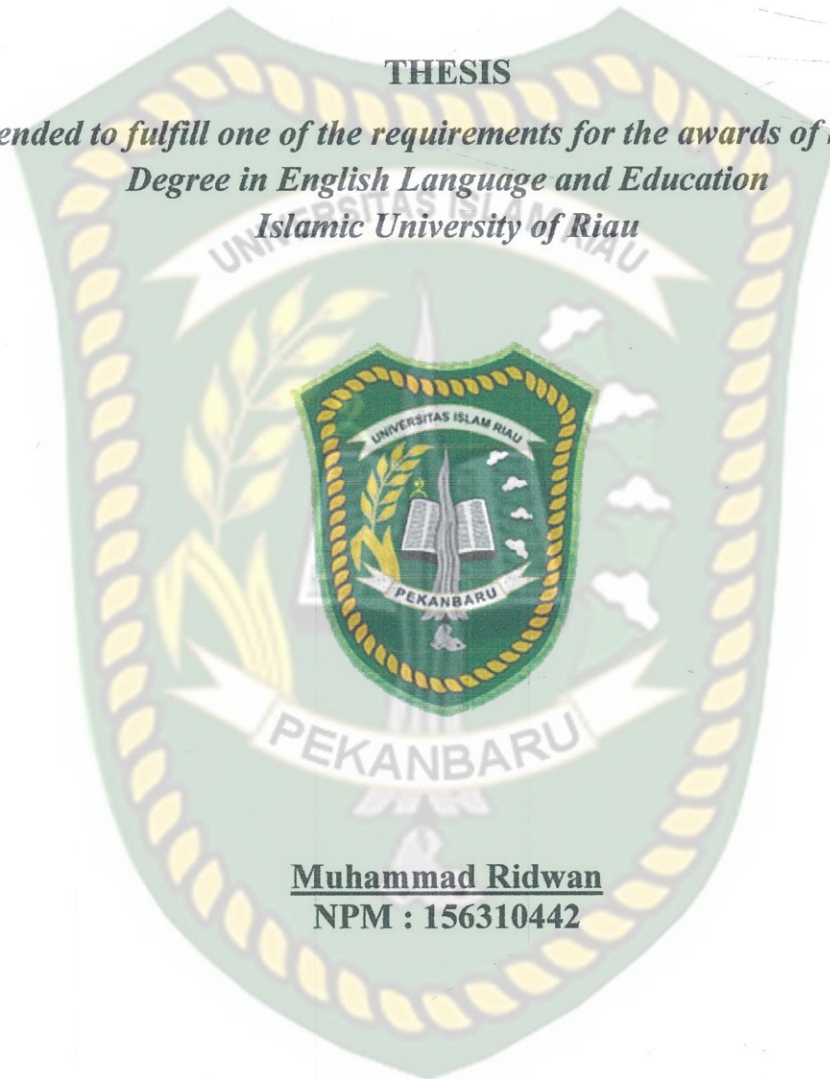


**AN ANALYSIS OF THE THIRD SEMESTER STUDENTS'
ABILITY IN WRITING SHORT PARAGRAPH AT ENGLISH
LANGUAGE EDUCATION OF FKIP UIR**

THESIS

*Intended to fulfill one of the requirements for the awards of Sarjana
Degree in English Language and Education
Islamic University of Riau*



Muhammad Ridwan
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**ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHERS TRAINING
UNIVERSITAS ISLAM RIAU**


2020

THESIS APPROVAL

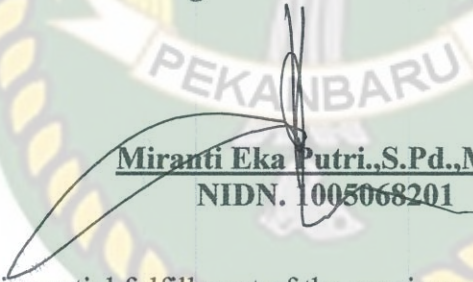
**“AN ANALYSIS OF THE THIRD SEMESTER STUDENTS’ ABILITY IN
WRITING SHORT PARAGRAPH OF ENGLISH LANGUAGE EDUCATION
AT FKIP UIR”**

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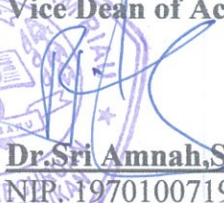

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THESIS

“AN ANALYSIS OF THE THIRD SEMESTER STUDENTS’ ABILITY IN
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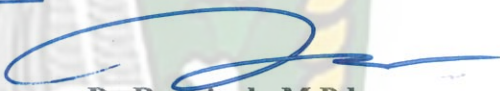
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LETTER OF NOTICE

The Advisor hereby notice that:

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**“AN ANALYSIS OF THE THIRD SEMESTER STUDENTS’ ABILITY IN
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AT FKIP UIR”**

It has been ready to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, 11 Februari 2020


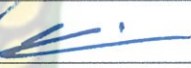

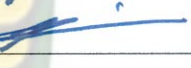

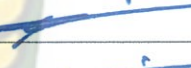


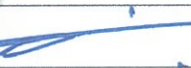

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THESIS GUIDANCE AGENDA

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No	Date	Guidance Agenda	Signature
1	February, 20 th 2019	Revised Chapter I, II & III	
2	July, 24 th 2019	Revised Chapter I, II & III	
3	July, 28 th 2019	ACC for Seminar Proposal	
4	August, 8 th 2019	Seminar Examination	
5	October, 2 nd 2019	Took the Data	
6	October, 15 th 2019	Revised All Chapter	
7	February, 11 th 2020	Revised All Chapter	
8	February, 15 th 2020	Approved to Join Thesis Examination	
9	March, 16 th 2020	Thesis Examination	
10	March, 24 th 2020	Revised All Chapter	

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DECLARATION

Name : Muhammad Ridwan
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Study Program : English Language Education

I truly confess that this paper writing derived from my own ideas, except some quotation (directly or indirectly) which were taken from various sources include in the *reference*. Scientifically, I took responsibility for truthfulness of the data presented in this paper.

Pekanbaru, 11 February 2020

The Researcher



Muhammad Ridwan

ACKNOWLEDGEMENT

First of all, from the sincere of heart, researcher praises to Allah SWT, the lord of the world, who has blessed and given me an ability, healthy, and mercy to finish this thesis entitled **“An Analysis of The Third Semester Students’ Ability In Writing Short Paragraph At English Language Education of FKIP UIR”** as one of the requirements for the award of Sarjana Degree in English Study Program. In completing this thesis, the researcher has received valuable contribution, advice, support, motivation and help guidance from the many people. Therefore, In this case the writer wants to express the deepest sincere thanks and gratitude for the following great people:

1. Adnan and Okvahetta my beloved parents, and also my sisters (Rima Aprisa) who always gives me support and pray in their life especially in supporting to get this stage. Thank you so much for the greatest love, attention, suggestion, motivation, support, patience and greatest praying for me. May Allah SWT bless both of them.
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- Finally, the researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis can be useful for the development of education.

