

**AN ANALYSIS ON STUDENTS' SKILL IN PARAGRAPHS WRITING
AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR**

A THESIS

*Intended to fulfil one of the requirements for the award of sarjana degree
in English Language Teaching and Education
Universitas Islam Riau*



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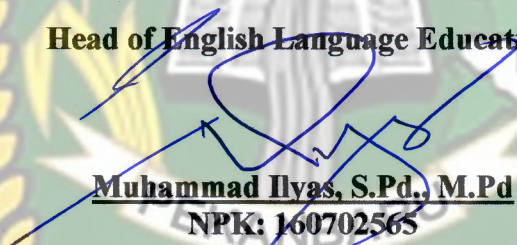
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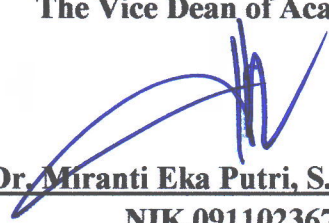

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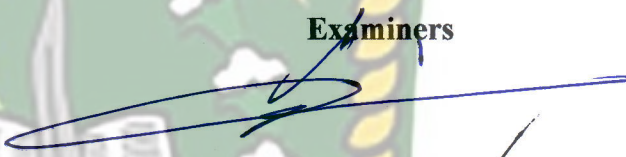
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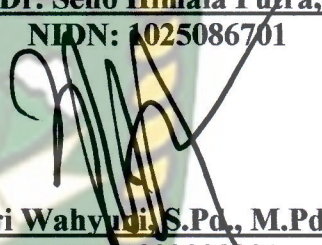
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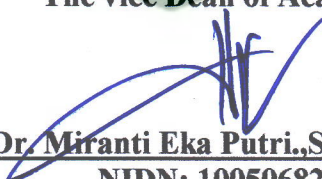

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This letter is made to be used, as it is needed.

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DECLARATION

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I hereby declare this thesis is come from my own ideas, except the quotation (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, 31st January 2021

The Researcher


Zakia Azimi

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Pekanbaru, January 2022

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ABSTRACT

Zakia Azimi. 2021. An Analysis on Students' Skill in Paragraphs Writing at English Language Education of FKIP UIR

Paragraph writing is one of the courses in English Language education where the students learn about the procedures and rules in making good paragraphs. This research aims to find out the skill of second-semester students at English Language Education of FKIP UIR in writing paragraphs. This research focuses on students' skills in writing paragraphs at English Language Education of FKIP UIR and measures and evaluates them based on organization, content, vocabulary, grammar, and mechanic.

The methodology of this research was qualitative. The instrument of this research was the lecturer's documentation. The document was the final test of second-semester students of English Language Education of FKIP UIR in the academic year 2020/2021. The students chose 1 out of 5 topics in the test and developed the topic into five coherent paragraphs.

Based on the findings of this research, the researcher found the students' skill in paragraph writing was good. The researcher got the categories of the students' skills from the mean of their scores. The mean of their score was 83.3 and it placed into good category. The highest score got by student S-24 with a score of 94 and it belongs to excellent category. Meanwhile, the lowest got by student S-28 with a score of 73 and it belongs to adequate category. The researcher also found out that the students' weakness in writing paragraphs was in the mechanics aspect and the students' strength in writing paragraphs was in the content aspect.

Keyword: Analysis, Paragraph Writing, Writing.

