AN ANALYSIS ON UNITY IN PARAGRAPH WRITING OF SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN PONOROGO IN ACADEMIC YEAR 2016/2017

THESIS

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ABSTRACT

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Key Words: Error Analysis, Paragraph writing, unity and coherence.

The important elements of good paragraphs are unity, coherence in paragraph writing. But sometimes the students fell difficult to write unitedly and coherently. That is why the researcher is interested to conduct the research based on the following problems. This study is aimed at analyzing the unity and coherence of the paragraph in the second semester students of English department of IAIN Ponorogo in academic year 2016/2017.

There were two statements of the problems of this research. First is how the unity of the paragraphs writing is? Second is how the coherence of writing is? This study used qualitative using documentation in collecting data, and content analysis in analyzing data. The object of this research were 24 students. To analyze data, the researcher used data reduction, data display, and conclusions drawing/verification.

The result of the research showed that unity of the paragraph writing that was conducted as follows 12 students wrote paragraph is unitedly, 11 students Which is mostly wrote paragraph unitedly. And just I student wrote unity at all. While the coherence of the paragraph writing that was conducted for students showed that were 2 students wrote paragraph squently, 20 students wrote paragraph coherenctly, and just 1 student wrote paragraph not coherently at all.

It can be concluded that most of students of English Department of second semester Class TI.B, can write unitedly, but do not coherently.

CHAPTER 1

INTRODUCTION

A. Background of the Study

Human being cannot express their feelings without a language; it needed in social and human interaction. If there is no language in this world, human being would not able to communicate to convey. There are two forms of language in this world, the spoken form and the written form. The spoken form is the most native form and it comes before written form. Spoken form can exist itself without writing, where the written form has never been thought to exist without spoken form. Written form can be started learning how to use spoken form of a language since our childhood. At that time, it can be just listened to other persons' speech and tried to imitate them. By doing it day by day it becomes easier to us to communicate using the spoken language. On the other hand, written language is more difficult to be learned.

English is a language which has four skills. These are speaking, listening, reading and writing. In addition, writing is the most difficult subject in the school since the students have to produce a text by using English. In writing, the students need to acquire those first to make sure what they want to write. As Mayer's states that writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical

devices but also conceptual and judgment.[1] It means writing is complex activity begin from idea/conceptual, grammatical, rhetorical devices and judgment. So that, the teachers have to teach correctly how to produce a text by using English.

In Indonesia, There are so many Island, so many languages and Indonesian Language has been used as official language in whole Indonesia to communicate with each other whatever the first language is Javanese, Sudanese, etc. But in other hand when Indonesian wants to talk to the people who are coming from other countries, they cannot use Indonesian as a means of communication.[2] Therefore they need a language that can helps them to communicate well and correctly and enable the Indonesian students to master the four skills, these are: listening, writing, reading and speaking.

In a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, control of content, format, sentence structure, punctuation spelling. And criteria good paragraph has unity and coherence, The result of writing is generally called text, and the recipient of the text is called a reader. Motivations for writing include publication, storytelling, correspondence and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

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[1]Irhami definition on writing, (online) http://mirhami.blogspot.in/2013/10/definationofwriting.html, 17 May 2017.
[2] Wasis Tri Puspita, "*An Analysis Students' Errors in Pronouncing English Vowels,*" (Thesis, UNNES, Semarang, 2007)

According to book writer Nancy E. Dollahite and Julia Haun *"when we write at the university level, we are entering into a conversation with others about a topic."* Writing not only to explain our own ideas, but also to discuss how our ideas fit into the larger context of others who have written on the topic.[3] In writing, some topics must write in a paragraph because a paragraph can make the reader more understandable about the topic.

A paragraph has three major structural parts; these are a topic sentence, supporting sentence, and a concluding sentence. The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Notice how the topic sentence of the model states both the topic and the controlling idea.[4]

Studying is the activity of process of learning about everything. The Function of the study are of them is to increase the skills' persons. In addition, if we want to get the good skill in English writing, there are many that have to be learned by themselves. The students get English skill such as listening, speaking, reading and writing.

Write not only to explain our own ideas, but also to discuss how our ideas fit into the larger context of others who have written on the topic.[5]In

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[3] Nancy E. Dollahite, and Julia Haun, *"Source Work Academic Writing From Sources"*(U.S.A, Librari of congress:1941).s

[4] Alice Oshima and Ann Hogue, " Writing Academic English Third Edition" (Bank Street, Longman: 1991)

[5] Nancy E. Dollahite, and Julia Haun, "Source Work Academic Writing From *Sources"*(U.S.A, Librari of congress:1941).s

writing some topic and must write usually make a paragraph, because in sentence have many paragraph can make someone understand about something.

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In writing some topic and must write usually make a paragraph, because in sentence have many paragraph can make someone understand about something.

Sometimes when student make a mistake when they are try to make a paragraph. They are always make error in paragraph because many factors, and reason, in this research the researcher need discuss about error analysis in paragraph of unity and coherence.

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[6] Alice Oshima and Ann Hogue, " Writing Academic English Third Edition" (Bank Street, Longman: 1991)

Was concerned, all errors whatever their origin wears dealt with by essentially the same technique of further drilling and exercise. This was the result of the interest which Psycholinguist, influenced by Chomsky were beginning to show in first language acquisition. It was natural that one should ask whether the cognitive processes which come into play in first language acquisition where the same as those used in second language learning, and indeed in the early seventies, which marked the beginning of serious empirical research into second language acquisition, this was the question, this was the question which was uppermost in the minds of the researchers. With the general abandonment of the belief in a specific language acquisition device, this is no longer a question with actively engages the interest of investigators. At the same time the role of the first language in second language acquisition has become a more interesting question. The evidence for this was the large numbers of errors which could be ascribe to the process of the transfer.

In English Education Department in IAIN Ponorogo Program, writing is one of the skill subjects that are learnt by the students in the second semester until sixth semester. However, writing is not an easy thing to do for the students of English education study program in IAIN Ponorogo. It can be seen from their exam paper in writing. The majority of the students in IAIN Ponorogo achieved low score in English subject[7]. It can be seen from the test

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[7] Interview with mr.dollar yuwono date 12 juni 2017.

results that they do.[8] It means that the students of IAIN Ponorogo still have many problems in writing paragraph. Usually in a paragraph student of IAIN always make some error even in learning English, especially when they try to arrange sentences or use tenses in their writing because of many factors and reasons.

As a result, most of the IAIN Ponorogo students are write sentences not unity and coherence. Because of this reason students' of IAIN Ponorogo cannot do the writing tasks that the lecturer has been given well and appropriately. The other difficulty is spelling problems. Spelling problems not only needed in reading skill, but also in writing skill. A Misspelling in a paragraph can cause misunderstanding to the reader. As mentioned earlier that Indonesia is a multicultural and Multilanguage country and English has been considered as foreign language, differences culture or social cultural and linguistic between the Indonesian language and foreign language of the students in IAIN Ponorogo can also influence in writing skill. The difficulties and problems above made them studying English, especially in writing skill. As the result, the students of English education department in IAIN Ponorogo have lowest score in the exam, and even some of student could not pass the subject.

Based on explanation above, the writer would like analyze students' in writing paragraph. Researcher would like to conduct the research entitled

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8 Document from examination student's of second semester 2017.

"An Analysis on Unity *in Paragraph writing of Second Semester Students'* of English Education Department at IAIN Ponorogo.*"*

B. **Research Focus**

There are many problems in writing good paragraph, to get the specific data this research is focused to analyze the paragraphs of writing especially on narrative text that conducted by the students of class B of the second semester students of IAIN Ponorogo in academic year 2016/2017 and focused in one aspect of paragraph writing. There are unity, and coherence.

C. **Statement of the Problems**

Based on the background of the study and research focus, the researcher formulated the   problem of the statements as the following:

1. How is the unity of the paragraph writing that conducted by the second semester students of English Education Department of IAIN Ponorogo in Academic year 2016/2017?
2. How is the coherence of the paragraphs writing that conducted by the second semester students of English Education Department of IAIN Ponorogo in Academic year 2016/2017?

D. **Objective of the Study**

The objectifies study of this study are

1. To know the unity in paragraph writing that conducted by the second semester students of English Education Department of IAIN Ponorogo in academic year 2016/2017?

2. To know the coherence of the paragraph writing that conducted by the second semester students of English Education Department of IAIN Ponorogo in academic year 2016/2017.

E. Significance of the Study

After conducting the research, the researcher hopes this research will give contribution to increase the concept that supports the lecture in English writing teaching process, especially related in arranging good paragraph. Besides that is expected to provide readers knowledge in analyze unity and coherence, of the paragraph in essays or in the order kinds of writing text.

This study expected to give significances presented as follows:

1. For Lecturers: This study is expected to give a contribution to English Lecture, particularly English Lecture of IAIN Ponorogo, the results of this research will help the lecturer to find out their student's weaknesses in developing paragraphs especially in unity, coherence, and cohesive. So they can take appropriate steps to improve their student's ability in writing.

2. For Students: The study is expected to give an input to the students of IAIN Ponorogo to improve their English Writing paragraph.

3. For Readers: This research is also expected can give some contribution to the readers especially students of IAIN Ponorogo to enrich their reference concerned with the paragraphs writing especially in the contexts of unity, coherence and cohesive.

F. Research Methodology

This point presents the research methodology that used in this study. It covers a set of research activities that conducted by the researcher, in order to work systematically. It involves the research approach and the research type, researcher's role, research location, data and sources of the data, techniques of data collection, data analysis, research procedure, and organization of the thesis.

1. Research Approach

The research applies a qualitative approach. For qualitative research, method is often called the method of research that conducted on the natural conditions (natural setting). This method called ethnographic method because at the first often used to study cultural anthropology. In this method, the researcher is the key instrument. The techniques of data collection performed by triangulation technique (combine) and the data analysis is inductive type. The result of qualitative research is more emphasis on the meaning rather than generalization.[9] purpose of phenomena can understood carefully if conducted through observation

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[9] Sugiyono ,metode Penelitian Pendidikan, (Bandung:Alfabet,2010),15.

with the subject by deep make a paragraph. Besides that, it can do trough observation now to the location of phenomena. In education, qualitative research is frequently called naturalistic because the researcher places where the events he or she is interested in naturally occur. Moreover, people engaging in natural behavior gather the data: talking, visiting, looking, and so on.[10]

Researcher found problems how to write a good paragraph to formulate good writing, especially in the context of unity of the paragraph writing. Then researcher found that only few studies related to in English Education Department IAIN Ponorogo. After that, researcher took the data needed the from IAIN Ponorogo. Those data is students' paragraph writing that have been collected during midterms. Researcher takes the data that has been collected from the lecturer without known by the students.

2. **Research Design**

The researcher applies qualitative approach. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practice that makes the world visible. Qualitative research begins with assumptions, a world view, the possible use of a

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[10] Robert C, Bodgan, Qualitative Research for Education; an introduction to theory and method,(London:Allyn and Bacon , 1982), 3.

theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.[11]

The researcher applies descriptive method to this research. Qualitative descriptive is the method of choice when straight descriptions of phenomena's desired.[12] This means qualitative descriptive presents a factual event of the fieldwork observation to answer the question, what is going on here. One characteristic of qualitative research is data descriptive. Data descriptive is the data collected take the form of words or pictures rather than numbers.[13]

The research data is collected naturally by observing a phenomenon. In qualitative research the research instrument is (human) or the researcher. A qualitative research also takes in to account the process rather than the outcome or product.

A descriptive research does not examine a hypothesis. In a descriptive research, the data analysis is presented inductively. It means that data analysis is presented in form of thick description of the phenomenon.

3. **Data Sources**

The principle of data sources in this research in words, actions and documentation. The data sources in this research is documentation (students' paragraph writing texts, school documents).

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[11] John W. Creswell, Qualitative Inquiry and Research Design Choosing Among Five Approach 2nd edition, (University of Nebraska Lincoln: Sage Publication, Inc., 2007), 36-37.
[12] Lisa M. Given, The Sage Encyclopedia of Qualitative Research Methods, (London: SAGE Publications, 2008), 191.
[13] Ibid., 209.

4. Technique of Data Collection

    a. Documentation

Documentation is activity of searching data beside the human. For examples of educational researchers might include samples of students' work, copies of teacher plans, collections and/or descriptions of classroom tools (from crayons to computers), descriptions of furniture and decorations found in teacher's lounges, or accounts of objects children bring for "show and tell". [14] According to Bodgan, in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by and individual who describes his or her own action, experience, and believe.[15] Documentation is used for getting about history and the development, structure of the organization, number of students, teacher and the school situation of facilities.

The researcher uses some documentation to support this research. First the researcher documented the history, structure of organization, vision and mission of IAIN Ponorogo.

Technique of collecting data which taken from student of IAIN Ponorogo second semester students in English Education Department class TI. B An often wrong experienced in make a paragraph writing. By written from such as book, school document, opinion, tape

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[14] Dolar Yuwono, writing 1 from practice to theory getting smart and creative to write (Yogyakarta: Pustaka Felicha, cet 2015),

[15] Ibid., 110.

recorder, sound recorder, video which related to research as supported of interview and observation.