Pekanbaru, 11 February 2020
The Researcher

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ABSTRACT

Muhammad Ridwan, 2020. *An Analysis of The Third Semester Students' Ability In Writing Short Paragraph At English Language Education of FKIP UIR.* Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Key Words: Ability, Writing Short Paragraph

The purpose of this study is to analyze the students' short paragraph writing. This study is categorized as descriptive Analysis, because it is intended to describe the objective condition about the students' writing skill. The researcher conducted the study at the English Language Education of FKIP UIR

The design of the study is Qualitative research. The researcher used cluster sampling method, and 3A class was chosen as the sample of the research. The class consist of 30 students. The students writing documents were used as the instrument of this research.

The finding of this research showed that the ability level of the third year students of the English Study Program of FKIP UIR in essay writing was in fair score with the average score of 69,66 and need a lot of improvement for their writing skill.

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Dokumen ini adalah Arsip Milik :

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is an introduction language spoken in international event and is used as the medium of information flow on science, technology, and culture as well. As we are in developing country we should try to be able to learn English to make relation with other country in the world so that we can master the science, technology and culture in the world, so we can face the competition in the global era. By mastering English, it is easier for us to make a good relation with people around the world.

English in Indonesia is still considered as a foreign language, therefore sometimes we find the difficulties when we learn and understand English. Although we feel English is so difficult to learn, English has become the important language after Indonesia. Nowadays, English lesson becomes the main lesson in the school and in the college. So mastering English is a must for the students who study English, without understanding English they will not be able to improve their knowledge and skill to communicate with worldwide.

As students who learn English subject, they are intended to learn four language skills; reading, writing, listening, and speaking skills. Writing skill is one of the most important skills that has to be mastered by English language learners. This skill is needed for them to support the progress of their academic achievement. By writing, the students will know how to write a good content into

a text about the object that they want to describe and how to organize the ideas which are supported with relevant supporting sentences. Writing activities are about delivering some information to the readers in writing form. And there are mechanics of writing which are necessary in making a good writing. Those are punctuation, capitalization, spelling, cohesion, unity, and organization. These things are very important to be mastered in supporting our writing to be a good writing.

Having good writing ability is a must for Students of English Language Education of FKIP UIR. Writing is important to be learned by third semester Students of English Study Program of FKIP UIR because as a candidate of teacher, writing is an important skill in their profession and for further education. Writing is very close to them, they will write the next level of writing such as, an essay up to a thesis. After they graduate, it's likely they will write various forms of English writing with different purposes.

As third semester students in English Language Education of FKIP UIR, they are at the beginning phase of writing that later will be expected to have a good writing competence. According to Clark and Dugdale (2009:4) "Writing is an essential skill that allows people to participate fully in today's society and to contribute to the economy". So, writing is crucial skill that must be mastered by the students.

In third semester, the students practice their writing skill in the form of composing paragraph. A paragraph is a basic unit of organization in writing in

which a group of related sentences develops one main idea (Oshima and Hogue, 2006). The other definition of a paragraph comes from Langan (2004) who points out that a paragraph is a short paper of around 150 - 200 words. Paragraph generally contains an introduction, a body, and a conclusion. Just like a “mini-essay” or essay within an essay, with its own mini-thesis is as topic sentence, middle or body is supporting details, and end or conclusion is a concluding sentence.

Paragraph writing is the foundation of all essay writing, whether the form is expository, persuasive, narrative, or creative. It is a building block of essay development which develops the thesis of a paper. Nothing in the writing process is more fundamental than writing a solid paragraph. If students can write a good paragraph that is an intelligent, well-organized paragraph, they will be able to write any other great writing from stories to essays to research reports. However, to have writing skill is not an easy task for students. The students will find some problems, such as; vocabulary mastery that have correlation with word choices in writing a sentence or text.

Based on the explanation above, the researcher believes that writing is very important to be mastered by every English learners, the researcher is interested in conducting a research entitled “**An Analysis of the Third Semester Students Ability in Writing Short Paragraph at English Language Education of FKIP UIR**”.

1.2 Identification of the Problem

Furthermore writing an short paragraph is already been done by mostly all of students of second semester FKIP UIR, but they are still difficult to develop the well written paragraph. Many challenges that have to be faced by the students. Challenges such as ; vocabulary mastery that have correlation with word choices in writing a sentence or text. Then, the organization of the paragraph. The students usually get problem to write their paragraph in good unity and coherence. They do not know how to construct their paragraph well. After that, mechanics are also students problem in writing, such as; spelling, punctuation, and capitalization. Then, grammatical is also students problem in writing.

1.3 Focus of the Problem

Based on the problem and some ways were listed above, the writer limited the problem in this research, that is: the writer wants to know the ability of the third semester students short paragraph writing skill at English Language Education of FKIP UIR. Also the writer focused on measure and evaluate them based on Content, Vocabulary, Grammar and Mechanic, because it has included component in writing short paragraph.

1.4 Research Questions

Based on the limitation of the problems above, the research is formulated as follows :

1. How good are the third semesters students in writing short paragraph at English Language Education of FKIP UIR ?

1.5 Objective of the Research

The general objective of this research is :

To find out the ability of the third semester students at English department of FKIP UIR in writing short paragraph.

1.6 Significance of the Research

There are two significances of this research:

- a. For students :

The students are expected to improve their writing skill and give an input to the students to improve their writing ability in short paragraph.

- b. For further researcher :

By doing this research, the researcher hopes can give general knowledge about writing ability and the other researcher can get some experiences of this research.

1.7 Definition of the Key Term

The terminology used in this paper can be defined as the following:

1) An Analysis

Analysis is the study of something by examining its part and their relationship (Oxford advanced learners dictionary of current English). In this study analysis is the study of students writing ability by examining its parts and their relationship with short paragraph.

2) Ability

Ability is the power or capacity to do something physical or mental. Or capacity or tendency to act or to be acted in a specified way. (Oxford advanced learners dictionary of current English). In this research the students should have good writing skill ability.