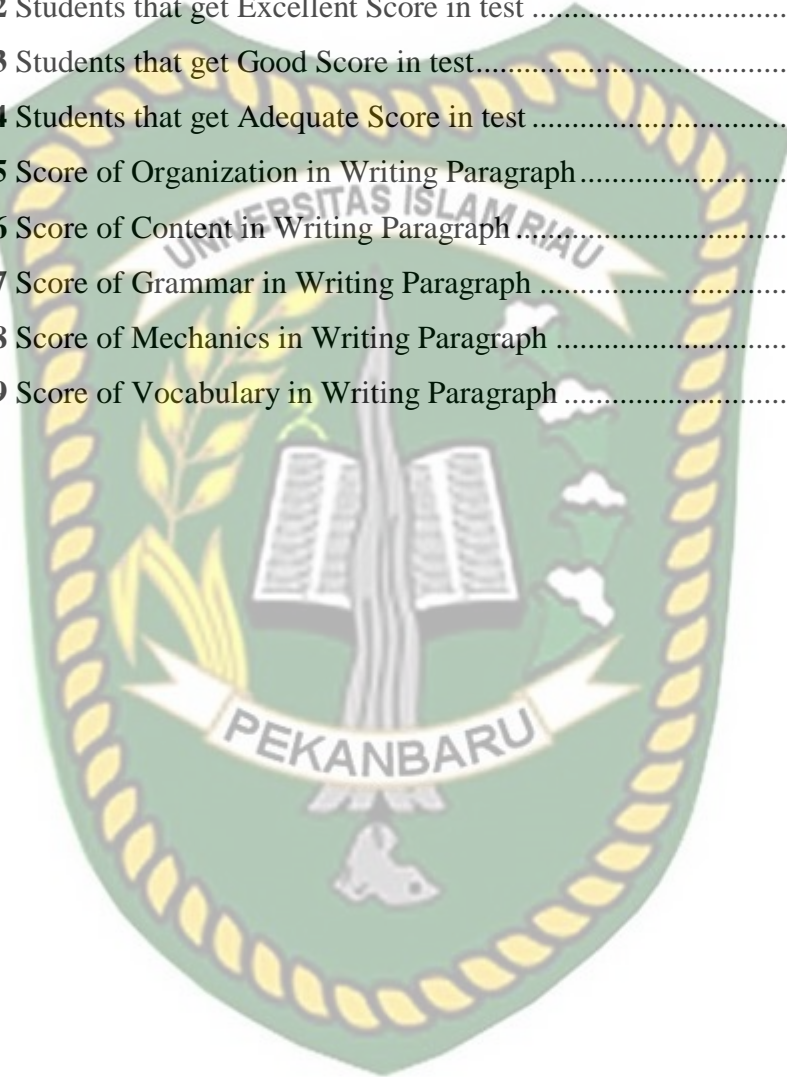
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is the main language of communication that unites all people around the world where it is very easy to find English in everyday life at this time. Thus, English must be learned from an early age since many items in English are important for their ability. English has many skills, including listening, speaking, reading, and writing.

By writing, it will be easier to do something like communicate in everyday life and explain something clearly because writing can increase a person's level of focus. Writing is also a great way to teach and provide information. For college students, having the ability to write is a must because most college-related items definitely require writing skills such as writing articles, research journals, research reports, proposals for activity, research, and so on. The written work of a student is a manifestation of their creativity and knowledge, including how they present their writing in the form of papers, theses, research proposals, and so on. The ability to write is very useful not only during college but also after college, even if they want to continue their studies.

Writing is not just put down words on paper but a result of the thought process that makes writing become the most challenging skill for students as Richards & Renandya (2002) state that writing is the most difficult skill for second and foreign language learners because sometimes some students are confused about what they have to discuss in writing and how to convey ideas into sentences and

organize them. Therefore, one of the abilities that college students must master is the ability to write especially writing paragraphs. As an English student, it is expected to be able to write paragraphs according to the rules in order to produce good writing. Because besides having learned to write from the previous semester, students have also learned to make sentences and short essays during school. But in fact, there are still many English students who are not able to write paragraphs well. This is probably because English students lack reading and practice so that English students have difficulty in providing information and developing it because they have limited creativity and knowledge.