5. **Data Analysis**

The type of this research is content analysis research. According to Hsieh and Shannon, a research method for the subjective interpretation of the content of text data through the semantic classification process of coding and idea

Notifying themes or patterns.[16] In this research, researcher analyzes paragraphs writing by the second semester students of English Education Department of IAIN Ponorogo in Academic year 2016/2017.

Mattew B. Miles and Michael Huberman define analysis as consisting of three current follows of activity: data reduction, data display, and conclusion drawing and verification.[17]

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription. In this step, the researcher needs to separated the accurate data from the in accurate ones. Through the data reduction, the researcher may focus o the data that will be analyzed.

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[16] Hseih, H.-F,& Shannon,S.E. *"Three approaches to qualitative content analysis".* Qualitative Health Research, (15-9-2005).

[17] Matthew B, Miles and Am Michael Huberman, Qualitative Data Analysis, (London: Saga publication, 1994), 10.

In this research, the researcher selecting the data based on the research purposes. They are student errors in arranging the paragraph unity, coherence, that conducted by second semester students of English Education Department of IAIN Ponorogo in academic year 2016/2017.

b. Data display

In second major flow of analysis activity is data display. A display is an organized, composed assembly of information that permits conclusion drawing and action. The most frequent form of display for qualitative data in the past has been extended text.[18]

In this stage of organizing the data into pattern of relationship. The data presentation help the researcher and reader to more understand with data in this stage, the researcher presents a brief description, and makes table to display the unity, coherence and cohesive of the paragraph writing that conducted by second semester students of English Education Department of IAIN Ponorogo in academic year 2016/2017. The research classify the unity, coherence and cohesive of paragraphs into categories first "yes" it means that the paragraph that arranged by students is unity, coherence and cohesive. Second incompletely arranged by students, some aspect of the context might lose. The last is "not yet", its means that the paragraphs arranged

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[18] Ibid., 11.

by students is without unity, coherence and cohesive the tables of classification of the unity and coherence of paragraph can be seen in Appendix 1.

c. Conclusion and verification

Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mine during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus, or with extensive efforts to replicate a finding in another data set.[19]

Verification is simple description that consists of researcher answer from the problem that has been conducted. This can be interpreted the research can be arranged in thick description. In this research, verification data will be displayed in the last chapter of this research report. After research was conducted, the are several point which is conclude they are include how the unity, coherence, and cohesive of paragraph writing that conducted by the second semester students of English Education Department of IAIN Ponorogo in academic year 2016/2017. Beside that, in verification also was mentioned the suggestions to the lecturer and the students as improvement in the teaching learning process.

6. **Researcher's Role**

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[19] Ibid., 11.

The characteristic of qualitative research is the researcher as a key instrument. So, in this research, the researcher is determining instrument, the full participant and the data collector during the process of research.

7. **Research Location**

The research is conducted at IAIN Ponorogo. The researcher wants to know the students of IAIN Ponorogo an analysis in paragraph writing in Unity of second semester students of English Education Department of IAIN Ponorogo in academic year 2016/2017.

8. **Research Procedures**

There are three procedures and with last procedure from research such as outcome research report, research procedure such as:

a. Preparation

Before doing the research activity, the researcher must prepare the research material. The preparation in this research consist of the researcher propose the title of research, reviews the references relate to research problems, and arranges the research instrument. All of the activities were conducted from 20th April 2017.

b. Application

The researcher start her work (research) by three steps, they are collect the data, code and analyses the collected data, and the last make a conclusion of the data analysis. All of the activities were conducted from 23th April to 11th June 2017.

c. Reporting

Final activity of this research is reporting. It consist of arranging the report format and arranging the final report. It was conducted from 19th July 2017.

G. **Organization of the Study**

In organization of the thesis, it has purpose to ease understanding the thesis. This thesis will be divides into five chapters as follows:

CHAPTER I   :   This chapter discuss about, introduction it contains of background of the study, Research focus, statement of the problems, objectives of the study, significance of the study, and research methodology which contains research design, researcher's role, research location, data analysis, research procedure and organization of the thesis.

CHAPTER II   :   This chapter discuss about review of related literature that covers the theory of error, error analysis, types of errors, definition of text, difinition of paragraph, structure of paragraph, and characteristics of good paragraph, definition of unity and the kind of unity.

CHAPTER III :   This chapter discuss about data description; general data and specific data. General data on this thesis is describes

the profile of IAIN Ponorogo as the research is describes about the syllabus of paragraph writing. Further the specific data on this research is describes about the result of analysis the unity of the paragraph writing made by the second semester students of English Education Department of IAIN Ponorogo. This data was conducted by the students' in middle test examination given on 24th May 2017.

CHAPTER IV : This chapter is research findings and data analysis. It consists of the unity of the paragraphs writing made by the second semester students of English Education Department of IAIN Ponorogo in academic year 2016/2017, and the discussion about the unity of paragraph.

CHAPTER V : This chapter is closing, concluding section that will give the conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Background

1. Definition of Writing

Writing is the most difficult skill for any languages in the world; writing means making sentences and before making sentence usually someone must make a paragraph. A paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay. Among the four skills above, writing skill is the most difficult. As Regina state:

> "Writing is a series of related text-making activities: generating, arrangging, and developing ideas in sentence: drafting, shaping, reading the text, editing *and revising".*[20]

Writing is one of the four competencies in language skill. It should be mastered by students. Writing enables students to express their idea. They can also give the information and send their knowledge to the other people by writing. It means that writing is the media of language's transformation. Flower and Hayes (In Manchon) defined that writing is cyclical process in which writers move back and forth between generating ideas, formulating these ideas into language and transcribing these ideas into writing.[21] You will first learn how to write good paragraph, and then you will learn how to combine and expand paragraphs to build essay.

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[20] Regina L. Smalley and Mary K. Ruetten, Refining composition Skill Rhetoric and Grammar Thrid edition, Boston:HH Heinie and Heinle, P.13.

[21] Manchon, Rosa Writing in Foreign Language Contexts, Learning, Teaching and Research, (great britain: MPG Books group, 2009).

Further, Byrne said when we write, we use graphic symbols. That is, letters or combinations of letters which relate to the sound we make when speak.[22] On one level, then writing can be said to be act of forming these symbols making mark on the flat surface of some kind. But writing is clearly much more then the production of graphic symbols, just a speech is more than the production of sounds.

When we write at the university level, we are entering into a conversation with others about a topic. We write not only to explain our own ideas, but also to discuss how our ideas fit into the larger context of others who have written on the topic. Writing is the whole of the relevant activity and we create the context as we write. It means that when we write, we have to sustain the whole process of communication on our own and try to stay in contact with our riders through words alone since the readers we are addressing is not in front of us.

2. The Purpose of Writing

Writing is the activity to express the idea through some relevant media such as the paper, computer, etc. every writer has their own goals of activities, for example writing funny stories to entertain readers, with news item to infrom readers, write news item to inform readers and so forth. Besides that, they are many another purpose of writing such as express the felling and persuade the reader.

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[22] Byren, Donn, Teaching Writing Skills, (Singapore: Longman Singapore publishers. Ltd.1988),1

a) To express the writer's feeling

  The writer want to produce and express what he feels or think trough the written from, as in a diary or love letter. It is what called expressive writing. This type of writing doesn't take the rider into consideration; instead, it focuses on the writer's feelings, experience, and needs. Expressive writing may take the from of poetry, journals, letters, and especially, free writing. Often, a person will do expressive writing and then disappointed when readers don't respond to it.

b) To entertain the readers

  the writer instead to cheer up the readers' feeling trough the written from. She used to aesthetic material to entertain the reader. This useful as entertainment or to release tension after a busy day of activities. For example, write a funny story, novel, comic and so forth.

c) to inform the readers

  The writer intends to give information or explain something to the readers. It is a kind of informative writing. It refers to something external to the writing itself, with the purpose of informing the reader. For instance, this page is informative, as are the other components of this writing. In our times, informative writing is usually prose, although in earlier periods poetry was used for informative purposes.

d) to persuade the readers

  The writers want to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing. It is a piece

of work in which the writer uses words to convince the readers that the writer's opinion is correct with regard to an issue. Persuasive writing sometimes involves persuading the reader to perform an action, or it may simply consist of an argument or several arguments to align the reader with the writer's point of view.
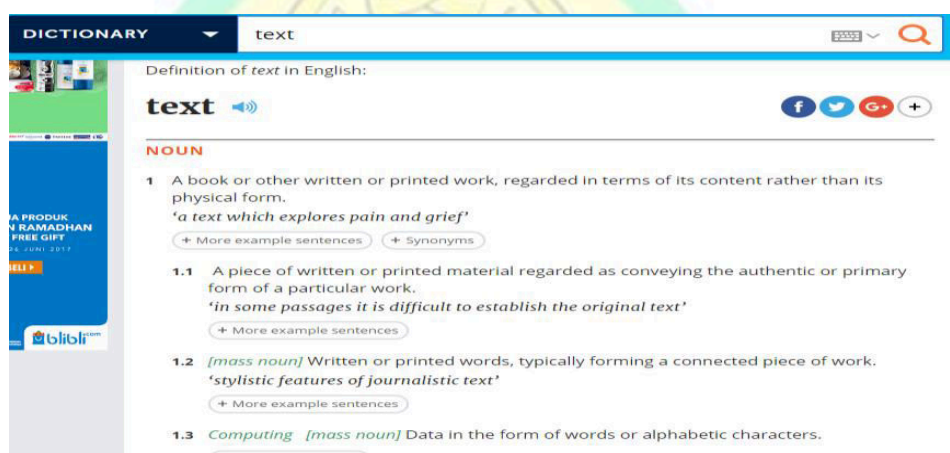
3. **Text**

Figure 1: meaning of 'text' according to Oxford Dictionary

According to Oxford English Dictionary the term 'text' means "A piece of written or printed material regarded as conveying the *authentic or primary form of particular work*"[23], as we can see from the Figure 1. Actually the word "Text" is defined many ways by many linguists. Halliday and Hasan state that "Text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole". Text is as a "semantic unit" characterized by cohesion. "A text is a passage of discourse".[24]

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[23] Oxford English Dictionary online version :
https://en.oxforddictionaries.com/definition/text
[24] Halliday, M.A.K & R. Hasan, P.38: Cohesion in English. London: Longman.

4. Definition of Paragraph

A paragraph is a collection of some sentences in a series developing one topic. Alice Oshima and Ann Hogue stated that "a paragraph is a group of related statements that a writer develops about a subject".[25] In other hand, Jack C. Richards and Ricard Schmidt stated that "a paragraph is a unit of organization of written language in many languages, which serves to indicate how the ideas in written text are grouped".[26] According to writer opinion, a paragraph is a part of our speech which is written with few sentences in a group. A paragraph is a group of sentences about one main idea. This means that each paragraph has a topic (what you are writing about) and a focus (what you want to say about that topic). In a good paragraph all of the sentences will be connected to the topic and focus.[27]

According to another book writer Ann Hogue *"A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea."* A paragraph can be as one sentence or as a lot as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop tha main idea clearly.

A paragraph is a group of sentences organized around a central topic. In fact, the cardinal rule of paragraph writing is to focus on the main idea. A solidly written paragraph or the activity can be emptied or

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[25]Alice Oshima and Ann Hogue, Introduction to Academic Writing Third Edition, P. 3.

[26] Jack C. Richards and Ricard Schmidt, Longman Dictionary of Language Teaching &Applied Linguistics Third Edition, London: Pearson Education Published, 2002, P. 382.

[27] Dorothy E. Zemach and Lisa a. Rumisek, 'Academic Writing: From Paragraph to *Essay', 2006, p. 131.*

reassembled by the reader as demonstrated in this paragraph or the activity can be clearly sequenced so that there's no mistake about what happens first, second, third, and so on.

A paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme. A paragraph is a component of fictional prose and non-fiction writings. When writing essays, research papers, books, etc., new paragraphs are indented to show their beginnings. Each new paragraph begins with a new indentation. The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, paragraphs shouldn't be mixing thoughts or ideas. When a new idea is introduced, generally, a writer will introduce a new paragraph.[28]

A paragraph may stand by itself. In academic writing, a paragraph is often used answer a test questions such as the following; ''Define management by objectives, are given one example of it from the reading you have done for this class.

Zemach& Rumisek state a paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long. But it

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[28] 'What Is a Paragraph? Definition, Examples of Paragraphs - Writing Explained' <http://writingexplained.org/grammar-dictionary/paragraph> [accessed 13 July 2017].

can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.[29]

Oshima and Hogue state a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be understood: A paragraph is a self-contained unit of a discourse in writing dealing with a particular point or a single idea.[30] It consists of one or series of sentences closely related to one another and devoted to the development of one topic. It is marked off by indentation at the beginning, pauses of various lengths and a break in the dot at the end.