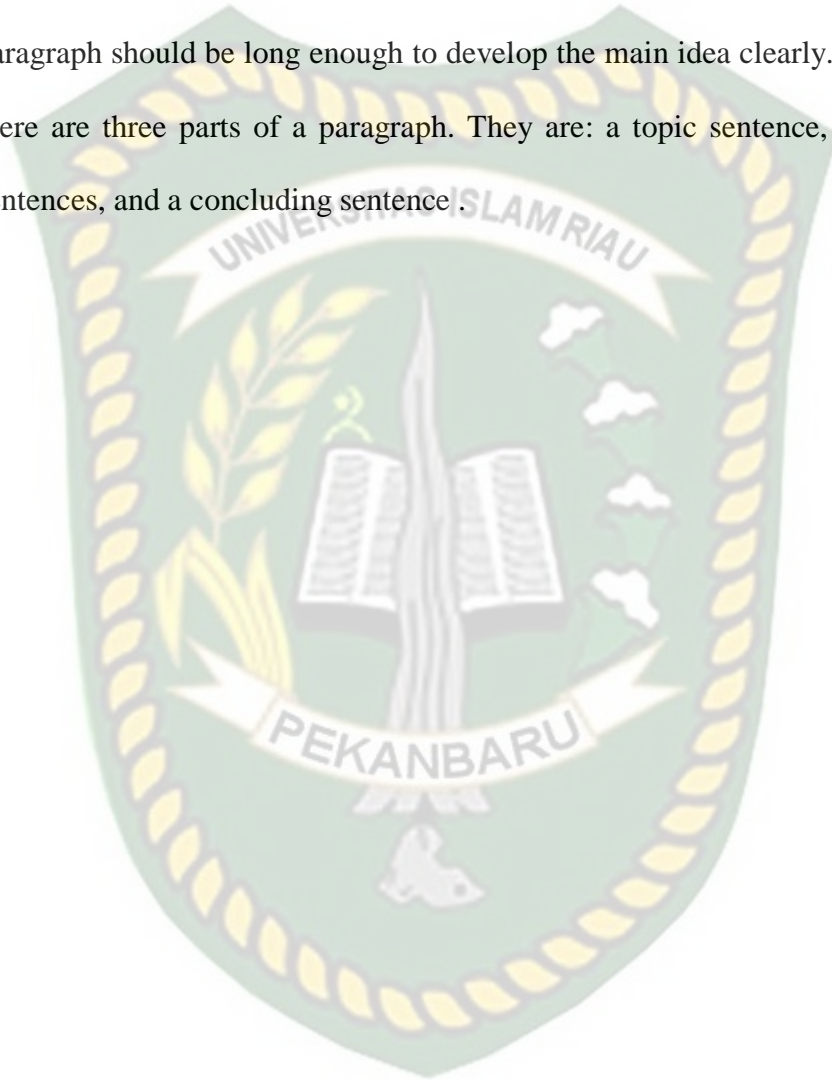
3) Writing

According to Linse (2006: 98), writing is a combination of processes and products. It means at the time of collecting the ideas that create text that can be read by readers who is a product of the activities.

4) Paragraph

According to Oshima (2007: 3), a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the

specific point, or idea of the topic. The rest of the sentences in the paragraph support that point. Paragraph can be as short as one sentences or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. Moreover, there are three parts of a paragraph. They are: a topic sentence, supporting sentences, and a concluding sentence .



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Writing

Writing is important tools in human history. Writing as the ability to express one's idea has some levels. The basic level of writing can refer to forming or producing graphic symbols on the surface of some flat thing. On the upper level, writing is not merely arranging those graphic symbols without any rule. It should be based on certain conversion to form words and then sentences, to form them into particular order and linked together. Writing is one of important skill that should be mastered by the student because the ability to write well organized and concise paragraph is essential to a student's success in almost all world. Unless a reader can easily understand what has written, he cannot judge the value of either the writer's idea or his work. So, it is very important for students to be able to compose well-organized and concise paragraph.

Good writing should be the goal of every students because the essential to the students success in almost all university courses is to write well organized and concise paragraph especially for English students. Weigle (2002:1) stated that writing is one of the important skills that students need to develop. The ability to write is very important for the academic context, business and personal relation in the global community.

In the academic context, this ability is used to measure the students writing proficiency such as composing academic essays or writing some texts which are

included in the curriculum. In the business context, the ability to write is important for those who make business relation with others across the nation by sending email or composing business report.

Harmer (2007:112) stated that the most important reason for teaching writing is that it is a basic language skill, just as important as listening, speaking, and reading. Even though writing is not the same as speaking. Writing takes longer time to think up for expressing opinions. It is different from speaking that spontaneous and it did not take long time for expressing opinion.

Also According to Harmer (2004: 7) writing and speaking are productive skills. It means that the writers and speakers go through producing a language. Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text.

Knapp and Watkins (2005:15) state that although speaking and writing are both form of communication that use language as the medium, they are actually slightly different. Speaking is first and foremost a time-based medium. Speaking is interaction between people, in time, where they can exchange information and be able to ask for clarification. Writing, on the other hand is language in spatial medium. Writing takes language out of the constraints and immediacy of time and arrange it hierarchically.

Based on explanation above, it can be concluded that writing as the production of graphic symbols, just as speech is the production of sounds. The symbols that consists of letters can be arranged to form words, and words can be

arranged to form sentences, then sentences can be arranged to form paragraphs or texts.

Moreover, Perkins (2005:47) says that writing is a process that requires writer to develop a cognitive awareness of the writing choices available to them. In other word it is writers choice to write about their content and style, they need to be reminded and informed further about those choices open to them. Thus, there are some aspects of writing which should be recognized by writers, awareness, as well as how researched information and their own claims about that research can most effectively and efficiently help them communicate to a listening audience.

According to Goldsmith (2011:4) that writing any kind is a physical fact. The physicality is its most obvious and expressive content. Conceptual writing is made to engage the mind of the reader rather than her ear or emotions. The physicality of the work can come a contradiction to its non-emotive intent. Rhyme, meter, texture, and enjambment only emphasize the physical aspects of the work. Anything that calls attention to and interest the reader in this physicality is a deterrent to our understanding of the idea and is used as an expressive device.

Brown (2004:218) stated the nature for composing process of writing which as the products of writing is the result of thinking, drafting and revising procedures that requires specialized skills. Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product.

Therefore, based on the analysis of those expert definitions of writing above, the researcher concludes that writing can be defined as an expression of thinking in form of meaningful graphic symbols such as in form of meaningful words, sentences, paragraphs or texts. In other word, the researcher defines that writing is an expression of thinking process in the form of graphic symbols on a media for a special purpose. English writing skill is an ability to express the way of thinking in form of meaningful graphic symbols such as in form of meaningful words, phrases, sentences, paragraph, notes or texts

According to Monaghan (2007:1-2) writing is thinking on paper. It means, the important thing of writing for the students is to express feelings and produce in their own language on the paper. The students hopefully can convey ideas, feelings, desires and knowledge by writing.