One of the difficulties in the writing process faced by English students, according to Jeremy Harmer (2004), is referred to as an organization problem where it is caused by students' cognitive inadequacy of language forms, structures, and grammar which play an important role in effective communication in writing. Other difficulties faced by students include the use of grammar in the study carried out by Latupeirissa & Sayd (2019), where it is said that most students in Indonesia make errors in the use of group verbs, the use of prepositions, the use of articles and also conjunctions, the last of which is the applications of subject-verb agreements. The study conducted by Napitupulu (2017) also concluded that the students' writing difficulties lie in the inappropriate choice of words and the use of the wrong word structure due to the students tend to rely on their mother tongue in expressing their ideas which have no similarities in structure and context in English.

Based on the explanation and the problem above, the researcher is interested in carrying out a research entitled “An Analysis on students’ skill in Paragraphs Writing at English Language Education of FKIP UIR.”

1.2 Identification of the Problem

Based on the background, there are a few problems of students in writing paragraphs:

First, the problems faced by English students are included in the organization problem where students do not know what elements are contained in the paragraph, so that students do not know what and how to write a good paragraph.

Second, students are confused about what to discuss in writing and how to convert ideas into written form and develop them due to a lack of reading and students' knowledge. This causes a lack of clarity on the topic discussed in a paragraph which can cause misunderstanding by the reader.

Third, the problem lies in the students' inaccuracy in using correct grammar, where students make many mistakes from the types of sentences used in paragraphs, inappropriate use of conjunctions, prepositions, and subject-verb agreements.

Then, most students do not pay attention to the use of punctuation and proper spelling due to a lack of student focus and ignorance of the function of each punctuation mark in English.

Last, the problem lies in the lack of students' vocabulary so that a lot of repetition occurs in one paragraph so that it seems untidy.

1.3 Focus of the Problem

Based on the problem and some ways were mentioned, the researcher limited the problem in this research, that is: the researcher wants to know students' skills in writing paragraphs at English Language Education of FKIP UIR and measure and evaluate them based on organization, content, vocabulary, grammar, and mechanics because it has included component in writing paragraphs.

1.4 Research Question

Based on the limitation of the limitation, the research is formulated as follow:

How are students' skills in writing paragraphs in the aspect of organization, content, vocabulary, grammar, and mechanics at English Language Education of FKIP UIR?

1.5 Objective of the Research

The general objective of this research is:

To find out the skill of second-semester students at English Language Education of FKIP UIR in writing paragraphs.

1.6 Significance of the Research

There are three significances of this research:

- a. The Lecturers can use it as a way to determine the ability of students to write paragraphs, then to assess and maximize the ability of students to write paragraphs based on the findings of this study.
- b. The students can find out their abilities and increase knowledge about how to write effective paragraphs and share knowledge about aspects and how to understand elements or components in writing.
- c. In writing paragraphs, researchers can use this research as an overview of the problems of students. This analysis is very useful in identifying approaches or successful methods to boost the ability of students to compose paragraphs in the future.

1.7 Definition of the Key Terms

To avoid misunderstanding, the terminology used in this paper can be defined as the following:

1) An Analysis

Analysis is an activity of sorting or grouping a topic into several parts with the aim of making it easier to examine and understand it and rearrange the several parts into one logically.

2) Writing

Writing is a skill in converting ideas into written form that makes it easier for readers to understand these ideas so that writing requires the writer's creativity and practice.

3) Paragraph Writing

Paragraph writing is a course that discusses things, including introduction, procedures or rules in writing good and correct paragraphs. It is possible to write on a certain topic, problem, or theme while giving a concrete description of its meaning.



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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing Skill

2.1.1 Definition of Writing Skill

Writing is a form of communication that transforms an idea or thought into coherent and cohesive writing, indirectly making writing a very productive and expressive activity. In writing, in using the form of words, phrases, paragraphs, and others, the writer must be creative so that the reader has no difficulty understanding the writing content. Writing takes time, so it is often referred to as a process. According to Elbow (1973) in Brown (2000), writing is a two-step process where the first process aims to find out the meaning and the second process aims to put the meaning into the language in writing. Because writing is a productive and expressive activity, the reader knows what the writer thinks and feels because he represents what is stored in the mind and heart.