A paragraph may stand by itself but in academic writing, a paragraph is often used to answer a test questions such as the following;

"Define management by objectives, are given one example of it *from the reading you have done for this class."*

According to book writer Nancy E. Dollahite and Julia Haun "when we write at the university level, we are entering into a conversation with others about a topic. Write not only to explain our own ideas, but also to discuss how our ideas fit into the larger context of others who have written on the topic.[31]

Ezor and Lewis describe five steps for building the paragraph. The first is selecting the topic. The second is writing a general statement

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[29]Zemach and Rumisek. Academic writing from paragraph to essay. 22, Macmillan.

[30] Alice Oshima and Ann Hogue, Introduction to Academic Writing Third Edition, P. 3.

[31] Nancy E. Dollahite, and Julia Haun, "Source Work Academic Writing From *Sources"*(U.S.A, Library of congress:1941).s

(topic sentence) about the topic. The third is jotting down possible details about the topic. The third is developing those details into supporting sentences. The third is reading the whole paragraph and make whatever changes writers feel will improve their writing.[32]

5. Structure of a Paragraph

To make our message clear to reader, we have to write our message in well structure paragraph. Dealing with the paragraph writing, the first essential step is to select the topic. The second step is to write a topic sentence about the topic and provide details about the topic. The next step is to develop those details into supporting sentence using facts, evidence, example, and so on. The last step is to write the final draft and make whatever changes.
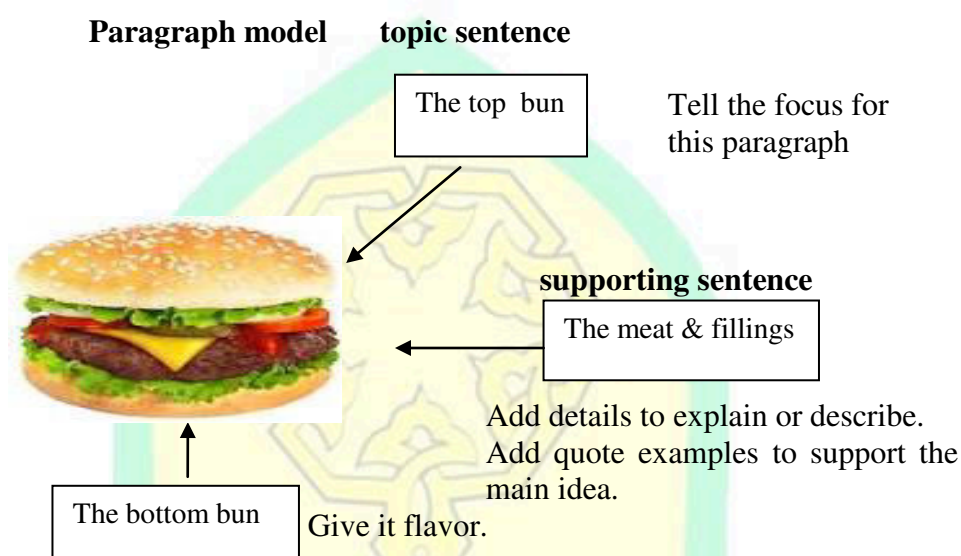
Paragraphs are comprised of sentence, but not random sentences. A paragraph is a group of sentences organized around a central topic. In fact, the cardinal rule of paragraph writing its to focus on one main idea. A solidly written paragraph takes its readers on a clear path, without detours. The sequence of activity can be implied or reassembled by the riders as demonstrated in this paragraph or the activity can be clearly sequenced so that there's no mistake about what happens first, second, third, and so on.[33]

An English paragraph can be divided into three major parts. A good paragraph should have a topic sentence, supporting sentence and a concluding sentence. The topic sentence states the main idea of the

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[32]Ibid, p.17.

[33] Alice Oshima, and Ann Hogue "Writing Academic English Fourth Edition" (BankStreet. Longman: 1991).

paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.

Paragraph model   topic sentence

The top bun

Tell the focus for this paragraph

supporting sentence

The meat & fillings

Add details to explain or describe. Add quote examples to support the main idea.

The bottom bun   Give it flavor.

Closing sentence

Finish by reinforcing your main idea and holding the Supporting sentence together.

a. Topic sentence

A topic sentence is the first sentence of the body paragraph. Simply put, the topic sentence introduces the topic of the paragraph. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.[34] Topic sentence is the most important sentence in a paragraph. Based on Alice Oshima Ann Hogue, topic sentence has two parts: a topic and

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[34] Alice Oshima and Ann Hogue, Introduction to Academic Writing Third Edition, P. 3

controlling idea.[35] The topic names the subject of paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

Make sure that topic sentences are up to par, and the rest of your writing will feel like a breeze. To make a successful topic sentence should following followings steps:

1) **State a main idea clearly**

Because a topic sentence is likely the first sentence in the paragraph, it needs to clearly state the subject matter of a paragraph without being wordy or difficult to understand.. It must include a topic and an opinion, or your controlling idea. Keep in mind that this is not an invitation to simply announce a topic. "Today I'm going to discuss the benefits of gardening" is not an effective topic sentence. We should be able to make the intentions clear without stating them explicitly. The topic sentence in this example states a clear direction ("health benefits of gardening") that we can then elaborate on in your paragraph. We should clearly state where the paragraph is going; make sure to include a topic and opinion.

2) **Balance the topic sentence between specifics and general ideas**

The topic sentence needs to relate the paragraph to the thesis statement of the essay. However, we need to make sure that

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[35].'How to Write a Good Topic Sentence (with Sample Topic Sentences)' <http://www.wikihow.com/Write-a-Good-Topic-Sentence> [accessed 13 July 2017].

our topic sentence strikes a good balance between the broad and the narrow. We should not write too vague or general an idea or you will never be able to discuss it in a single paragraph. This is too general: "The United States suffered a lot during the Civil War."Don't write too narrow of a statement. There's nothing much to talk about then, because it's probably a fact. This is too narrow: "Christmas trees are either cedars or firs."Instead, aim for a good balance: "Sherman's destruction in the South during the Civil War also caused incredible suffering." This is big enough to relate to the broader idea of an essay, but not so narrow that there's nothing left to discuss.

The position of topic sentence is usually in the first sentence in the paragraph. But can be in the last paragraph also. A topic sentence at the beginning of paragraph gives readers an idea of what they will read. This helps them understand the paragraph easily.

b. **Supporting Sentence**

The supporting sentences of a paragraph are the sentences between the topic sentence and the concluding sentence. The supporting sentences "support" the topic sentence. That is, they explain and elaborate the point of the paragraph.[36]Supporting sentences explain the topic by giving more information about it. Based on Regina

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[36]Ibid, p.74.

L. Smalley states that: Support comes from the information you used to arrive at the view you have expressed in your topic sentence.[37]

Example:

"Owning a small car has several advantages. First a small car is easier to park. Second economical BBM*".*

The sentence *"First a small car is easier to park. Second* economical *BBM"* is called supporting sentence. Because it gives more information about the topic (Owning a small car has several advantages).

c. **Concluding Sentence**

A concluding sentence is a sentence that reminds the reader about the main idea. Based on Alice Oshima Ana Hogue states that a concluding sentence signals the end of the paragraph and reminds the reader of the main idea.[38] There are some steps to write a good concluding sentence, based on Alice Oshima Ann Hogue's book "Introduction to Academic Writing", they are:

1) Begin with a conclusion signal. Most conclusion signals have commas   after them; others do not:

Followed by a comma	No Comma
1. All in all,	1. It is clear that…….
2. In brief,	2. These examples show
3. In conclusion,	that……

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[37] Ibid, p.74.
[38] Ibid, p.47.

4. Indeed,	3. You can see that…..
5. In short,	
6. In summary,	
7. To conclude,	
8. To summarize,	

2) Remind the reader of the main idea by one of the following methods.

- Repeat the idea in the topic sentence in different words. Do not just copy the topic sentence. Example:

- "Successful bidding on eBay requires patience and strategy".

- In conclusion, wait patiently and place your bid with precision timing and you will be the winning bidder every time.

- Summarize the main points of the paragraph.

- In conclusion, follow the steps I have outlined, and you will be the winning

3) Never end the paragraph by introduction a new idea. [39]

6. The Element of Paragraph

In addition to the paragraph writing, a paragraph should have the elements or the qualities of a good paragraph: Unity, Coherence, Completeness, and order. But researcher just focused about unity and coherence.

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[39] Alice Oshima and Ann Hogue, Introduction to Academic Writing Third Edition, P. 47.

a. **Unity**

Unity means that the ideas of the supporting sentences are all clearly connected to the main idea. In other words, all the details are relevant to the one controlling idea. Unity in a paragraph requires consistent development of the idea that our paragraph intends to explain.

The paragraph as a whole should focus on one idea. The best way to keep the paragraph unified is to be sure of what writers intended to do. One way to make the intention clear is to begin with a topic sentence. By beginning paragraph with a topic sentence writers immediately signal to their readers the main idea that they will develop in that paragraph. All in all, the points that make related in the writing are called unity of the paragraph. According to Susan Anker states that.

> *"Unity in writing means that all the points you make are* related to your main point; they are unified in support of your main point. As you draft a paragraph or an essay, you may *detour from your main point without even being aware of it",* as the writer of the following paragraph did with the underlined sentences. The diagram after the paragraph shows what happens when readers read the paragraph.[40]

b. **Coherence**

Coherence means, "Sticking together". A paragraph is coherent when the sentence are woven together in such a way that our reader can move easily from one sentence to the next and read the paragraph

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[40] Susan Anker. Real Writing with Readings Paragraphs and Essays for College, Work,and Everyday Life Third Edition.Boston:t.np, 2010, p.107.

as an integrated whole (Trimmer and Sommer, 1984:20).[41] According to Access to English an important quality in any good text, especially essays, is coherence. The coherence of a text means how well its parts-its words, sentences and paragraphs – work together and contribute to the text as a whole.[42] An incoherent text is one that lacks unity.

When we looked at paragraphs, we drew attention to the importance of the topic sentence as a way of focusing attention on one main idea for each paragraph. We also said the function of the other sentences was to support the topic sentence by explaining, defining or giving examples of the point expressed there. Following this advice is an important step towards coherent essays. But there is more to it than that.

As we have seen, a well-structured essay gains from being visually structured too – in clear paragraphs. In the same way, the coherence of a paragraph needs to be reflected in the language it uses. The reader, after all, is not a mind-reader, so the job of the writer is to give him clear signals about what is to come and how it relates to what has already been said. Reading a good text should be a smooth ride, not a bumpy one. There are a number of ways in which you can achieve coherence in a text. They are,

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[41]Jarum and Sabarun, *LaporanPenelitianDosenMuda Improving Students' Writing Ability Through Cooperative Learning Strategy at the English Department of*

[42]'ParagraphCoherence'<https://accesssocialstudies.cappelendamm.no/c365244/artikkel/vis .html?tid=365334> [accessed 13 July 2017].

In other words, coherence is one important thing in writing is connected between one sentence and other. According to Susan Anker states that:

> *"Coherence in writing means that all of your support connects* to form a whole. In other words, even when the points and details are assembled in an order that makes sense, they still *need "glue" to connect them. Coherence in writing helps* readers see how one point leads to another. Individual ideas should be connected to make a clear whole. A good way to *improve coherence is to use transitions".*[43]

Coherence is a paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that reader can understand your ideas easily. The principle for ordering depends on the type of paragraph you are writing.

It means that to make good paragraph coherence is so needed when we want to write the paragraph. In order to secure this coherence, this easy flow of the thought from sentence to sentence, According to the writer Jhon C Hodges, Maey E Whitten, harbrace college handbook 5th edition that should rely on repeat key nouns, use consistent pronouns, use transition signal to link ideas, and arrange the ideas in logical order.[44] They can be explained as follow:

1) **Repetition of key Nouns**

The easiest way to achieve coherence is to repeat key nouns frequently in paragraphs. Key nouns are the words carrying most significance in paragraph. The key nouns are those words a

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[43] Ibid, P.111.

[44] Jhon c hodges, Maey E Whitten, harbrace college handbook 5th edition (usa; harcrout, brace and world),328.

writer wants the reader to focus on as the paragraph progresses. This will help the reader remember the main ideas in the text. Let see the model of paragraph about "gold" to see how it use this technique to smooth the flow of the sentences. The key noun in this paragraph is "gold".

Model paragraph with coherence

[1] **Gold** a precious metal, is prized for two important characteristic. [2] First of all **gold** has a lustrous beauty that is resistant to corrosion. [3]Therefore **it** is suitable for jewelry. Coins, and ornamental purpose. [4]**Gold** never needs to be polished and will remain beautiful forever. [5]For example, a Macedonian coin remains as untarnished today is the day it was made 25 centuries ago. [6]Another important characteristic of **gold** is **it** usefulness to industry and science.[7]For many years, **it** has been used in the hundreds of industrial applications, such as photography and dentistry. [8]The most recent use of gold is astronauts' suits. [9]Astronauts wear gold-plated head shields for protection when they go outside spaceships in a space. [10]In conclusion, **gold** it treasured not only for **its** beauty but also **its** for utility.
-Alice Osima, Ann Hogue_4[TH] ed Writing Academic English

The writer circle the noun gold seven times, the pronoun "it" twice, and the pronouns "its" three times.(the word it in the sentence 5 refers to coin, not gold, so he should not have circle it.)