Ruddell (2005:39) state that writing is the act of construction meaning while transacting with text. She adds that in writing, the meaning was made through the combination of prior knowledge and previous experience; information emerging from text; the stance he or she takes in relationship to the text and immediate, remembered, or anticipate social interaction communication.

Langan says (2004:11) states that writing is a skill like drive or word processing that you can master with hard work. If you want learn to write, you can. It is as simple as that. If you believe this, you are ready to learn how to become a competent writer. Some have and others do not. Because of this belief, they never make a truly honest effort to learn to write and so they never learn.

With all the definition that mentioned above, the writer concludes that writing is a complicated activity which needs full of concentration and knowledge about what we are going to write. However, writing can be learn by anybody who want to learn about writing by practice a lot and learn a lot, also by reading a lot of book to get the inspiration to write. .

2.1.1 The Process of Writing

The writing process is the stage that the writer goes through in order to produce something in his final written form (Harmer, 2004: 4) Still, he states that there are four-steps in the writing process. They are pre-writing (planning), drafting, editing and final draft. Each step is described as follows:

a) Planning

The first step in the writing process is thinking about your topic and organizing your ideas. This step is often called pre-writing because we do the step before we start writing. The experience, observations, and interactions that students have prior to entering the classroom have an impact upon what they will write and how they will write it. Within the classroom, pre-writing prompts and activities can be integrated into the writing process as scaffold by teacher to help students generates ideas for their writing and to practice the thinking skills inherent in the activity.

b) Drafting

Drafting is the students first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

c) Editing

When student have an authentic audience and purpose, they want to rework their written drafts, polishing them for presentation or publication. Going public means taking a huge risk the student self-esteem is on the line. So, the decision about how and with whom to share their writing must be up to the student writer. Teacher may encourage students to share certain pieces or determine the number of pieces that student are required to share or publish within a set time period, but ultimately the decision about which pieces to share, and with whom, should be left up.

d) Final Version

According to Harmer (2007:5) Once the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. So the students make a change of their work after the process of editing, the final product may be different from the first draft after going through some steps. According to Richards & Renandya (2002:315) students can publish, share or read their writing or merely display texts on notice-boards based on the classroom instruction.

All of the writing process above cannot be separated because those are elements in composing a good written text.

2.1.2 The Purpose of Writing

According to Grenville (2001:1) there are three purposes of writing: to inform, to entertain, and persuade. In this research the writing is focus to inform.

1. Informative

It is represented by “informative writing” that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2. Entertain

It is represented by “expressive writing” or “narrative writing is” that is purposed to share a personal or imaginative expression. Commonly it is by the writer story or essay, expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3. Persuasive

It is represented by “persuasive writing’ that is purposed to persuade the readers to do something, it effort to influences others and initiate action

or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

2.1.3 The Components of Writing

Every third semester students of English Language Education in FKIP UIR must have knowledge of writing component before producing good writing outcome. The better the knowledge they have in the understanding components of writing, the better their writing outcome will be. Therefore, they should have some skill in academic writing.

Academic writing be defined as a kind of writing in which you are required to concern with the term of audience, tone , and purpose of writing in the major field of study university. It is different from other kinds of personal writing, such as literary writing, journalistic writing, business writing, etc. According to Oshima (2007:3) Academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of organizing ideas are probably different from what we are used to. In fact, the English way of writing may seem clumsy, repetitive, and even impolite to you. just remember that is neither better nor worse than other ways; it is just different.

Jacobs et, al in (klimova: 2011) stated that there are five components of writing that must be take carefully into accounts, namely:

a) **Content**

The writer have an ability to think creatively to develop their ideas.

b) Organization

The writer fluent flowing expression the ideas, clearly stated or supported well relationship between paragraph, logical, and sequencing.

c) Vocabulary

The writer have a lot of words an idioms to convey intend information, attitudes and feeling. Also, they can use the appropriate word including prefix and suffix and also idioms.

d) Language use

The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions. Articles, pronouns and preposition.

e) Mechanics

The writer are able to write and good spelling, punctuation, capitalization and paragraph.

These five component later on will be the indicators for the researcher to analyze students ability in writing short paragraph but with some consideration the researcher will only focus to 4 component aspect which is : Vocabulary, Grammar, Mechanic and Content because these 4 aspect already represent other writing indicators generally.

2.1.4 The type of Writing

According to Meer (2015) there are four types of writing are as follows:

a) Expository writing

Expository writing main purpose is to explain. It is subject oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. They furnish you with relevant facts and figures but do not include their opinions. This one of the most common types of writing style which you always seen in the text book and article. The author just tells you about a given subject, such as how to do something.

b) Descriptive writing

Descriptive writing main purpose is to describe. It is a style of writing that focused on describing a character, an event, or a place in great detail. It can be poetic when the author takes the times to be very specific in his or her descriptions.

c) Persuasive writing

Persuasive writing main pupose is to persuade. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author point of view, persuasive writing contains justification and reasons. It is often used in letter of complaints, advertisement or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

d) Narrative writing

Narrative writing main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one the characters this is known as first person narration). novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style.

2.1.5 The definition of a paragraph

Writing well structure paragraph is an important skill in both business and academic writing. Many writers neglect this basic strategy leading to poorly constructed paragraph which can make your writing more difficult to read and your arguments more difficult to follow. Oshima & Hogue (2007:3) define a paragraph in the following manner : A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

2.1.6 The Structure of Paragraph

Useful way of understanding paragraph structure is to think of it as a block that is divided into three sections, according to Oshima & Hogue (2007: 4) a good paragraph have a topic sentence and supporting sentence, and some paragraph also have a concluding sentence.

A basic paragraph follows this structure :

Topic sentence states the main idea of a paragraph and briefly indicates what the paragraph is going to discuss. It is the most general statement in the paragraph because it gives only the main idea, not specific details. In addition, the topic sentence not only names the topic of the paragraph, but it also limits the topic to one or two ideas which can be discussed within the space of the paragraph. This strategy is called the controlling idea. In other word the key of topic sentence is as mentioned below:

- a) Needs to state one idea clearly
- b) Useful tip : always put the most important information first!

Supporting sentence is a sentence that develop the topic sentence. Supporting sentence explain the topic sentence by giving reasons, examples, facts, statistics, and quotations. In other word the key of supporting sentence is as mentioned below:

- a) Elaborates and explains the idea introduced in the topic sentence
- b) Provides evidence and examples
- c) Explains the evidence or example included why is it relevant?

