

**STUDENT'S PROBLEM IN WRITING UNITY OF PARAGRAPH IN ENGLISH
EDUCATION PROGRAM AT MUHAMMADIYAH UNIVERSITY OF BENGKULU**

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ABSTRACT

The objective of this research was to identify the Student's Problem in Writing Unity of Paragraph in English Education Program at Muhammadiyah University of Bengkulu who have followed writing II subject. This study use qualitative research, and used descriptive qualitative method. The subject of this research was consisted of 28 students four semester. In this research, the researcher used scoring criteria Unity of Paragraphs as instrument and using three different topic get the data. The data were collected by: Asking students to write paragraph descriptive with different topics. In identified and classified the students problem in writing unity of paragraphs to gave the score based on Oshima and Hogue (1983) criteria. The result of this research, the Student's Problem in Writing Unity of Paragraph in English Education Program at Muhammadiyah University of Bengkulu still poor in write: the use of Transition Signal (TS), Supporting Sentences (SS), and Concluding Sentences (CS). This research suggested the students to study and practice more in the use of transition signal, Supporting Sentences, Concluding Sentences therefore the students could write good unity of paragraph.

Keywords: *Writng, Unity, Paragraph.*

INTRODUCTION

In learning English there are four skills that must be learned by English students, starting from the first semester to the sixth semester. They are speaking skills, this subject is study in semesters one until four, in this subject students learn about, speaking for everyday communication, speaking for group activities, speaking for speech, and speaking for debate, which aims to improve students' speaking skills in English. Then reading skills, this subject is study in semesters one until three, in this subject students learn about, pre-intermediate reading, intermediate reading, and extensive reading, which aims to improve students' ability to read English. After that, listening skills are study in semesters one until three, in this subject students learn about, listening to dialogue and minitalk, listening to authentic materials, listening to TOEFL and IELTS, which aims to improve students' listening skills in English. And the last is writing skills, this subject is study in semesters four until six, in this study students learn about writing for sentence building, paragraph writing, essay writing, and scientific writing. These four English skills are required to be taken by English education students at Muhammadiyah University of Bengkulu, to improve students' skill in learning English.

Specifically, for writing skills, students learn about paragraphs writing subject in the fourth semester at Muhammadiyah University of Bengkulu. According to Oshima and Hogue (2006) stated that paragraph is basic unit of organization in writing group-related sentences which consists of two kinds of sentences: a topic sentence and supportive statements. It means that In paragraph writing, there is a main structure that supports a paragraphs such as topic sentences that tell what topics will be discussed in a paragraph, supported by controlling ideas focus on the main sentence. Then supporting sentences that provide details about facts, examples, and arguments to support the topic in the paragraphs. After that, the concluding sentence summarizes the main points or restates the topic sentence in different words. So that paragraphs writing can help readers understand the information in the main idea and relate it to other paragraphs.

Forthemore good paragraphs writing should have a unity. According to Oshima and Hogue (1998:30) note that unity means that a paragraph discusses one and only one main idea from the beginning to the end. Every supporting sentence must directly explain and support the main idea as stated in the topic sentence. Any information that does not directly support the topic sentence should not be included. Clearly, the paragraph will be unified if all the details in it support the points in the topic sentences. It means that what students discuss only one main idea in a paragraph. The main idea is stated in the topic sentence, and then every supporting sentence e develops that idea.

Based on the preliminary study on 30 May 2021 at the four semester, the researcher found that the students still have problems in paragraphs writing. Such as building topic sentences, supporting sentences and concluding sentences, so that the resulting paragraphs do not have a single unit in a paragraph. In addition, students also have problems in placing conjunctions, so that between sentences are not logically structured.

RESEARCH METHOD

This research used qualitative methods with descriptive design. It is used because it describes data in the form of words or pictures with the development of in-depth understanding and a complete description of the data in the form of long reports and stories. According to Maxwell (1996: 63) descriptive methods are not limited to data collection techniques (especially participant observation), but also include building research relationships with the people you study and analyzing the data you collect. It can be concluded that the design of the research is suitable to find out students problem in writing the unity of paragraph in paragraph writing at English Education Program of Muhammadiyah University of Bengkulu.

In The subjects of this research are the fourth semester students who are taking paragraphs, there were two instruments used in this

research. They are: 3 different topics to be written. They were My Campus UMB, My House, To be a Good Teacher. Second, the use of Scoring criteria Unity of Paragraphs adopted from Oshima and Hogue (1983).