There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. The writer should repeat key nouns instead of using pronoun when the meaning is not clear.

Thought the following paragraph, the word gold has been replaced by pronouns, making the paragraph mush less coherent.

Model paragraph without coherence

> Gold a precious metal, is prized for two important characteristic. First of all **it** has a lustrous beauty that is resistant to corrosion. Therefore it is suitable for jewelry. Coins, and ornamental purpose. **It** never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today is the day it was made 25 centuries ago. Another of **its** important characteristic of gold is it usefulness to industry and science. For many years, it has been used in the hundreds of industrial applications, such as photography and dentistry **its** most recent use of gold is astronauts' suits. Astronauts wear gold-plated head shields for protection when they go outside spaceships in a space. In conclusion, **it** is treasured not only for its beauty but also its for utility.
>
>   -Alice Osima, Ann Hogue_4[TH] ed Writing Academic English

a) key noun substitutes

       If writer do not wish to repeat a key noun again and again, he can use synonym or expressions with the same meaning. It allow writer's to remind the reader of the topic being discussed without becoming repetitive, as too much repetition of the same words can be distracting and even irritating to a reader. For example, in sentence 8 of the first paragraph about gold, the writer substituted the noun "use" as a synonym for application" in sentence 7, thereby smoothing the flow of thought from one sentence to the next.

> [1] Gold a precious metal, is prized for two important characteristic.[2] First of all gold has a lustrous beauty that is resistant to corrosion. [3]Therefore it is suitable for jewelry. Coins, and ornamental purpose. [4]Gold never needs to be polished and will remain beautiful forever. [5]For example, a Macedonian coin remains as untarnished today is the day it

> was made 25 centuries ago. [6]Another important characteristic of gold is it usefulness to industry and science.[7]For many years, it has been used in the hundreds of industrial **applications,** such as photography and dentistry. [8]The most recent use of gold is astronauts' suits. [9]Astronauts wear gold-plated head shields for protection when they go outside spaceships in a space. [10]In conclusion, gold it treasured not only for its beauty but also its for utility.
>
> -Alice Osima, Ann Hogue_4[TH] ed Writing Academic English

2) Consistent Pronouns

When the writer use pronouns, he should make sure that use the same person and number throughout his paragraph. The writer cannot change from " you" to "her" or "she" (change person) or from " he" to " they" (change number) so that there is no confusion about whom or what that subject is. Notice the changes the writer made for consistency in the following example.

> As students who knows who know a few Latin and Greek roots and prefixes has an advantage over students who does not know them. They can often guess the meaning of new words. If, for example, you know that the prefixes Omni means " all" you have a better chance of guessing the meanings of words such as omnibus, omnipresent, and omnidirectional. Furthermore, a student who knows that the root sci-comes from scire " to know" can guess that omniscient means " all-knowing".
> - Alice Osima, Ann Hogue_4[TH] ed Writing Academic English

3) Transition Signals.

Relationship can be clarified further by transitional words, words which identify the relationships between the parts of a

paragraph and improve continuity.[45]   Transition signals are expressions such as "first", finally, and however, or phrases such as " in conclusions", "on the other hand", and " as result". Other kinds of words such as subordinators (when, although), coordinators (and, but) adjectives (another, additional), and prepositions (because of, in spite of) can serve as transition signals.[46] Those entire transition signals give paragraph coherence because they guide the reader from one idea to the next. There are diffirent kinds of transition signals; it can look at this table. But complete transitions signal can be seen in appendix.

Transition signals

Meaning/ function	Transitional phrases	Conjunctive adverbs	Coordinating conjunction	Subordinating conjunction	others
To introduce an additional idea	In addition	Furthermore, moreover, besides, also, too, etc.	And		Another (+noun) an addition 1(+noun)
To introduce an opposite idea or contrast	On the other hand, in contrast	However, nevertheless, instead, still, nonetheless.	But, yet	Although, thought, even thought, whereas, while.	In spite of, (+noun), despite (+noun)
To introduce a choice or alternative		Otherwise	or	If, unless	
To introduce a restatement or explanation	In fact, indeed	That is			

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[45] Robet m gorrel, Charlton laird, modern English handboo, 4th (usa: prentice-hall, 1967).

[46] Alice Osima, Ann Hogue_4TH ed, Writing Academic English (USA: Longman pearson education,2006),25.

Meaning/ function	Transitional phrases	Conjunctive adverbs	Coordinating conjunction	Subordinating conjunction	others
To list in order	First, second, next, last, finally.				The first, second, third, the next, last, etc.
To introduce an example	For example For instance				An example of (+noun), such as (+noun
To introduce a conclusion or summary	Clearly, in brief, in conclusion, indeed, in short, in summary				
To a introduce result	Accordingly, as a result, as a consequence	Therefore, consequently, hence, thus	So		

4) Logical order

In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is to arrange the sentences in some kind of logical order.

Logical order refers to the other of sentences, which varies depending of the purpose.[47] The writer may combine two or more different logical order in the same paragraph. The important point to remember is to arrange the ideas of writer in some kind of order that is logical to a reader accustomed to the English way of writing.

Some common kinds of logical order in English are chronological order, logical division of ideas, comparison/ contrast,

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[47] Regina l. smalley, et al, refining composition skills (rhetoric and grammar), (USA: heinle&heinle publisher, 2001),30

citing particulars/ instances/example/ illustrations, analogy, and restatement and application.

a) Chronological order Chronological order paragraph is order by time-A sequence of events or steps in a process.[48] We can see the model of paragraph that used time order in following paragraph.

> How to boil an egg like a pro
> Put your eggs in a saucepan and cover them with about one-half inch cold water. Heat the pan until the water is simmering and cooks like this for seven minutes, using a timer. As soon as the timers dings put the saucepan into the sink and turn on the cold tap, allowing the water overspill. It doesn't need to be galloping; a steady but vigorous flow will do. After a minute turn off the tap and leave the eggs in the cold water for another couple of minutes, or until they are cold enough to hold comfortably. When time's up your eggs will be cooked, and with no soft center remaining.
>
> http://grammar.about.com/od/c/g/Chronological-Order.ht

The model paragraph about how to boil an egg like a pro uses time order to organize the steps.

b) Logical division of ideas

A topic is divided in part, and each is discussed separately. The model paragraph of logical order in logical division of ideas can see in following paragraphs.

> [1] Gold a precious metal, is prized for two important characteristic.[2] First of all gold has a lustrous beauty that is resistant to corrosion. [3]Therefore it is suitable for jewelry. Coins, and ornamental purpose. [4]Gold never needs to be polished and will remain beautiful forever. [5]For example, a

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[48]Alice Osima, Ann Hogue_4[TH] ed, Writing Academic English (USA: Longman pearson education,2006), 34.

Macedonian coin remains as untarnished today is the day it was made 25 centuries ago. [6]Another important characteristic of gold is it usefulness to industry and science.[7]For many years, it has been used in the hundreds of industrial **applications,** such as photography and dentistry. [8]The most recent use of gold is astronauts' suits. [9]Astronauts wear gold-plated head shields for protection when they go outside spaceships in a space. [10]In conclusion, gold it treasured not only for its beauty but also its for utility.

-Alice Osima, Ann Hogue_4[TH] ed Writing Academic English

Based on the paragraph of gold, we can understand this paragraph uses logical division. First, it is discusses gold's beauty (sentence1-5) and second it's utility (sentence 6-9).

c) comparison/contras

The similarities and /or differences between two or more items are discussed. The model paragraph of logical order in comparison or contrast can be seen in paragraph bellow.

Synonym

Synonym, word that have same basic meaning do not always have same emotional meaning. For example, the words stingy and frugal both mean "careful with money". However, calling someone stingy is an insult, but calling someone frugal is a compliment. Similarly, a person wants to be slender but not skinny, aggressive but not pussy. Therefore, you should be careful n choosing words because many so called synonyms area not really synonymous at all. Alice osima, Ann Hogue- 4th ed writing academic English.

Paragraph about synonyms above compare and contrast word meaning.

d) citing particulars/instances/examples/illustrations

Topic sentences, whether they state prepositions or prescribe the structure of the paragraph, may lead to particulars or illustration.[49] The following paragraph has a structure topic sentence; that is simplify introduce the list of example that follow it:

> The foregoing are particularly sticking examples, but hundreds of others could be cited. We find generalization in such everyday words as picture, one restricted, as the etymology would suggest (compare; the pacts." Painted ones"). To a painted representation of something seen, but now applicable to photography, crayon drawing, and so forth; butcher, who one slew one animal only. The goat (French bough); the verb sail, which has been transferred to steam navigation, just as drive has been transferred to self-propelled vehicles.
> Robert m goral.

The paragraph continues with the examples, as the topic sentence promise it will. The writer cannot, of course, collect all possible example or instances, but has enough to illustrate what the means by generalization.

e) Analogy

In analogy, special kinds of illustration, the writer draws a parallel, explaining the unknown by something familiar. The device is common; to explain the rotation of the earth to a child, we may use a rubber ball or a top. Victory Hugo describes the battle of waterloo as a giant letter A.

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[49] Robert M Gorrel, Charlton Laird, Modern English Handbook, 4 th Edition (USA; prentice hall, 1967).

Thomas Henry Huxley In a famous analogy says that life is like a game of chess. The following paragraph uses a literary analogy to begin its discussion of man's failure to resist mass pressures that can drive him back toward savagery.

> All of the sad experiences of these last twelve years this is perhaps the most dreadful one. It may be compered to the experience of Odysseus on the island of circe. But it is event worse. Circe had transformed the friends znd companions of odysseous into varius animal shapes. But, here are men, men of education and intelligence, honest and upright men who suddently give up the highest human previlelge. They have ceasedto be free and personal agents performing the same prescribed rites they begin to feel, to think and so speak in the same way.
>
> Robert M. Gorrel, Charlton Laird, Modern English Handbook 4th edition

f) Restatement and amplification

Almost all the examples above are variations on the use of particulars to support a topic or a proposition. Most paragraphs develop in such patterns, illustrating the general with the more specific. Sometimes, however. A paragraph especially an introductory paragraph or short summary paragraph-may need mainly to restate or amplify an idea, sometimes revealing varying implications of the topic. Consider the following:

> Another obvious practical point is that the goal of education, in a cognitive world as eclectic, as ignorant, as accident, as disorganized as ours inevitably will be, needs very much to be rethought. We need, certainly in higher education, to be sure that some genuine experience of discovery and rediscovery is a part of the life of everyone who is educated; we need to be sure that some genuine appreciation of the gulf which separates knowledge and ignorance is also a part of it. I say this because only people who have been thought these experiences are intellectually prepared to live in a world in which they are unrounded by knowledge of which they will largely remain ignorant. Prepared not to take the vulgar and superficial account of knowledge for reality.
> -JROBBERT OPPENHEIMER, ACLS Annual Lecture.

Even here the movement is primarily toward specification; second sentence restates the first. Somewhat more specifically, and the third produces a reason.

B. Previous Research Findings

The research finding that can use a considerations' theory is taken theory is taken by Muhammad Zauti with the title "An analysis of Cohesion and Coherence of the students' narrative writing at the First Grad of SMA Negeri 4 Langsa. The research is conducted to analyze cohesion and coherence of the students' narrative writing. The problem statements of this research how are the cohesion and coherence of English narrative writing produced by students in writing in narrative text at the first grad of SMA Negeri 4 Langsa? And what are the problems encountered by the first grade students of SMA Negeri 4 Langsa in creating cohesion and coherence in their English narrative writing.

The research was descriptive qualitative research. The subject of this research are 20 students of the first grade students of SMA Negeri 4 Langsa. The data were collected through students' narrative writing, and teachers' interview. The data were analyzed by using the theory introduced by Halliday and Hasan (1976).

The results of this study show that (a) the student produce the five types of cohesive the devices to serve the coherence of their writings of which reference 48.16% with the personal reference as the dominant use. Then, it was followed by conjunction 26.02%, substitution 8.81%, ellipsis 0.20%, lexical cohesion was used 82 items or 16.80%, (b) the students' produced coherence of the narratives through the development of themes, and the generic structure; (c) the problem in using cohesive devices and coherence. Problem in using cohesive devices included the problems with: reference; (personal reference), problem in conjunction, and limited choice of ellipsis and lexical items. In term of problem in coherence included the problem in their generic structure.

The differences between researcher and Muhammad Zauti are focuses and object. Muhammad Zauti on cohesion and cohesive, but the researcher only focused on unity. Muhammad Zauti's objects are the first grade of SMA Negeri 4 Langsa. Researcher object is second semester students of English education department at IAIN Ponorogo.

CHAPHTER III

DATA DISCRIPTION

A. **General Data**

1. **History of IAIN Ponorogo**

The history of IAIN Ponorogo could not be separate from the history of IAIN Sunan Ampel Surabaya. In the beginning of 1970, IAIN Sunan Ampel grew fast and succeeds to open 18 faculties, spending in three province: East java, East Kalimantan, And West Nusa Tenggara. One of the faculities of IAIN Sunan Ampe is Syari'ah Faculty of Ponorogo. On 6 Robiul Awal 1390 Hijriah, exactly in 12 May 1970, it it was handover from preparation committee to ministry of religion of Indonesia Republic. At the same time, its began to open the program Sarjana Muda (SARMUD).

