability in writing paragraph using structure of the paragraph in argumentative essay by the sixth semester of English Study Program of UMB.

In the result, researcher found that the students paragraph writing document at fifth semester TBI3 in IAIN Padangsidmpuan 2018/2019 academic year is good enough. In paragraphs, students has been got topic sentence, supporting sentence, and concluding sentence. Researcher found students mistakes in paragraph writingdocument is concluding.

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. a research was done by Gusparia on students' ability in paraphrasing paragraphs of english study program FKIP UNRI is in poor to average. So the researcher and Gusparia are different. Then a research was done by Rini Anita on students' ability in writing an introductory paragraph of argumentative essay and Yudi Agus Prananda did a research on students' ability in writing paragraphs using structure of the paragraph in argumentative essay by the sixth semester of english study program of Muhammadiyah University of Bengkulu are same with the researcher.

C. Threats of the Research

The researcher is fully aware of this research is still far from perfection because of the researcher's limitation on research methodology and knowledge about the related topic. And also it is because of some threats that the researcher faced when conducted the research.

The document i.e. the students' answer sheet examination was only available in a minimum number. The researcher used 10 students answer sheet examination that the researcher found in attempting to collect the data of students' paragraph document writing from their answer sheet examination.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having presented and analyzed the data in the previous chapter the documents about the students' paragraph writing document, the researcher make the conclusion. Researcher found a few mistakes like a topic sentence and concluding sentence. The students paragraph writing document at fifth semester TBI3 in IAIN Padangsidmpuan 2018/2019 academic year is good enough.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions to:

1. The researcher to motivate lecturer, especially English lecturer for to maintain and improve the success of teaching writing.
2. The students should take a very serious attention on how to use each paragraph organization with topic sentence, supporting sentence, and concluding sentence.

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