Table Score Writing in Unity of Paragraphs

Aspect	Score	Performance Description
<u>Topic sentences:</u> - Topic - Concluding Sentences	5	Topics in paragraphs are supported by several controlling ideas
	4	Topics in paragraphs are supported by four controlling ideas.
	3	Topics in paragraphs are supported by three controlling ideas
	2	Topics in paragraphs are supported by two controlling ideas
	1	Topic in paragraphs is not supported by controlling idea
<u>Supporting sentences:</u> - Fakta and peristiwa - Illustrations - Argument	5	Supporting sentences in paragraphs support topic sentences
	4	Supporting sentences in paragraphs are shown, Examples and details related to the topic and some explanations are included.
	3	Supporting sentences in paragraphs do not provide specific examples and arguments.
	2	Supporting sentences in paragraphs seen, quite a lot of examples and details that are not related to the topic.
	1	Supporting sentences in paragraphs inadequate, unclear, or undeveloped

		examples.
<u>Repetition of key word/nouns:</u> - Word - Nouns	5	The repetition of key words/nouns described refers to the topic.
	4	The repetition of key words/nouns explained is quite clear.
	3	Too little repetition of key words/nouns.
	2	Repetition of key words/nouns used is there, but not very clear.
	1	Repetition of key words/nouns is not used.
<u>Consistent of pronouns:</u> - Pronouns	5	Consistent of pronouns used appropriately.
	4	Consistent of pronouns used is quite good.
	3	Consistent of pronouns used too much.
	2	Consistent of pronouns used is present, but not very clear.
	1	Consistent of pronouns is not used.
<u>Transition signal:</u> - Word - Phrases	5	Transition signals used to support the explanation of supporting sentences.
	4	Transition signals are used sequentially, no steps are forgotten, three or more transition words
	3	Transition signals are used sequentially use two or more transition words.
	2	The transition signal used is there, but it is irregular.
	1	Transition signals used are not sequential. One or fewer transition words are used.
<u>Concluding sentences:</u> - Summarize the information - Offers a solution - States conclusion	5	Concluding sentences in paragraphs represent the topic sentences described.
	4	Concluding sentences in complete paragraphs and restate ideas well.
	3	Concluding sentences in paragraphs are good but not creative, repeating

	the same pattern of topic sentences.
2	Concluding sentences in paragraphs aren't clear.
1	Concluding sentences in paragraphs Not logical

Source by Oshima and Hogue (1983)

RESULT

In this research, the researcher found a student's problem in writing unity of paragraph using the theory by Oshima and Hogue (2018:30) as the table below:

A. Student's Problem in Writing Unity of Paragraph onTopic Writing :My Campus UMB.

Table 4.1

TOPIC WRITING	S	TS	RK	CP	TS	SS	CS
My Campus UMB.	S1	5	5	1	4	2	3
My Campus UMB.	S2	5	5	4	3	4	3
My Campus UMB.	S3	1	1	1	1	1	1
My Campus UMB.	S4	5	5	5	5	5	5
My Campus UMB.	S5	5	3	2	1	1	1
My Campus UMB.	S6	5	3	4	3	3	3
My Campus UMB.	S7	5	3	4	4	1	3
My Campus UMB.	S8	5	3	4	1	1	1
TOTAL		36	28	25	22	18	20
HASIL		4,5	3,5	3,12	2,76	2,26	2,5
CRITERIA		Good to excellent	Average to good	Average to good	Poor to Average	poor	Poor to Average

B. Student's Problem in Writing Unity of Paragraph onTopic Writing :My House

Table 4.2

TOPIC WRITING	Students	TS	RK	CP	TS	SS	CS

My House	S9	5	1	1	1	1	1
My House	S10	5	3	1	1	1	1
My House	S11	1	1	1	1	1	1

My House	S12	1	1	1	1	1	1
My House	S13	1	1	1	1	1	1
My House	S14	5	4	5	4	4	3
My House	S15	5	4	2	4	3	1
My House	S16	5	5	2	1	3	1
TOTAL		28	20	14	14	15	10
HASIL		3,5	2,5	1,8	1,8	1,9	1,26
CRITERIA		Average to good	Poor to Average	Very poor to poor	Very poor to poor	Very poor to poor	Poor