Started from academic year 1985/1986, Syari'ah Faculty of IAIN Sunan Ampel of ponorogo grew and amended. It it operated the doctoral program (S-1) by opening Qadha and Muamallah Jinayah Department. In adition, the president's decision number 11 about the founding of state Islamic Collage (STAIN) have been released and ratified by ministry of Religion on 25 Syafar 1418 H/30 June 1997.

Based on the president's decision above, on academic year 1997/1998 Syari'ah Faculty of Ponorogo changed it status from region faculty become STAIN it was an organic unit under Religion Department

and lead by the chairman who has a responsibility, to Ministry of Religion, whereas the construction functionally is started by institutional general directorate of Islamic religion. The change os status Syariah Faculty of IAIN Sunan Ampel become STAIN Ponorogo was decided based on revolved letter of institutional General director of Islamic religion number E/136/ 1997. Since this change status, State Islamic College (STAIN) Ponorogo operated educational academic and professionalism by opening three departments; *Syari'ah, Tarbiyah, and Ushuluhuddin.*

2. **Geographical Position**

State IAIN Ponorogo is located on Pramuka street 156 Siman District of Ponorogo Regency, that verge with:

a. North side   : Let.jend. Suprapto Street, 1 gangway

b. South side   : The settlement of citizen of Menur Street

c. East side   : Let. Jend. Suprapto

d. West side   : The settlement.

3. **Visions and Mission**

a. Vision of IAIN Ponorogo

State Islamic college of Ponorogo is the study center of Islamic Knowledge development in order to create the madani societies.

b. Mission of IAIN Ponorogo

Implement the learning process of Islamic knowledge and develop the academic, religious, and humanist condition.

4. The Organization Structure

a. Head Elements

   1) Chairman of state IAIN Ponorogo

   2) Deputy Chairman of the Academic Affair

   3) Deputy Chairman of Public administration affair

   4) Deputy Chairman of Students Affair

b. Senate of State Islamic College of Ponorogo

c. Faculties

   1) Syari'ah Faculty

      a) Akhwal Al Syakh-Shiyah

      b) Syari'ah Mu'amalah

   2) Tarbiyah Faculty

      a) Islamic Education (PAI)

      b) Arabic Education (PBA)

      c) Lecturer Education of Madrasah Ibtidaiyah (PGMI)

      d) Tadris of English Edication (TBI)

   3) Lecturers

      a) Permanent Lecturer

      b) Extraordinary Lecturer

      c) Gues Lecturer

   4) Research Center Community Service

      a) Division of Research

      b) Division of Community Service

c) Division of Publication

d) Division of Genre

5) Division of Administration

a) Head of Administration

b) Sub-section Of Academic and Students Affair

c) Sub-section of Official and Monetary

d) Sub-section of General

6) Elements of Technical Executor

a) Library

b) Computer Center

c) Language Center

d) Education quality Assurance Center

7) Elements of Equipment

a) Students Old fellow Association

b) Collegiate Organization

c) STAINPO Press

d) Woman Study center

B. **Specific Data**

The researcher gets the data from the second semester students of IAIN Ponorogo class TI.B about paragraph writing in academic year 2016/2017. The students' written is taken from the English lecture. Those data is gotten from students' in paragraph writing who wrote the texts with

theirs free topics. Based on the focus of the study, the researcher focused to analyze the introductory paragraph essays. There are 24 paragraph writing that will analyzed by researcher based on the unity, coherence and cohesive of paragraphs.

1. **The result of analysis on the unity of paragraphs**

    After analyze the data, the researcher summarizes the data of the unity of paragraph as the following table.

Table 1

NUMBER OF PARAGRAPH WRITING	BENCH MARKING			TOTAL NUMBER OF PARAGRAPH WRITING
	YES	INCOMPLETE	NOT YET	
SUM	12	11	1	24

    Based on the table, there are 12 students wrote paragraph unity, 11 students wrote paragraphs incomplete unity, and 1 students wrote paragraphs without unity.

2. **The result of analysis on the coherence of paragraphs**

    Beside summarized the result of analysis the unity of paragraph, the researcher also summarized the result of the coherence of paragraphs writing that conducted by the second semester students of English Education Department of IAIN Ponorogo as the following table. In detail, the results of data tabulation on the coherence of paragraphs can be seen in appendix.

Table 2

NUMBER OF PARAGRAPH WRITING	BENCH MARKING			
	YES	INCOMPLETE	NOT YET	TOTAL NUMBER OF PARAGRAPH WRITING
SUM	1	20	3	24

According to the table, there are 1 students wrote paragraphs coherence, students 20 wrote paragraph incomplete coherence, and 3 students wrote paragraphs without coherence.
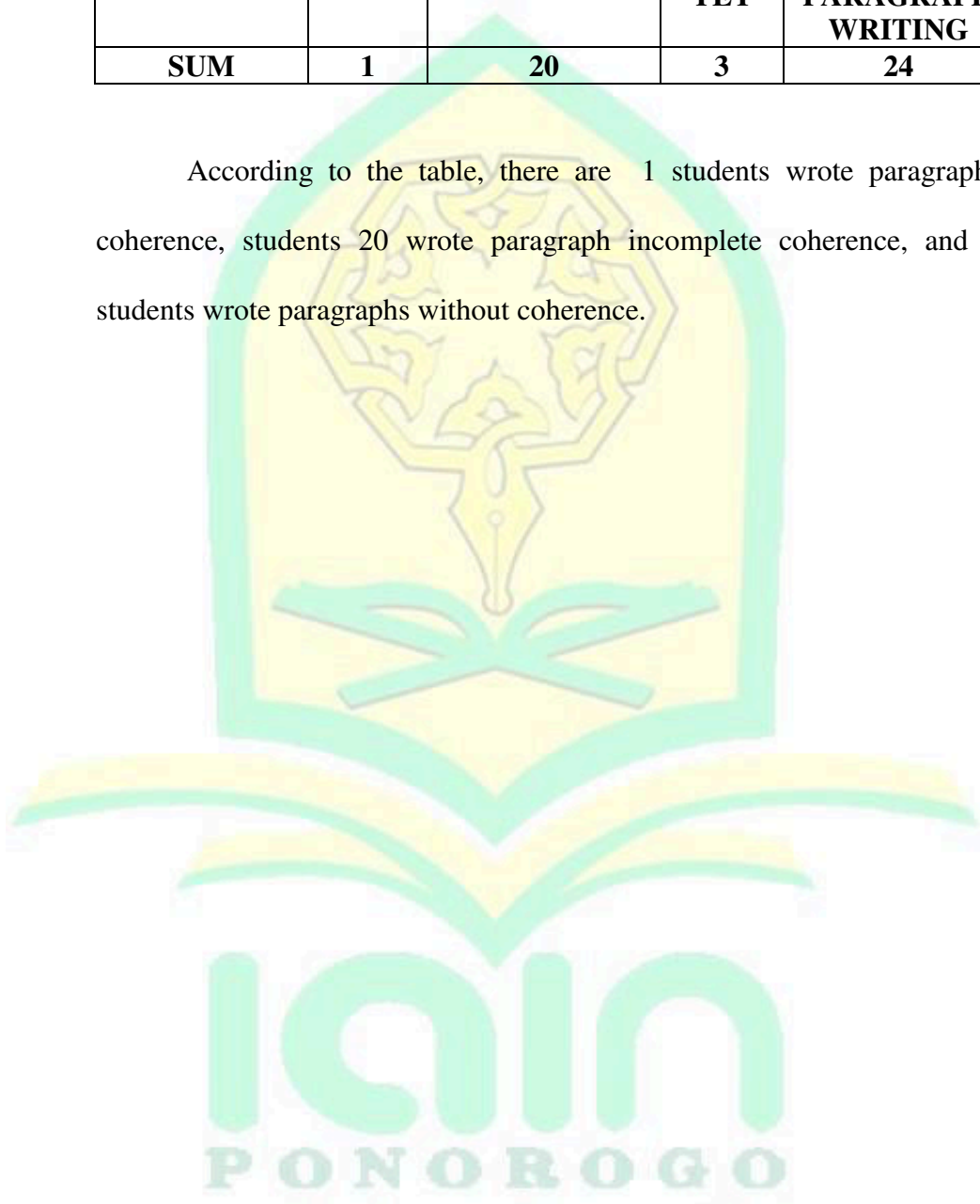
CHAPHTER IV

RESEARCH FINDING AND DATA ANALYSIS

In this chapter, the researcher analyzes data related unity, coherence and cohesive of paragraphs writing that conducted by the second semester students' writing of English Education Department of IAIN Ponorogo in academic year 2016/2017. The researcher will present research data analysis. To present data more easily understood, researcher will only show a few excerpts of data that present each problem or any results at each benchmarking; yes, in complete, and not yet.

A. Analysis of unity of paragraphs writing

From **24** students, **12** students wrote paragraphs unity, **11** students wrote paragraph not complete/ incomplete unity, and **1** students wrote paragraphs without unity. The paragraph unity discusses one and only one main idea from beginning to end.

1. The unity of paragraphs

In this part want to explain the unity of paragraphs writing that conducted by the second semester students of English Education Department of IAIN Ponorogo in academic year 2017/2018. After collecting data, it was found that there were some mistake in composing the paragraphs. The mistakes were classified based on the characteristic of paragraphs unity. The paragraphs unity only discusses one idea from the beginning to the end. Further, in this analysis the researcher was classified

in to three categories of each paragraph. Those are yes, incomplete, and not yet.

2. Paragraph Not Complete/ Incomplete Unity

Meanwhile, some students wrote the paragraphs has not complete unity. They missed some aspects in unity. They did not write relevant supporting sentences and or they did not write relevant concluding sentences adequately. Even, they did not write the topic sentence clearly. The paragraphs unity discuses only one main idea from beginning to end. Some paragraphs that have incomplete aspects in unity as the following.

3. Paragraphs without unity

Moreover, there are some students that wrote the paragraphs without unity. They missed the aspect of unity. They did not write the topic sentence, relevant supporting sentence and concluding sentence adequately. The paragraphs unity discuses only one main idea from beginning to end. Some paragraphs that have not aspect in unity as the following.

The text paragraph writing produced by students,

a. Text 1 by Siti Fatimah Tenri Sari

[1] Education is important in lowering crime rates. [2] Education according to "big" (without "big") Indonesia Dictionary is defined as a process of change in attitude and behavior or person or group of people in the business of maturing the human through the efforts of teaching and training. [3] Education is to lead on the powers of nature that exist in children, so that they are as human beings and as a members of society can achieve salvation and happiness as high as possible. [4] Trough this education, students get the teaching about the right and obligations of an individual as well as the impact obtained if "violeting" (spelling error, should be changed "violating") the norm of life. [5] So indirectly teaching the form of the response of self adaptive, able to control the self control that "prevent" (wrong word

> choice, should be changed "prevents") the occurrence of acts violating the law. [6] In other words, education gives effect to the time rate is low because the educated people will be more productive, thereby reducing the level of un employment that is potentially a crime.

- **Unity**

    a. Topic sentence   : sentence 1

    b. Relevant supporting sentence   : sentences 2-5

    c. Irrelevant supporting sentence   : -

    d. Concluding sentence   : sentence 6

    Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 5 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 6. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

    a) Key Nouns : Education

        - Repetition of key nouns:

        - Wrong repetition of key nouns

    b) Consistent pronouns:

        - In consistent pronouns:

    c) Transition signals: according to,

        - Transitions signals:

- In relevant transitions signals:

d) Logical order:

- Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

b. **Text 2 by Luluk Rahmatia Trisna Aini**

> [1] I have had many embarrassing moments in my life. [2] First, I forgot a lyric of my song when there was "farawel" (spelling error, should be changed farewell) party with ms 45. [3] It happened because I was so nervous and laughed by all audience. [4] Second, I felt down when I tried to get on bicycle. [5] Suddenly, my wheels could not turn left. [6] In the other hand, it's the third. [7] I got punishment that was forgetting to bring something. [8] It contains of "assigment" (spelling error, should be changed assignment) in the event and my friends brought it well. [9] While getting the punishment, I was doing my "assignment" (spelling error, should be changed assignment) again. [10] It was so embarrassing moment in my life. [11] Now, I realize it has proved me that nothing can be a valuable moment before passed a bad moment.

- **Unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2-10

  c. Irrelevant supporting sentence   : -

  d. Concluding sentence   : sentence 11

Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 10 beside that, the paragraph also has

relevant concluding sentence to conclude the development of paragraph place in sentence 11. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

  a) Key Nouns : Embarrassing moment

     - Repetition of key nouns: I, Embarrassing Moment

     - Wrong repetition of key nouns: -

  b) Consistent pronouns: It

     - In consistent pronouns:-

  c) Transition signals:

     - Transitions signals: And, Suddenly, Because

     - In relevant transitions signals:-

  d) Logical order:

     - Logical division of idea:

     Based on the analysis, paragraph above has some coherence device such as reputation of key nouns, and consistent pronouns. But it lost the other coherence devices like fully gives transitions signals; 7 needs transition signals. Besides that, the paragraph also did not have logical order to build logical paragraph. So, it can be said this paragraph is incomplete paragraph coherence.