Concluding Sentence is the signals of an end of the paragraph, summarizes the main points of the paragraph and leaves the reader with important points to remember and think about. It can do this in two ways:

1. By summarizing the main points of the paragraph. Or

2. By repeating the topic sentence in different words.

A paragraph does not always need a concluding sentences. For single paragraph, especially long one, a concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multiparagraph essay.

2.2 Relevance Studies

There was some research study were conducted by other researchers. First, Mohammed Amin Hussen in November 2015 entitled “Assessing Students’ Paragraph Writing Problems : The Case Of Bedeno Secondary School, Grade 10 English Class In Focus”. The research was an Analysis research. The objective of this study was to identify the paragraph writing problems of Grade 10 English Class students in Bedeno Secondary School. In this study, data was collected through document analysis, open ended questionnaire and classroom observation.

All sample subjects of Grade 10 EFL teachers and students were identified. The researcher did not administer all data gathering tools at the same time.

Therefore, to start the study, the researcher first collected the written paragraphs by the students and analyzed and problems were identified. Having collected the paragraphs, the researcher carefully read again and again line by line to find what problems students have in writing paragraph and in order to help him in modifying the questionnaire.

Second, the research written by K. Jennathul Birthous in November 2011 entitled “Teaching Paragraph Writing to the Students of Engineering Through Integrated Approach”. The research was an experimental research. The finding of the research that the new approach advocated by the researcher has improved the performance of students in writing. As the teacher devises activities such as oral discussion, group discussion, the speaking, the listening skills and the interactive skills of students are developed. Even the passive students are encouraged to speak in the class through these tasks.

Third, the research is entitled “A Study on the Students’ Ability in Writing an Essay of the Fourth Semester Students of English Study Program of FKIP UIR Pekanbaru” written by Gustinar, (English Language Education Universitas Islam Riau, Pekanbaru, 2014) The research said that the main objective of this study is to find out how good the ability of the fourth semester students of English study program of FKIP UIR in writing an essay based on the outline prepared.

The result of the research showed that 33,3% were in fairly good level, 45,3 % were in fair level, only 7,1 % were in poor level, and the last 14,3% were in good level and no student was in excellent level, it can be concluded that the level of ability of the FKIP UIR students in fourth semester mostly in fair level and the highest percentage is 45,3% in that research.

2.3 Conceptual Framework

Since English is very important in this era, it is taught in Indonesia as a foreign language from junior high school to universities. The students are

expected to master English so that they can communicate with foreigners, can get a lot of information from English literature, and can compete with students from other countries to get a good achievement.

At schools, students are taught four skills, they are listening, speaking, reading, and writing. Among those skills, writing is the most difficult task for students, because it belongs to a productive skill. Based on the standard of Competences and the Basic Competence of English for College students in writing, students are able to express meanings in the form of written texts using a written language accurately, fluently, and acceptably. To fulfill these requirements, especially in expressing a well written short essay of short paragraph, it is very difficult for some students. It is because a well written short paragraph needs more than imagination and feeling to create. Therefore, students need some understanding about the basic or the fundamental of writing a well written short paragraph.

2.4 Assumption

Based on the problem of the research, the researcher makes assume that best ways to learn any skill would be to practice it. To become best driver, the best way is to drive. In addition, using the most effective approach to teaching EFL writing is not enough if learners do not practice enough writing. Writing is a skill acquired only through practice. It is, like dance and sport, an activity that could be improved only through practice.

BAB III

RESEARCH METHODOLOGY

In this chapter, the researcher is going to explain some points related to the research methodology. It covers the research design, subject of the study, research instrument, the data collection technique, and the data analysis technique. Each point will be presented as follow :

3.1 Research Design

Before conducting the research, it is important to understand the purpose of research design. According to Creswell (2012: 20), research designs are “the specific procedure involved in the research process: data collection, data analysis, and report writing”. Mean, research design is the researchers way to arrange the conditions for collecting the data, analyzing the data, and reporting the result of the research in written form.

The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible .In this research the researcher used qualitative approach. The reason the researcher use qualitative approach is because this research focus on the analysis or the interpretation of the written material in context. As Cresswell (2014: 2) stated that qualitative research is kind of research framed in term of using words (qualitative) rather than numbers (quantitative).

3.2 The Location and Time of the Research

This research was carried out at the English Language Education of Teachers Training Education Faculty at Islamic University of Riau at October 2019.

3.3 Population and Sample of the Research

3.3.1 Population of the Research

According to Ary (2010 : 148), the small group that is observed is called as a sample, and the larger group about which the generalization is made is called as a population. A population is defined as all members of any well-defined class people, events, or objects. So, the population in this research was all of the third semester students at English Language Education of FKIP UIR consisting of 152 students' of four classes.

Table 3.3

**The Population of The Third Year Students of English Department
of UIR 2014/2015**

no	Class	Population
1	A	34
2	B	38
3	C	39
4	D	41
Total		

3.3.2 Sample of the Research

Sample is a portion of a population (Ary 2010: 148). It means that sample is a part of population that will be observed. Also Ary (2010: 149) stated that “Sampling is indispensable to the researcher. Usually, the time, money, and effort involved do not permit the researcher to study all possible members of a population”. In consequence, that become the reason why researcher choose cluster sampling in this research. Ary (2010: 154) stated that “cluster sampling is sampling that is not individual but, rather, a group of individuals who are naturally together. Which means they are alike with respect to characteristics relevant to the variable of the study”. That is why the researcher took only one class as the sample in this research consist of 30 students representing other 122 students.

Table 3.4

Sample of The Research

No	Class	Sample
1	3A	30

3.4 Instrument of the Research

An instrument is a test or tool used for data collection stated by Gay and Airisian (2000: 113). In this research the instrument was students’ short paragraph writing. The researcher gave test to the students, then students write from the

topic that the researcher gave to them with the title : **The Role Of English In Global World**

3.5 Data Collection Technique

Data collection technique is the technique used by researcher to collect data. In qualitative research according to Cresswell (2014: 240) collecting the data mostly is done in participant observations, depth interview, and documentation. In this research the researcher used the method of documentation. In collecting data, the researcher collected the data by taking the students' short paragraph writing. The researcher ask the students to write short paragraph consist of 200 - 300 words included with topic sentence, supporting sentence, and concluding sentence based on the topic that given by the researcher. The researcher give 30 minutes to write.