A. Student's Problem in Writing Unity of Paragraph on Topic Writing :To be a Good Teacher.

Table 4.3

TOPIC WRITING	Student	TS1	RK	CP	TS2	SS	CS
To be a Good Teacher	S17	5	1	4	4	5	1
To be a Good Teacher	S18	5	5	4	3	2	3
To be a Good Teacher	S19	5	5	4	1	1	1
To be a Good Teacher	S20	5	5	4	5	3	3
To be a Good Teacher	S21	5	5	5	5	3	3
To be a Good Teacher	S22	5	1	1	1	1	2
To be a Good Teacher	S23	5	5	5	5	4	1

To be a Good Teacher	S24	1	1	1	1	1	1
To be a Good Teacher	S25	5	4	4	4	4	1
TOTAL		42	32	32	29	25	16
HASIL		4,5	3,5	3,5	3,2	2,7	1,8
CRITERIA		Good to excellent	Average to good	Average to good	Average to good	poor to Average	veryPoor to poor

A. Students Problem in Writing Unity of Paragraph in The Four Semester

Table 4.4

TOPIC WRITING	Students	TS	RK	CP	TS	SS	CS
My Campus UMB	S8	4,5	3,5	3,12	2,76	2,26	2,5
My House	S8	3,5	2,5	1,8	1,8	1,9	1,26
To be a Good Teacher	S9	4,5	3,5	3,5	3,2	2,7	1,8
TOTAL		4,1	3,1	2,8	2,5	2,2	1,8
CRITERIA		Good to average	Average to good	Poor to average	Poor to average	poor	Very poor

Based on the three topics that the researcher gave above, namely: "My Campus UMB", "My House", and "To be a Good Teacher". So the researcher can conclude that Students Problem in Writing Unity of Paragraph in the fourth semester is used of Transition Signal (TS) to criteria of paragraph **poor to average**, Supporting Sentences (SS) to criteria of paragraph **poor**, and Concluding Sentences (CS) to criteria of paragraph **very poor**.

DISCUSSION

This research identify the Students Problem in Writing Unity of Paragraph in English Education Program at Muhammadiyah University of Bengkulu academic. Students' problems when writing three different topic paragraphs descriptive, namely: "My Campus UMB", "My House", "To be a Good Teacher" there is a three components in paragraphs unity such as Transition Signals (TS), Supporting Sentences (SS), and Concluding sentences (CS). The first, Transition signal (TS) according to (Oshima and Hogue, 2006, p.25) transition signals is guide the reader from one idea to the next. This means that using transition signals can clarify relationships with each other, while in student writing only one or fewer words are used such as (**and, because, so**) it happened due to lack of practice in exploring students' insights and knowledge in writing so that the thoughts and ideas produced is limited. Almost all students in the Transition Signals section have the same choice of words which results in student writing not providing a flow of information to the reader.

The second is Supporting Sentences (SS) is a series of sentences used to support and explain topic sentences in paragraphs. Furthermore, according to Hogue (2008) acknowledges that *„supporting sentences are the biggest part of the paragraph that explain or prove the main idea in the topic sentence‘*.

Meanwhile, in student writing, it appears that the supporting sentences used do not provide specific examples and adequate arguments. This means that there is a lack of facts and data provided by students so that student writing does not develop. The three are concluding sentences (CS) which aims to summarize the important points in a paragraph. In student writing, the researcher found that the concluding sentence used in the paragraph did not describe the whole paragraph. This means that the concluding sentences used in the paragraphs do not redefine the topic sentences and supporting sentences, so that the concluding sentences in the paragraphs are not clear.

CONCLUSION SUGGESTION

Based on the findings and discussion to Student Problems in Writing Unity Paragraphs in the previous chapter, it can be concluded that: first students' problems in using Transition Signal (TS) that is very important to generate links and transitions between ideas. Second, the use of Supporting Sentences (SS) that is important to expand and develop topic sentences, by providing examples, details, and arguments in a paragraph. Third. Problems in writing Concluding Sentences (CS) that is important to end the paragraphs by giving summarize, offer a solution, and concluding a paragraph.

The researcher would like to give suggestion as follow: For students: they should learn more the use of transition signal, Supporting Sentences, Concluding Sentences therefore the students could write good unity of paragraph.

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