     According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence

arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, the topic sentence of paragraph was arranged clearly. Besides that, all of supporting sentence also explained the topic sentence. But, sentence 2 is spelling error (farawel) and should be changed farewell. Sentence 8 is spelling error (assigment) and should be changed assignment. Sentence 9 is spelling error (assignment) and should be changed assignment. So, paragraph above can be categorized as paragraph unity.

c. **Text 3 by Eva Leonisa**

> [1] Education is important in lowering crime rates. [2] With education everyone has knowledge. [3] That used to know good and bad deeds. (Ineffective sentence should be changed to "With education everyone will have knowledge to know good or bad deeds"). [4] Education also makes a person get a good job. [5] Work in accordance within the education that has been achieved. (Ineffective sentence should be changed to "Education also makes a person get a good job in accordance with the education that has been achieved"). [6] So, they do not have to commit a crime.

- **Unity**

    a. Topic sentence   : sentence 1

    b. Relevant supporting sentence   : sentences 2-5

    c. Irrelevant supporting sentence   : -

    d. Concluding sentence   : sentence 6

Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 5 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 6. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

    a) Key Nouns : Education

        - Repetition of key nouns: That, Education

        - Wrong repetition of key nouns:-

    b) Consistent pronouns: That

        - In consistent pronouns:-

    c) Transition signals:

        - Transitions signals: White, Also

        - In relevant transitions signals:-

    d) Logical order:

        - Logical division of idea:

        Based on the analysis, paragraph above has some coherence device such as reputation of key nouns, and consistent pronouns. But it lost the other coherence devices like fully gives transitions signals; 5 needs transition signals. Besides that, the paragraph also did not

have logical order to build logical paragraph. So, it can be said this paragraph is incomplete paragraph coherence.

Based on the analysis, the topic sentence of paragraph was arranged clearly. Besides that, all of supporting sentence also explained the topic sentence. But, sentence 2 and 3 is Ineffective sentence should be changed to "With education everyone will have knowledge to know good or bad deeds. Sentence 4 and 5 is ineffective sentence should be changed to "Education also makes a person get a good job in accordance with the education that has been achieved. So, paragraph above can be categorized as paragraph unity.

d. **Text 4 by Alvian Catur P.**

> [1]There are some reasons why Jakarta governor election is one of the most chaotic one in Indonesia. [2] First reason, is Jakarta was the mother of cities of Indonesia. [3] It "make" (wrong word choice, should be changed makes) Jakarta people enthusiastic to chose the greatest one of the three candidate. [4] Second reason is, one of the "goodest" (spelling error should be changed goodies) candidate, Basuki Tjahaya Purnama did defamation of the Alqur'an, the holy book of "moeslim" (spelling error should be changed Muslim) civilization. [5]It made the "moeslim" (spelling error should be changed Muslim) civilization in whole of Indonesia feel enrage and did the social movement to Jakarta.
> [6] They demand Ahok to be jailed. [7] Even so, Jakarta Governor Election was keep running although with very uncondusivable ambicience.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2-6

  c. Irrelevant supporting sentence   : -

d. Concluding sentence : sentence 7

Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 6 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 7. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

  a) Key Nouns : Jakarta Governor

     - Repetition of key nouns: It, Governor, reason

     - Wrong repetition of key nouns:-

  b) Consistent pronouns: Basuki, He, They Ahok

     - In consistent pronouns:-

  c) Transition signals: The

     - Transitions signals:-

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

According to the analysis, this paragraph lack coherence device in sentence 4. It needs the transitions signals to make the paragraph smoothly to the next. It makes the reader easy to

understand the idea of paragraph. So it can be said this paragraph **is not complete paragraph coherence**

Based on the analysis, the topic sentence of paragraph was arranged clearly. Besides that, all of supporting sentence also explained the topic sentence. But, sentence 3 is wrong word choice (make) and should be changed makes. Sentence 4 is spelling error (goodest) and should be changed goodies and then spelling error (mouslim) and should be changed Muslim. Sentence 5 is spelling error (moeslim) and should be changed muslim. So, paragraph above can be categorized as paragraph unity.

e. **Text 5 by Farida Khoiriyah**

[1]I had "embrasing" (spelling error should be changed embarrassing) moment in my life. [2] One day, I woke up late. [3] The time was shocking me it was eight o'clock which is "to" (wrong word choice, should be changed too) late time present to the orientations student "programe" (spelling error, should be changed program). [4] So I take a bath be hurry its only five minutes. [5] I prepared to dress up then I went to the university by motorcycle. [6] When I came, the students laughed me, because the trouser which I used was ripped trouser at my ass.
[7]Huh, this is my "embrasing" (spelling error should be changed embarrassing) story   in my life. [8]But I learn from it, better late than never.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2-7

  c. Irrelevant supporting sentence   : -

  d. Concluding sentence   : sentence 8

Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 7 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 8. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

   a) Key Nouns : Embarrassing Moment

      - Repetition of key nouns:

      - Wrong repetition of key nouns

   b) Consistent pronouns: I, Student

      - In consistent pronouns:-

   c) Transition signals: Because

      - Transitions signals:

      - In relevant transitions signals:

   d) Logical order:

      - Logical division of idea:

   According to the analysis, this paragraph lack coherence device in sentence 5. It needs the transitions signals to make the paragraph smoothly to the next. It makes the reader easy to understand the idea of paragraph. So it can be said this paragraph **is not complete paragraph coherence**

Based on the analysis, the topic sentence of paragraph was arranged clearly. Besides that, all of supporting sentence also explained the topic sentence. But, sentence 1 is spelling error (embrasing) and should be changed embarrassing. Sentence 3 is spelling error (programe) and should be changed program. Sentence 7 is spelling error (embrasing) should be changed embarrassing. So, paragraph above can be categorized as paragraph unity.

f. Text 6 by Selvi Franciska Putri

> [1]Education is important in lowering crime rates. [2] "Many crime" (wrong word choice, should be changed much crime) "rases" (wrong word choice, should be changed rates) is caused by the low of education. Through education, people will know more knowledge. [3] So they can use that knowledge in closing something useful. [4] They can make some innovations to help others people. [5] When people doing something useful and helpful, they will never think about doing crimes. [6] "It is because they feel proud themselves when they can make money by their own." (Need more supporting sentences to give clear explanation). [7] Besides that, education makes them know which one is better for their life. [8] They will know that crime is useless and bad for them. [9] So, that is why people need to take education to decreasing crime rates.

- **Unity**

    a. Topic sentence   : sentence 1

    b. Relevant supporting sentence   : sentences 2-5 and 7-8

    c. Irrelevant supporting sentence   : 6

    d. Concluding sentence   : sentence 9

Based on the analysis, the topic sentence of paragraph did not explain clearly. Sentence 2 is wrong word choice (Many crime) and

should be changed much crime. In addition, wrong word choice (rases) should be changed rates. Sentence 6 needs more supporting sentences to give clear explanation. So, paragraph above can be categorized as not complete paragraph unity.

- **Coherence**

    a) Key Nouns : Education

    - Repetition of key nouns:

    - Wrong repetition of key nouns

    b) Consistent pronouns:

    - In consistent pronouns:

    c) Transition signals: according to,

    - Transitions signals:

    - In relevant transitions signals:

    d) Logical order:

    - Logical division of idea:

    According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

    Based on the analysis, the topic sentence of paragraph did not explain clearly. Sentence 2 is wrong word choice (Many crime) and should be changed much crime. In addition, wrong word choice (rases) should be changed rates. Sentence 6 needs more supporting

sentences to give clear explanation. So, paragraph above can be categorized as not complete paragraph unity.

g. **Text 7 by Yusta Fraesti**

[1] Education is important in lowering crime rates. [2] Why it is important. [3] It is because education makes people will think twice when they want to do a crime. [4] "Educated people think that crime is a bad and nonsense deed". (Need more supporting sentences to give clear explanation). [5] So, it is true that education is Important in lowering crime rates."

- **Unity**

  a. Topic sentence : sentence 1

  b. Relevant supporting sentence : sentences 2-3

  c. Irrelevant supporting sentence : 4

  d. Concluding sentence : sentence 5

    Based on the analysis, the topic sentence of paragraph did not explain clearly. Sentence 4 needs more supporting sentences to give clear explanation. So, paragraph above can be categorized as not complete paragraph unity.

- **Coherence**

  a) Key Nouns : Education

    - Repetition of key nouns:

    - Wrong repetition of key nouns

  b) Consistent pronouns:

    - In consistent pronouns:

  c) Transition signals: according to,

    - Transitions signals:

- In relevant transitions signals:

d) Logical order:

- Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, the topic sentence of paragraph did not explain clearly. Sentence 4 needs more supporting sentences to give clear explanation. So, paragraph above can be categorized as not complete paragraph unity.

h. **Text 8 by Jarwati**

> [1]Education is important in lowering crime rates. [2] "Many kind" (wrong word choice, should be changed many kinds) of crime usually cause of low education. [3] So many people do not have skill and "knowlege" (spelling error, should be changed knowledge) to survival their live. [4]So they try to "doing" (wrong word choice, should be changed do) anything that can they do to still alive. (sentence 3 and 4 are irrelevant supporting sentences). [5] Finally they do crime, being pickpocket, Killer and other. [6] By education, people know how to improve their skill, how to do in their live, without hurt the other people. [7] Usually educated people, never and maybe seldom to do crime because they know that do the crime have consequences are looked in the jail. [8] To its important for us to learning about all of education and give our knowledge to other people who need it. [9]To help in lowering of the crime in our country.

- **Unity**

    a. Topic sentence   : sentence 1

    b. Relevant supporting sentence   : sentences 2,5,6,7

    c. Irrelevant supporting sentence   : 3-4

d. Concluding sentence   : sentence 8-9

Based on the analysis, the topic sentence of paragraph did not explain clearly. Sentence 2 is wrong word choice (many kind) and should be changed many kinds. Sentence 3 is spelling error (knowledge) and should be changed knowledge. needs more supporting sentences to give clear explanation. So, paragraph above can be categorized as not complete paragraph unity. Sentence 3 till sentence 4, they did not relate to the topic sentence. Besides that, the paragraph also has concluding sentences 4 till 5 to conclude the development of paragraph. Based on it, the researcher categorized as not complete paragraph unity.

- **Coherence**
  a) Key Nouns : Education

     - Repetition of key nouns:

     - Wrong repetition of key nouns

  b) Consistent pronouns:

     - In consistent pronouns:

  c) Transition signals: according to,

     - Transitions signals:

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, the topic sentence of paragraph did not explain clearly. Sentence 2 is wrong word choice (many kind) and should be changed many kinds. Sentence 3 is spelling error (knowledge) and should be changed knowledge. needs more supporting sentences to give clear explanation. So, paragraph above can be categorized as not complete paragraph unity. Sentence 3 till sentence 4, they did not relate to the topic sentence. Besides that, the paragraph also has concluding sentences 4 till 5 to conclude the development of paragraph. Based on it, the researcher categorized as not complete paragraph unity.

i.   **Text 9 by Arniatul Hasanah**

[1]Mr. Soekarno is one of presidents in Indonesia. [2] He is the first President. [3] He was born at Jakarta in Igol. [4] Soekarno was one of the most influential politicians in history. [5]He was liberated nation of Indonesia from colonized of Dutch. [6] *He "*<u>readed</u>*" (wrong word* choice, should be change read) Proclamation text at 17 August 1945 in front of Indonesian people. [7] Beside tha*t, his wife's name is* Mrs.Fatmawati who sewn Indonesian flag into red and white colours. (Sentences 5-7 are irrelevant supporting sentences). [8] And the merit from Mr. Soekarno be reminded until now.

- **unity**

   a. Topic sentence   : sentence 1

   b. Relevant supporting sentence   : sentences 2,3,4

c. Irrelevant supporting sentence   : 5,6,7

d. Concluding sentence   : sentence 8

Based on the analysis, sentence 6 is wrong word choice (readed) and should be changed read. Sentence 5 till sentence 7, they did not relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

- **Coherence**

  a) Key Nouns : Education

     - Repetition of key nouns:

     - Wrong repetition of key nouns

  b) Consistent pronouns:

     - In consistent pronouns:

  c) Transition signals: according to,

     - Transitions signals:

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, sentence 6 is wrong word choice (readed) and should be changed read. Sentence 5 till sentence 7, they

did not relate to the topic sentence. Based on it, the researcher

categorized as not complete paragraph unity.

j. Text 10 by Fitriani Nur Hasanah

[1]I have had many "embrassing" (spelling error, should be changed embarrassing) moments in my life. [2] First, I were ever slip down in front of teacher's office. [3] It is because its floor is "wek" (spelling error, should be changed week) but I run quickly. [4] All teacher in the room look at me and some my friends "desided" (spelling error, should be change decided) me. [5] And then, when I were junior high school I were ever "stucked" (spelling error, should be change stacked) down books. [6] I were took books in the library but I can not reach it. [7] And then all books in the "reak" (wrong word choice, and should be changed real) fell down and "strucked"(spelling error, should be change stacked) down me. [8] These are "several moment"(wrong word choice, and should be changed several moments) that make me "embrassed" (spelling error, should be changed embarrassed) in my life.