3.6 Data Analysis Technique

Data analysis is a method of putting facts and figures to solve the research problem. The data analyzed in this research is through qualitative data analysis. According to Flick (2013: 5) qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions in the material and what is represented in it. Also Ary (2010: 32) stated that "the data collected in the research must be analyzed. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like. The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted"

In this research there are several stages taken before analyzing and describing or interpreting the data, it can be shown as follows :

1. Collecting the documentation of the students short paragraph writing which is written by the students.
2. Rating the students score. Students writing rated by the rater based on the rubric adapted from Nurgiyantoro (2001). In addition, the researcher also become a part of rating here by helping the rater correcting basic mistake like capitalization of word “english” instead of “English” and basic plural and singular mistakes. The rubric of scoring system can be seen in the table below :

Scoring Rubric of Writing

Categories	Score	Criteria
Content	5	Excellent to very good: knowledge. Substantive. Through development topic
	4	Good to average: some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topics
	3	Fair to poor: limited knowledge of subject. Little substance, inadequate development of topic.
	2	Poor: does not show knowledge of subject. Non-substantive, Non pertinent, or no enough to evaluate.
	1	Very poor: does not show knowledge of subject. Non-substantive, non pertinent, or not enough to evaluate, unlimited knowledge
Vocabulary	5	Excellent to very good: sophisticated range. Effective word/idiom choice and usage. Word form mastery. Appropriate register.

	4	Good to average: adequate range. Occasional errors of word/idiom form, choice usage, but meaning not obscured.
	3	Fair to poor: limited range, frequent errors of word/idiom form, choice usage. Meaning confused or obscured
	2	Poor : essential translation. Little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
	1	Very poor: essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate, meaning confused or obscured
Grammar	5	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	4	Good to average: effective but simple construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	3	Fair to poor: major problems in simple/complex constructions. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions. Meaning confused or obscured.
	2	Poor : virtually no mastery of sentence constructions rules, dominated errors. Does not communicate. Or not enough to evaluate
	1	Very poor: virtually no mastery of sentence constructions rules, dominated, errors. Does not communicate. Or not enough to evaluate. Meaning confused or obscured.
Mechanics	5	Excellent to very good: demonstrated mastery of connection. Few errors of spelling. Punctuation. Capitalization. Paragraphing.
	4	Good to average : occasional errors of spelling, punctuation, capitalization. Paragraphing. Meaning not obscured

	3	Fair to poor: frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor handwriting. Meaning confused or obscured
	2	Poor : no mastery of conventions.
	1	Very poor: no mastery of conventions, meaning confused or obscured.

3. Determining the students score based on the table above. So each of students got their score based on grammar, vocabulary, organization, content and mechanics in their writing test. To get the total score of students writing aspect that are can explained as the following :

$$S = C.5 + V.5 + G.5 + M.5$$

Note : S = Total Score

C = Content

V = Vocabulary

G = Grammar

M = Mechanic

Table 3.6 . Interpretation of the students' scoring rubric

Score	Category
90-100	Excellent
80-89	Very Good
70-79	Good

60-69	Fair
< 59	Poor

4. Determining the students score percentage. the following formulas that uses as follows :

$$P = \frac{S}{n} \times 100$$

Note:

P = Students' score

S = Total score

N = Total score item

5. Analyzing and explaining the result.

6. Taking conclusion from the analyzed data to answer the research question.

CHAPTER IV

THE RESEARCH FINDING

4.1 Research Presentation

The purpose of this research is to know the students' writing ability of the third semester students at English study program of FKIP UIR. This study is focused on students' writing. The data is a documentation data of the third semester students at English study program of FKIP UIR.

As the writer explained in the previous chapter the indicator of this finding are :

1. Vocabulary
2. Grammar
3. Mechanic
4. Content

The aim of this research is to describe and to interpret the result of the study : the ability of the third semester students of English Department of FKIP UIR in writing short paragraph. In this study the writer use one variable to collect the data.

The researcher has done the test to 34 students of the third semester of English Department of FKIP UIR on 20 October 2019 to find out the students writing review ability. After giving the test, the researcher calculated the score of

the students from individual correct answer. The complete description of the scores obtained can be seen in the following table :

Table 4.1

The Students' Score In Writing Short Paragraph According To Rater 1

Number of Students	C	V	G	M	Total Score	Level Of Ability
Student 1	4	5	4	4	85	Very Good
Student 2	5	5	5	4	95	Excellent
Student 3	2	4	4	3	65	Fair
Student 4	3	3	3	3	60	Fair
Student 5	2	3	3	2	50	Poor
Student 6	5	5	5	5	100	Excellent
Student 7	4	5	5	4	90	Excellent
Student 8	5	4	4	3	80	Very Good
Student 9	3	4	3	3	65	Fair
Student 10	3	4	3	3	65	Fair
Student 11	3	3	3	3	60	Fair
Student 12	3	4	4	3	70	Good
Student 13	4	4	3	3	70	Good
Student 14	5	5	4	4	90	Excellent
Student 15	3	3	3	3	60	Fair
Student 16	4	4	3	4	75	Good
Student 17	3	3	2	3	55	Poor
Student 18	3	3	2	2	50	Poor
Student 19	2	2	2	2	40	Poor
Student 20	4	4	3	3	70	Good
Student 21	3	4	4	3	70	Good

Student 22	2	3	3	2	50	Poor
Student 23	4	4	4	4	80	Very Good
Student 24	4	4	3	3	70	Good
Student 25	4	4	3	3	70	Good
Student 26	4	4	3	3	70	Good
Student 27	4	5	4	3	80	Very Good
Student 28	4	3	3	3	65	Fair
Student 29	3	3	3	3	60	Fair
Student 30	4	4	3	3	70	Good
Total					2080	
Average					69.33	Fair

Table 4.2

The Students' Score In Writing Short Paragraph According To Rater 2

Name of Students	C	V	G	M	Total Score	Level Of Ability
Student 1	4	5	3	4	80	Very Good
Student 2	5	4	4	3	80	Very Good
Student 3	3	3	4	3	65	Fair
Student 4	3	3	3	2	55	Poor
Student 5	2	3	2	3	50	Poor
Student 6	5	5	5	5	100	Excellent
Student 7	5	4	4	5	90	Excellent
Student 8	5	4	3	3	75	Good
Student 9	4	4	3	4	75	Good
Student 10	5	4	3	3	75	Good
Student 11	4	3	3	3	80	Very Good

Student 12	3	3	3	3	60	Fair
Student 13	4	3	3	3	65	Fair
Student 14	5	4	4	4	85	Very Good
Student 15	3	3	2	4	60	Fair
Student 16	4	4	2	3	65	Fair
Student 17	3	3	2	2	40	Poor
Student 18	3	3	2	2	50	Fair
Student 19	3	2	2	3	50	Fair
Student 20	3	4	4	4	75	Good
Student 21	3	4	3	4	70	Good
Student 22	2	3	2	2	45	Poor
Student 23	3	4	3	3	65	Fair
Student 24	4	4	3	2	65	Fair
Student 25	3	4	3	3	65	Fair
Student 26	5	4	3	3	75	Good
Student 27	4	4	4	4	80	Very Good
Student 28	3	3	3	4	65	Fair
Student 29	3	3	2	3	55	Poor
Student 30	4	3	3	3	65	Fair
Total					2065	
Average					68.83	Fair