- **unity**

    a. Topic sentence   : sentence 1

    b. Relevant supporting sentence   : sentences 2-7

    c. Irrelevant supporting sentence   : -

    d. Concluding sentence   : sentence 8

    Based on the analysis, this paragraph. Is paragraph unity

because the topic sentence of paragraph arranged clearly in sentence

1 and supported by some relevant supporting sentence: that is,

sentence 2-till sentence 7 beside that, the paragraph also has relevant

concluding sentence to conclude the development of paragraph place

in sentence 8. As a reminder, the paragraphs unity only discusses

one idea from the beginning to the end.

- **Coherence**

a) Key Nouns : Education

   - Repetition of key nouns:

   - Wrong repetition of key nouns

b) Consistent pronouns:

   - In consistent pronouns:

c) Transition signals: according to,

   - Transitions signals:

   - In relevant transitions signals:

d) Logical order:

   - Logical division of idea:

   According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

   Based on the analysis, sentence is spelling error, (embrassing) and should be changed embarrassing. Sentence 3 is spelling error, (wek) and should be changed week. Sentence 4 is spelling error (desided) and should be changed decided. Sentence 5 is spelling error (stucked) and should be changed stacked. Sentence 7 is spelling error (reak) and should be changed real. In addition spelling error (stucked) and should be changed stacked. And sentence 8 wrong word choice (several moment) and should be

changed several moments, and the last spelling error, (embrased) and should be changed embarrassed. Based on it, the researcher categorized as complete paragraph unity.

k. **Text 11 by Susi Dwi Ratna Sari**

> [1] I have had many "embrassing"(spelling error, should be changed embarrassing) moments in my life. [2] First, when I at the elementary school. [3] I try to ride bicycle. I almost can order it. [4] So I told my father to let me ride bicycle alone. [5] Cause, I am very happy, I ride my bicycle very fast and then I fall into river. [6] Second, when I follow my mother to market. [7] Its begin with fine until I stop to look a monkey "sirkus"(spelling error, should be changed circus). [8] Then when "sirkus" (spelling error, should be changed circus) stop showing, I didn't saw my mother so I search her. [9] Finally I saw women like my mother. [10] I hold "her and" (adding punctuation, should be added coma) she looked me, oh my god, this girl actually not my mother. [11] so I said "sorry and" (adding punctuation, should be added coma) she "forgive" (wrong word choice, should be changed forgives) me then help me to search my mother.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2-11

  c. Irrelevant supporting sentence   : -

  d. Concluding sentence   : -

  Based on the analysis, the topic sentence of paragraph was arranged clearly. Besides that, all of supporting sentence also explained the topic sentence. But, sentence 1 is spelling error (embrasing) and should be changed embarrassing. Sentence 7 is spelling error (sirkus) and should be changed circus. Sentence 8 is spelling error (sirkus) should be changed circus. Sentence 10 is addition punctuation (her and) should be added coma. Sentence 11

is addition punctuation (<u>sorry and</u>) should be added coma. And the last is wrong word choice (<u>forgive</u>) and should be changed forgives. Beside that the paragraph also need concluding sentence to conclude the development of paragraph. So, paragraph above can be categorized as not complete paragraph unity.

- **Coherence**

  a) Key Nouns : Education

     - Repetition of key nouns:

     - Wrong repetition of key nouns

  b) Consistent pronouns:

     - In consistent pronouns:

  c) Transition signals: according to,

     - Transitions signals:

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, the topic sentence of paragraph was arranged clearly. Besides that, all of supporting sentence also explained the topic sentence. But, sentence 1 is spelling error

(embrasing) and should be changed embarrassing. Sentence 7 is spelling error (sirkus) and should be changed circus. Sentence 8 is spelling error (sirkus) should be changed circus. Sentence 10 is addition punctuation (her and) should be added coma. Sentence 11 is addition punctuation (sorry and) should be added coma. And the last is wrong word choice (forgive) and should be changed forgives. Beside that the paragraph also need concluding sentence to conclude the development of paragraph. So, paragraph above can be categorized as not complete paragraph unity.

l. **Text 12 by Rahma Hidayatus Sholikah**

> [1] Education is important in lowering crime rates. [2] Education is made someone "have" (wrong word choice, should be change has) good attitude. [3] It is can be student have any idea for lowering crime rates with the student join organization in the school. [4] It is can be student understanding what should they do. [5] Then with education, teacher can give students good motivation for far from many kinds of crime. [6] It is can be student be a smart person. [7] In education they can "learned" (wrong word choice, should be changed learn) civic education. [8] It is a subject for make student "known" (wrong word choice, should be changed know).about attitude.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2,5,7

  c. Irrelevant supporting sentence   : 3,4,6

  d. Concluding sentence   : 8

Based on the analysis, sentence 2 is wrong word choice (have) and should be changed has. Sentence 7 is wrong word choice (learned) and should be changed learn. And the last sentence 8 is

wrong word choice (known) and should be changed know. Sentence 3, 4 and 6, they did not relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

- **Coherence**

    a) Key Nouns : Education

       - Repetition of key nouns:

       - Wrong repetition of key nouns

    b) Consistent pronouns:

       - In consistent pronouns:

    c) Transition signals: according to,

       - Transitions signals:

       - In relevant transitions signals:

    d) Logical order:

       - Logical division of idea:

    According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

    Based on the analysis, sentence 2 is wrong word choice (have) and should be changed has. Sentence 7 is wrong word choice (learned) and should be changed learn. And the last sentence 8 is wrong word choice (known) and should be changed know. Sentence

3, 4 and 6, they did not relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

m. Text by Yisra Rahayu

[1] Education is important in lowering crime rates. [2] It is one of the ways to get knowledge. [3] it "<u>teach</u>" (wrong word choice, should be teaches) the people to live to obey the rules, norms "<u>and etc</u>" (writing suggestion, should be changed just etc). [4] they know something wrong or right by learning. [5] It is basically to build a good character. [6] They will busy to join the extracurricular in the school. [7] They can follow basketball, photography, football, scout and many more. [8] There are organization that they can follow too. [9] "<u>Its'</u>" (wrong word choice, should be changed its) like OSIS, PMR, ROHIS, "<u>and etc</u>" (writing suggestion, should be just etc). [10] the advantages following these activities are "<u>learn</u>" (wrong word choice, should be changed learned) to work together. [11] Take action with theory that they have, and basics to live among the people. [12] So, these activities of education make students be a good people and there's no time to any crime.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 3-10

  c. Irrelevant supporting sentence   : 11

  d. Concluding sentence   : 12

  Based on the analysis, sentence 3 is wrong word choice (teach) and should be changed teaches, and writing suggestion (and etc) should be changed just etc. Sentence 7 is wrong word choice (learned) and should be changed learn. Sentence 9 is wrong word choice (its') and should be changed its and writing suggestion (and etc) should be changed just etc. and the last sentence 10 wrong word choice (learn) should be changed learned. Sentence 11 did not

relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

- **Coherence**

a) Key Nouns : Education

   - Repetition of key nouns:

   - Wrong repetition of key nouns

b) Consistent pronouns:

   - In consistent pronouns:

c) Transition signals: according to,

   - Transitions signals:

   - In relevant transitions signals:

d) Logical order:

   - Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, sentence 3 is wrong word choice (teach) and should be changed teaches, and writing suggestion (and etc) should be changed just etc. Sentence 7 is wrong word choice (learned) and should be changed learn. Sentence 9 is wrong word choice (its') and should be changed its and writing suggestion (and etc) should be changed just etc. and the last sentence 10 wrong

word choice (learn) should be changed learned. Sentence 11 did not relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

n. Text by Satiti Alif Martha

[1] Soekarno, (spelling error, should be changed Sukarno) born in 1901, was one of people of the most influential politicians in history. [2] He was the first president of Indonesia. He is superhero, who declared Indonesian independence on 17 August 1945, with her friend Muhammad Hatta. [3] They are leader of our country to struggle Japanese. [4] Indonesia "cant't" (wrong word choice, should be changed can't) free without them and another superhero. [5] Fortunately we are life on peace era. [6] Now, Soekarno (spelling error, should be changed Sukarno) and Muhammad Hatta, that was name save in our heart.[7] Because spirit, and strong to made Indonesia free. [8] The first president Indonesia believe if the country is a number one, so he can "doing" (wrong word choice, should be changed do) everything to Indonesia. [9] He not "care" (wrong word choice, should be changed cares) to his soul, blood, but the most important just Indonesia.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2,3,4,8

  c. Irrelevant supporting sentence   : 5,6,7

  d. Concluding sentence   : 9

  Based on the analysis, sentence 1 is spelling error (Soekarno) and should be changed Sukarno. Sentence 4 is wrong word choice (cant't) and should be changed can't. And sentence 6 is spelling error (Soekarno) and should be changed Sukarnoand sentence 8 wrong word choice (doing) should be changed just do. Sentence 9 wrong word choice (care) should be changed cares. And the last 5,6

and 7, they did not relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

- **Coherence**

  a) Key Nouns : Education

      - Repetition of key nouns:

      - Wrong repetition of key nouns

  b) Consistent pronouns:

      - In consistent pronouns:

  c) Transition signals: according to,

      - Transitions signals:

      - In relevant transitions signals:

  d) Logical order:

      - Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, sentence 1 is spelling error (Soekarno) and should be changed Sukarno. Sentence 4 is wrong word choice (cant't) and should be changed can't. And sentence 6 is spelling error (Soekarno) and should be changed Sukarnoand sentence 8 wrong word choice (doing) should be changed just do. Sentence 9 wrong word choice (care) should be changed cares. And the last 5,6

and 7, they did not relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

o. **Text by Aci Meidayanti**

> [1] The global warming and the solutions. [2] Global warming has become a hot issue in the all country. [3] The impact of global warming is very dangerous for the environment. [4] However, there are still many people who think that global warming is just a more issue and have no influence to "<u>out</u>" (wrong word choice, should be changed our) "<u>eart</u>" (spelling error, should be changed earth) in the future. [5] The solutions to reduce global warming to reduce the effects of global warming which have been rampant, you can try to do a variety of the following tips. [6] First, chose energy-saving lamps as the lighting at your home. [7]Second, do not forget to turn off the lights when they are not in use and trees can release oxygen which make the auto be fresh.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2-6

  c. Irrelevant supporting sentence   : -

  d. Concluding sentence   : 7

  Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 6 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 7. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

  a) Key Nouns : Education

     - Repetition of key nouns:

     - Wrong repetition of key nouns

  b) Consistent pronouns:

     - In consistent pronouns:

  c) Transition signals: according to,

     - Transitions signals:

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

     According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

     Based on the analysis, sentence 4 is wrong word choice (out) and should be changed our and spelling error (eart) should be changed earth. and the last So, paragraph above can be categorized as paragraph unity.

p. **Text by Priyo Pambudhi S**

> [1] Education is important in lowering crime rates. [2] Education make people good in a law. [3] Education teach people what is the bad and good things. [4] And people can choose "wan't"(wrong word choice, should be changed to want) to be a good people or bad people. [5] Education teach how people do in their life. [6] It "make" (wrong word choice, should be changed makes) people far from crime, because

crime make their life broken. [7] With education people can learn about "norma" (spelling error, should be changed nor ma) and value. [8] That's the reason education is important in lowering crime rates.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2-7

  c. Irrelevant supporting sentence   : -

  d. Concluding sentence   : 8

          Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 7 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 8. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

  a) Key Nouns : Education

      - Repetition of key nouns:

      - Wrong repetition of key nouns

  b) Consistent pronouns:

      - In consistent pronouns:

  c) Transition signals: according to,

      - Transitions signals:

      - In relevant transitions signals:

d) Logical order:

    - Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, sentence 4 is wrong word choice (<u>wan't</u>) and should be changed want. Sentence 6 is wrong word choice (make) and should be changed makes. Sentence 7spelling error (norma) should be changed nor ma. . So, paragraph above can be categorized as paragraph unity.

q. **Texs by Ima Agista**

> [1] Ir.soekarno (spelling error, should be changed Sukarno) was born in Blitar east java, at 6th of "june" (spelling error, should be changed be June) 1901. [2] is Indonesia's first president who served two terms from 1945 to 1966. [3] He is a digger of Pancasila. [4] He was proclaimed Indonesian Independence. [5] He still uses the name of Soekarno. (spelling error, should be changed Sukarno) [6] The name of Soekarno (spelling error, should be changed Sukarno).