Based on the table above we can see the total score from each raters. From rater 1 is 2080 and from rater 2 is 2065. It means that students' score from each rater is not much different with the average from rater 1 is 69.33 and rater 2 is 68,33. both rater score for the students' is Fair. The students score is pretty decent because there is 4 students get excellent score, 3 students get very good

score, 9 students get good score, 8 students get fair score, and 5 students get poor score from rater 1. According to the writer, the students who have excellent and very good score might have a lot of ideas to write and do their best at writing short paragraph in daily activity and always practice their writing. Students who have fair and poor score might have no motivation, practice and preparation; it means that they did not prepare the written well before they start to write short paragraph.

4.2 Interpretation of the data

The objective of this research was to know the students' ability in writing a short paragraph of third semester students of English Department of FKIP of Universitas Islam Riau. This research designed to analyze how good are students ability in writing a short paragraph with a good grammar, content, vocab, and mechanic in order to answer the formulation of problem. The instrument of this research was a test.

The test was guided to the writer. The purpose of this activity was evaluated the results from the rater. the students ability in writing short paragraph according to rater in every component as mentioned below:

Table 4.2

The Students' score in term of Content according to two raters

Number of Students'	Rater 1	Rater 2
Student 1	4	4
Student 2	5	5
Student 3	2	3
Student 4	3	3
Student 5	2	2
Student 6	5	5
Student 7	4	5
Student 8	5	5
Student 9	3	4
Student 10	3	5
Student 11	3	4
Student 12	3	3
Student 13	4	4
Student 14	5	5
Student 15	3	3
Student 16	4	4
Student 17	3	3
Student 18	3	3
Student 19	2	3
Student 20	4	3
Student 21	3	3
Student 22	2	2
Student 23	4	3
Student 24	4	4

Student 25	4	3
Student 26	4	5
Student 27	4	4
Student 28	4	3
Student 29	3	3
Student 30	4	4
Total	106	107

4.2.1 Content

Content is very important in writing, to attract people to read our writing is by write a really good content. Based on the table above the researcher analyzed the students content in writing short paragraph in general, the researcher found some problem in students writing. Some of their paragraph is not interesting to read, and some students write a bad content, also the topic is not coherence in their writing. we can see that the total score for content from rater 1 is 106 while the score from rater 2 is 107.

Table 4.3

The Students' score in term of Vocabulary according to two raters

Number of Students'	Rater 1	Rater 2
Student 1	5	5
Student 2	5	4
Student 3	4	3
Student 4	3	3

Student 5	3	3
Student 6	5	5
Student 7	5	4
Student 8	4	4
Student 9	4	4
Student 10	4	4
Student 11	3	3
Student 12	4	3
Student 13	4	3
Student 14	5	4
Student 15	3	3
Student 16	4	4
Student 17	3	3
Student 18	3	3
Student 19	2	2
Student 20	4	4
Student 21	4	4
Student 22	3	3
Student 23	4	4
Student 24	4	4
Student 25	4	4
Student 26	4	4
Student 27	5	4
Student 28	3	3
Student 29	3	3
Student 30	4	3
Total	115	107

4.2.2 Vocabulary

Vocabulary is very important in writing because it can listing the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression in writing form. Based on the table 4.3 we can see that the total score for vocabulary from rater 1 is 115 and from rater 2 is 107.

Table 4.4

The Students' score in term of Grammar according to two raters

Number of Students'	Rater 1	Rater 2
Student 1	4	3
Student 2	5	4
Student 3	4	4
Student 4	3	3
Student 5	3	2
Student 6	5	5
Student 7	5	4
Student 8	4	3
Student 9	3	3
Student 10	3	3
Student 11	3	3
Student 12	4	3
Student 13	3	3
Student 14	4	4
Student 15	3	2

Student 16	3	2
Student 17	2	2
Student 18	2	2
Student 19	2	2
Student 20	3	4
Student 21	4	3
Student 22	3	2
Student 23	4	3
Student 24	3	3
Student 25	3	3
Student 26	3	3
Student 27	4	4
Student 28	3	3
Student 29	3	2
Student 30	3	3
Total	101	90

4.2.3 Grammar

Grammar is important in writing, Grammar guides the students to put words together into sentences. To write well the students need to study about grammar so that they can express their idea in written form. Based on the table above, the writer analyzed the students grammar of writing short paragraph in general, the writer found some problem in some students writing grammatical aspect for example : “English already consider to be the first language”. It should be : “English already considered to be the first language”. in short paragraph they

should use present tense. Based on the table above we can see the total of grammar from rater 1 is 101 and from rater 2 is 90.

Table 4.5

The Students' score in term of Mechanic according to two raters

Number of Students'	Rater 1	Rater 2
Student 1	4	4
Student 2	4	3
Student 3	3	3
Student 4	3	2
Student 5	2	3
Student 6	5	5
Student 7	4	5
Student 8	3	3
Student 9	3	4
Student 10	3	3
Student 11	3	3
Student 12	3	3
Student 13	3	3
Student 14	4	4
Student 15	3	4
Student 16	4	3
Student 17	3	2
Student 18	2	2
Student 19	2	3
Student 20	3	4
Student 21	3	4

Student 22	2	2
Student 23	4	3
Student 24	3	2
Student 25	3	3
Student 26	3	3
Student 27	3	4
Student 28	3	4
Student 29	3	3
Student 30	3	3
Total	94	97

4.2.3 Mechanic

Mechanic is about punctuation, capitalization, paragraphing and spelling composition. Many third year students at FKIP UIR were having problems with mechanics. Their score in mechanic were fair. Based on the table 4.4 we can see that the total score for mechanic from rater 1 is 94 and from rater 2 is 97. There were only few students get excellent in mechanics. It means that most students were having problem in mechanical aspect of writing.

Table 4.5

The average score of each indicators of writing according to two raters

Indicators	Rater 1	Rater II	Average
Content	106	107	106.5
Vocabulary	115	107	111

Grammar	101	90	95.5
Mechanic	94	97	95.5

From the averages score of two raters, the lowest score reached by the students in Mechanic and Grammar(95,5). It means that Mechanic and Grammar is the most difficult aspect for the students. While for the Content students' had a good score with average of 106.5, following with Vocabulary score at 111.