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2- 5

  c. Irrelevant supporting sentence   :

  d. Concluding sentence   : 6

Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence

1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 5 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 6. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

  a) Key Nouns : Education

     - Repetition of key nouns:

     - Wrong repetition of key nouns

  b) Consistent pronouns:

     - In consistent pronouns:

  c) Transition signals: according to,

     - Transitions signals:

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, sentence is spelling error (Soekarno) and should be changed Sukarno and spelling error (june) should be changed June. Sentence 5 is spelling error (Soekarno) should be

changed Sukarno. And the last sentence 6 is spelling error (Soekarno) and should be changed Sukarno. (needs more supporting sentences to give clear explanation). So, paragraph above can be categorized as paragraph unity.

r. **Text by Amarully Alqarani**

[1] Education is important in lowering crime rates.[2] It is proven that many criminals have bad attitude and personality, because they don't go to school. [3] So, "goverment"(spelling error, should be changed government) must make programs to distribute education to the citizens. [4] Beside education is "teached"(spelling error, should be changed taught) by good and professional teacher. [5] It will "results" (wrong word choice, should be changed result) good and clever students which have good attitude and personality. [6] So, crime rates will be down if that programs run well.

- **unity**

    a. Topic sentence   : sentence 1

    b. Relevant supporting sentence   : sentences 2-5

    c. Irrelevant supporting sentence   : -

    d. Concluding sentence   : 6

    Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 5 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 6. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

a) Key Nouns : Education

   - Repetition of key nouns:

   - Wrong repetition of key nouns

b) Consistent pronouns:

   - In consistent pronouns:

c) Transition signals: according to,

   - Transitions signals:

   - In relevant transitions signals:

d) Logical order:

   - Logical division of idea:

   According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

   Based on the analysis, sentence 3 is wrong word choice (goverment) and should be changed government. Sentence 4 is spelling error (teached) and should be changed thought. And the last sentence 5 is wrong word choice (results) and should be changed result. So, paragraph above can be categorized as paragraph unity.

s. **Text by Nadila Rahmatul Lathifa**

[1] I have moments beautiful together family in my home. [2] Family is my life and partner. [3] Of them good in family, I have sister the "beautifull" (spelling error, should be changed beautiful).

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2,3

  c. Irrelevant supporting sentence   : -

  d. Concluding sentence   : -

  Based on the analysis, sentence 3 is wrong word choice (beautifull) and should be changed beautiful. (needs more supporting sentences to give clear explanation) they did not relate to the topic sentence. Based on it, the researcher categorized as not paragraph unity.

- **Coherence**

  a) Key Nouns : Education

    - Repetition of key nouns:

    - Wrong repetition of key nouns

  b) Consistent pronouns:

    - In consistent pronouns:

  c) Transition signals: according to,

    - Transitions signals:

    - In relevant transitions signals:

  d) Logical order:

    - Logical division of idea:

  According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence

arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, sentence 3 is wrong word choice (beautifull) and should be changed beautiful. (needs more supporting sentences to give clear explanation) they did not relate to the topic sentence. Based on it, the researcher categorized as not paragraph unity.

t. Text by Zian Faradika

[1]There severe health hazards directly linked to smoking.[2] First, in the short period that will make some respiratory disease like as cough and others.[3]"Peope"
(spelling error, should be changed people) are thought that smoking can throw their dizzy, but sometimes it's just make them got headache. [4] Besides that on a long period it will make severe health damage specially in respiratory organs. [5] "Many proof" (wrong word choice, should be changed many proofs) that smoking is very dangerous. [6] Some cases of disease that "couses" (spelling error, should be changed causes) of smoking such as chronic lung disease, and nerve wracking eventually death. [7] Thus smoking is just make "many disease".(wrong word choice, should be changed many diseases).

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2-6

  c. Irrelevant supporting sentence   : -

  d. Concluding sentence   : 7

Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is,

sentence 2-till sentence 6 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 7. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

  a) Key Nouns : Education

     - Repetition of key nouns:

     - Wrong repetition of key nouns

  b) Consistent pronouns:

     - In consistent pronouns:

  c) Transition signals: according to,

     - Transitions signals:

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

  According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

  Based on the analysis, sentence 3 is spelling error (peope) and should be changed people. Sentence 6 is spelling error (couses) and should be changed causes. (needs more supporting sentences to

give clear explanation) and the last So, paragraph above can be categorized as paragraph unity.

u. **Text by Nurul Miftahatul Ulumiyah**

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[1]Education is important in lowering crime rates. [2] Because with education "wea" (spelling error, should be changed just we are) "tought" (spelling error, should be changed thought) positive behavior. [3] Like a discipline, manners, how to respect to teachers. Parents, friends, and other. [4] And it is we can apply "in every day" (wrong word choice, should be changed in everyday) life. [5] An educated person with an "un" (spelling error, should be changed UN) educated person is different. [6] Usually, educated people will be careful in the act. [7] So that is not a cause of crime, and people who are not educated will act as he "peases" (spelling error, should be changed phases). [8] "Thos" (spelling error, should be changed this), education can change a person's attitude in accordance with her awareness of each.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2- 6

  c. Irrelevant supporting sentence   : 7

  d. Concluding sentence   : 8

Based on the analysis, sentence 2 is spelling error (wea) and should be changed we are and tought is spelling error, should be changed thought. Sentence 4 is wrong word choice (in every day) and should be changed in everyday. And sentence 5 is spelling error (un) and should be changed UN. And the last 7 spelling error (peases) should be changed phases and then this sentence did not relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

- **Coherence**

a) Key Nouns : Education

- Repetition of key nouns:

- Wrong repetition of key nouns

b) Consistent pronouns:

- In consistent pronouns:

c) Transition signals: according to,

- Transitions signals:

- In relevant transitions signals:

d) Logical order:

- Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

v. **Text bydevi Ayu Dmanyanti**

[1]Education is important in lowering crime rates. [2]We knew that education is the most important thing in life. [3]Education is given since child. [4]Every body got education from parents. [5] Not only in home to get education, but also "every where" (wrong word choice, should be changed everywhere) education will be there. [6] In the school, teacher that gives education to students. [7] There fore, education is important to from the morality of people. [8] Especially education is important in lowering crime rates. [9] Now days, many crime rates that happened in Indonesia. [10] Actually, crime rates happened because of the small problem to be big problem. [11] That caused by morality of people that did not get enough education. [12] Besides, the wrong association also influence the crime rates. [13] Thus, the ways for lowering crime rates are having good Education, good in association and the most important is morality.

- **unity**

  a. Topic sentence   : sentence 1

  b. Relevant supporting sentence   : sentences 2,3,4,5,6,7,8,12

  c. Irrelevant supporting sentence   : 9, 10, 11

  d. Concluding sentence   : 13

  Based on the analysis, the topic sentence of the paragraph is placed in sentence 1. The topic sentence is clear topic sentence but need relevant supporting sentence to explain the topic clearly. It consists of only one simple supporting sentence. The writer should add more than one sentence to give clear explanation about the topic. Beside that, the paragraphs unity only discusses one idea from the beginning to the end. According to mentioned information this paragraph categorized as paragraph not complete unity.

- **Coherence**

  a) Key Nouns : Education

  - Repetition of key nouns:

  - Wrong repetition of key nouns

  b) Consistent pronouns:

  - In consistent pronouns:

  c) Transition signals: according to,

  - Transitions signals:

  - In relevant transitions signals:

d) Logical order:

- Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, sentence 5 is wrong word choice (any where) and should be changed anywhere. Sentence 9, 10 and 11, they did not relate to the topic sentence. Based on it, the researcher categorized as not complete paragraph unity.

w. **Text by Ilnazal Mumtaz**

> [1]Removing wild animals from their naturals habitats is incredible cruel. [2] Zoo official remove them to zoo. [3] It is a doing that deprave nature ecosystem.[4] The food chain will "loose"(wrong word choice, should be changed lose). [5]Existence of wild animals in wild are so important because living relationship between peoples and wild animals are complementary another.[6] Although they are located in zoo like living the min wild or natural place. [7] It "delete" (wrong word choice, should be changed deletes) thus "instinet" (spelling error, should be changed instinct) as a "huntur" (spelling error, should be changed hunter) because they are given food by zoo official or their "leeper" (spelling error, should be changed lee per).

- **unity**

   a. Topic sentence   : sentence 1

   b. Relevant supporting sentence   : sentences 2-7

   c. Irrelevant supporting sentence   : -

   d. Concluding sentence   :

Based on the analysis, the topic sentence of the paragraph is placed in sentence 1. The topic sentence is clear topic sentence but need relevant supporting sentence to explain the topic clearly. It consists of only one simple supporting sentence. The writer should add more than one sentence to give clear explanation about the topic. Beside that, the paragraphs unity only discusses one idea from the beginning to the end. According to mentioned information this paragraph categorized as paragraph not complete unity.

- **Coherence**
  a) Key Nouns : Education

     - Repetition of key nouns:

     - Wrong repetition of key nouns

  b) Consistent pronouns:

     - In consistent pronouns:

  c) Transition signals: according to,

     - Transitions signals:

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

Based on the analysis, sentence 4 is wrong word choice (<u>loose</u>) and should be changed lose. Sentence 7 is wrong word choice (delete) and should be changed deletes and spelling error (instinet) should be changed is a hunter and the last spelling error (leeper) should be changed lee per. Based on it, the researcher categorized as not complete paragraph unity.

x. **Text by Reda Umi**

> [1]Soekarno was born in1901. [2] Was one of the most influential politicians in history.
> [3] He was a hero in Indonesia and "<u>a the</u>" (wrong word choice, should be changed jus the) first president of Indonesia in addition. [4]He was also proclamation. [5]"<u>because</u>" (wrong word choice, should be changed Because) his signature is for Indonesian Proclamation text.

- **unity**

   a. Topic sentence   : sentence 1

   b. Relevant supporting sentence   : sentences 2,3,4

   c. Irrelevant supporting sentence   : -

   d. Concluding sentence   : 5

Based on the analysis, this paragraph. Is paragraph unity because the topic sentence of paragraph arranged clearly in sentence 1 and supported by some relevant supporting sentence: that is, sentence 2-till sentence 4 beside that, the paragraph also has relevant concluding sentence to conclude the development of paragraph place in sentence 5. As a reminder, the paragraphs unity only discusses one idea from the beginning to the end.

- **Coherence**

  a) Key Nouns : Education

     - Repetition of key nouns:

     - Wrong repetition of key nouns

  b) Consistent pronouns:

     - In consistent pronouns:

  c) Transition signals: according to,

     - Transitions signals:

     - In relevant transitions signals:

  d) Logical order:

     - Logical division of idea:

     According to the analysis, this paragraph categorized as coherent paragraph because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer.

     Based on the analysis, sentence 3 is wrong word choice (a the) and should be changed just the. Sentence 5 is wrong word choice (because) and should be changed Because. (needs more supporting sentences to give clear explanation). And the last So, paragraph above can be categorized as paragraph unity.

     After analysis the data, the researcher summarizes the data of the unity of paragraphs. There are **12** students wrote paragraph unity and **11** students wrote paragraph incomplete unity. 1 student wrote paragraph not unity.

CHAPTER V

CLOSING

A. Conclusion

Based on the finding of analysis, the researcher obtains the results related to the unity of paragraph writing that conducted by students English Educational Department of IAIN Ponorogo in academic year 2016/2017 as follow:

1. The unity of Paragraph is Less

The unity of the paragraphs writing that conducted by the second semester students of English Educational Department of IAIN Ponorogo in academic year 2016/2017 is less. It has been proven based on the analysis, from 24 students: only 12 students wrote paragraphs unity and the rest 11 students wrote paragraphs incomplete unity, and 1 student wrote paragraph without unity/ not unity. Or in the percentages, the are.

Moreover, the most problems in arrange the paragraphs unity are; the student of the second semester did not write the structure of paragraph completely and clearly. Sometimes, they wrote the topic sentence too general or too specific. The good topic sentence states the topic and controlling idea of the paragraph. The topic sentence the most general statement in the paragraph because it gives only the main idea. It does not give any specific detail. In addition, the good paragraphs have only one topic sentence. Beside that, some times the students did not write the

supporting sentences or concluding sentences fully and adequately, even not at all.

B. Suggestions

Based on the result of this research, the researcher have some suggestions to be considered in teaching writing in order to improve the students writing ability especially in the context of unity in paragraph writing.

4. For Lecture: This study is expected to give a contribution to English Lecture, particularly English Lecture of IAIN Ponorogo, better to give more exercise to recognize the structure of paragraphs completely o the students. To support of the theories about of error analysis in writing paragraph. Practically, the result of this study could give insight about and how to solve the errors in writing paragraph. The lecture better to give more exercise in apply the unity in paragraph writing, and give more explanation in order to make students understand and mastery about the unity in paragraph. Besides that, the lecture could apply varieties method in teaching learning process in order to make students interested.

5. For Students: The students should do more exercises particularly to write the good paragraphs. Therefore, students could apply the rules in arrange good paragraphs then secure the unity in their writing. The study is expected to give an input to the second semester students English Education Department of IAIN Ponorogo to improve their English Writing paragraph. The should read more literature related with the structure of

paragraphs and characteristics of good paragraph especially in the unity in the paragraph writing to get more understand about it. The ability to develop good paragraphs enables the students to make a good writings.

6. For Reader: This research is expected to give a reference to readers, particularly students of IAIN Ponorogo that English writing paragraph is important in learning English that it can motivate them to improve their writing paragraph, so that it can be understood by the listener.