After analyzing the scores for each indicator of writing, the writer generally calculated their score percentage. It can be seen that the score percentage of the students' ability in writing as follow:

Table 4.6

The Students Who Get Excellent Score According to Two Raters

Rater	Number of Students	Score	Category
Rater 1	2	95	Excellent
	6	100	Excellent
	7	90	Excellent
	14	90	Excellent
Rater 2	6	100	Excellent
	7	90	Excellent

The table above shows the students who get the excellent score and it will be known as the percentage of classification by using this following formula :

$$P = \frac{S}{n} \times 100$$

$$\begin{aligned} \text{Rater 1} \quad P &= \frac{4}{30} \times 100 & \text{Rater 2} \quad P &= \frac{2}{30} \times 100 \\ &= 13.33\% & &= 6.66\% \end{aligned}$$

The result of percentage of students who get excellent score according to two raters is 13.33% and 6.66%. It means that less than a quarter from the total of sample is understand about writing in short paragraph. And the following table is the students' score classification who get "very good" in test.

Table 4.6

The Students Who Get Very Good Score According to Two Raters

Rater	Number of Students	Score	Category
Rater 1	1	85	Very Good
	8	80	Very Good
	23	80	Very Good
	27	80	Very Good
Rater 2	1	80	Very Good
	2	80	Very Good
	11	80	Very Good
	14	85	Very Good
	27	80	Very Good

The table above shows the students who get the "excellent" score and it will be known as the percentage of classification by using this following formula :

$$P = \frac{S}{n} \times 100$$

$$\begin{aligned} \text{Rater 1 } P &= \frac{4}{30} \times 100 & \text{Rater 2 } P &= \frac{5}{30} \times 100 \\ &= 13.33\% & &= 16.66\% \end{aligned}$$

The result of percentage of students who get “very good” score according to two raters are 13.33% and 20%. And the following table is the students’ score classification who get “Good” score.

Table 4.7
The Students Who Get Good Score According to Two Raters

Rater	Number of	Score	Category	
Rater 1	Rater 2	12	70	Good
		13	70	Good
		16	70	Good
		20	70	Good
		21	70	Good
		24	70	Good
		25	70	Good
		26	70	Good
		30	70	Good
Rater 2		8	75	Good
		9	75	Good
		10	75	Good
		20	75	Good
		21	70	Good

	26	75	Good
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The table above shows the students who get the “good” score and it will be known as the percentage of classification by using this following formula :

$$P = \frac{S}{n} \times 100$$

$$\begin{aligned} \text{Rater 1 } P &= \frac{9}{30} \times 100 & \text{Rater 2 } P &= \frac{6}{30} \times 100 \\ &= 30\% & &= 20\% \end{aligned}$$

The result of percentage of students who get “good” score according to two raters are 30% and 20%. It means that less than a half from the total of sample is understand about writing in short paragraph. And the following table is the students’ score classification who get “fair” in test.

Table 4.8

The Students Who Get Fair Score According to Two Raters

Rater	Number of Students	Score	Category
Rater 1	3	65	Fair
	4	60	Fair
	9	65	Fair
	10	65	Fair
	11	60	Fair
	15	60	Fair
	28	65	Fair

	29	60	Fair
Rater 2	3	65	Fair
	12	60	Fair
	13	65	Fair
	15	60	Fair
	16	65	Fair
	18	50	Fair
	19	50	Fair
	23	65	Fair
	24	65	Fair
	25	65	Fair
	28	65	Fair
	30	65	Fair

The table above shows the students who get the “fair” score and it will be known as the percentage of classification by using this following formula :

$$P = \frac{S}{n} \times 100$$

$$\text{Rater 1 } P = \frac{8}{30} \times 100 \qquad \text{Rater 2 } P = \frac{12}{30} \times 100$$

$$= 26.66\%$$

$$= 40\%$$

The result of percentage of students who get “Fair” score according to two raters are 26,66% and 40%. It means that less than a half from the total of sample understanding about writing in short paragraph is pretty decent. And the following table is the students’ score classification who get “poor” in test.

Table 4.9

The Students Who Get Poor Score According to Two Raters

Rater	Number of Students	Score	Category
Rater 1	5	50	Poor
	17	55	Poor
	18	50	Poor
	19	40	Poor
	22	50	Poor
Rater 2	4	55	Poor
	5	40	Poor
	17	40	Poor
	22	45	Poor
	29	55	Poor

The table above shows the students who get the “poor” score and it will be known as the percentage of classification by using this following formula :

$$P = \frac{S}{n} \times 100$$

$$\text{Rater 1 } P = \frac{5}{30} \times 100$$

$$= 16.66\%$$

$$\text{Rater 2 } P = \frac{5}{30} \times 100$$

$$= 16.66\%$$

The result of percentage of students who get “poor” score according to two raters are 16.66% and 16.66%. It means that less than a quarter from the total of sample is not really understand and very bad at writing in short paragraph.

Table 4.10

The Students Percentage in Writing Short Paragraph

Classification	Rater I	Percentage	Rater II	Percentage
Excellent	4	13.33%	2	6.66%
Very Good	4	13.33%	5	16.66%
Good	9	30%	6	20%
Fair	8	26.66%	12	40%
Poor	5	16.66%	5	16.66%
Total	30	100%	30	100%

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the discussion mentioned in the previous chapter, the writer draws some conclusions as the result of the study in the third year students at FKIP UIR 2019/2020 on the students' writing ability in short paragraph. There were the conclusions of this study.

It can be concluded that the ability level of the third year students of the English Study Program of FKIP UIR in essay writing was in fair with the average score 69,66. in details, 5 students were in excellent level with the score range 90-100. it means that they could write essay writing well. Then, 3 students were in very good level with the score range 80-89. After that 9 students were in good level with the score 70-79, it means that they had a good ability in essay writing. Then 5 students was in poor level with the score range <59.

Based on writer's analysis, the writer found that the students' main problem was dominated by Mechanic aspect with the average score was 94 (3.13).

5.2 Suggestion

From the conclusion above, there were some suggestions that are proposed by the writer. The writer has proved that short paragraph is very effective in teaching writing skill. The researcher provides some suggestion as following :

For Lecturers:

1. Writing skill should be taught based on student prior knowledge
2. The teacher should provide writing to be taught that closely related to the students' interest
3. It is important for the lecturers to give the students more exercises in writing.
4. Teacher should choose appropriate media in teaching writing based on the aids of the students.
5. Teacher should motivate the students prior in teaching learning process.

For students:

1. Students should study more and respond in learning process.
2. Students should keep the interest in English language learning
3. Students should improve their ability in English especially in writing.

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