Another opinion came from Langan (2010), "Writing consists basically of making a point and then providing evidence to support or develop that point." This is because, in writing, we are always asked about ideas and things that support these ideas. Writing is also a skill that anyone can learn with practice. The more often someone writes, the better the writing will be.

According to Urquhart & McIver (2005), writing is a process where students always make revisions as a whole and often move between stages in the process or a recursive process.

Meanwhile, Nation (2009) states that writing is a useful activity to prepare before working on other skills such as listening, speaking, and reading. This preparation allows the sentences to be used not only receptively but also productively, for example like working on academic purpose projects.

Based on the definition above, it means writing is a form of communication that converts ideas into words where there is a process in its activities that can require creativity so that to produce good writing must practice.

2.1.2 Process of Writing

According to Oshima Ann Hogue et al., (2007), there are four steps that writers should do:

1. Prewriting

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic. There are several techniques you can use to get the idea, for example, listing.

2. Planning (outlining/organizing)

In the planning stage, the writer needs to organize the ideas into a simple outline. The most successful way to organize the ideas generated is by making an outline from brainstorming

3. Writing and revising drafts

The next step is to write a rough draft quickly by using our outline as a guide. Just get the ideas without stopping to think about grammar, spelling, or punctuation. Notice that the writer added some ideas that were not in his outline and concluding sentence at the end.

4. Editing (revising)

The last stage is that to polish what the writer has written. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

Another opinion comes from Linse & Nunan (2005) stated that there are five steps in writing, such as:

1. Prewrite

In pre-writing, it would be nice if students were given time to prepare before writing where they gathered ideas and ideas to make it easier for them to write without hesitation.

2. Write

In writing, the activity is to collect ideas as quickly as possible so that students are asked to write down all their ideas without worrying about the form, correctness, and order of the writing.

3. Revise

At this stage, it is checked whether the ideas contained in it are logistical and flow together. If not, then the writing must be reworked

4. Edit

With the help of teachers or classmates, students can ensure there are no content or grammatical and spelling errors.

5. Publish

At this stage, the writing is rewritten in the form of a student-made book or paper to be published or distributed.

Based on the description about the process of writing above, it is concluded some steps in the writing process there are pre-writing/planning, writing – revising drafts, and editing and sometimes the writing will be published. By applying each process can make writing activities easier because it is structured.

2.1.3 Purpose of Writing

According to Grenville (2001), there are three purposes of writing: to entertain, to inform, and to persuade.

1. To entertain

Writing to entertain generally takes the form of so-called imaginative writing or creative writing, which means the writer must be creative in their writing. It does not necessarily make the readers laugh, but it at least engages their feeling in some way.

2. To inform

To inform here is to tell the reader about something and it can be history, an object, places, and other information. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

Writing might include writer's opinions, but rather than just as an expression of writer's emotions, but as part of a reasonable argument supported by facts. This includes advertisements, some newspaper and magazine articles, and some types of essays.

In conclusion, the purpose of writing is not only to express ideas, thoughts, or feelings in written form but also to provide readers with particular objectives, such as entertaining, informing, and persuading readers.

2.1.4 Components of Writing

Brown (2004) states five aspects of writing as follows: content, organization, vocabulary, grammar, and mechanics. By using the concept of the organization, students will usually find it easier to arrange their ideas to be more coherent or to have a connection between one idea and another so that it becomes a unity. Vocabulary selection is very important when writing about a topic. Use of vocabulary according to context so that readers can easily understand its meaning. Next is Grammar which has an important role in writing which can influence the assessment. The grammar used must be in accordance with the topic of writing. For example, when the teacher evaluates the grammar in writing descriptive text, the students use the present tense. Last, Mechanics evaluates the technique of achieving good handwriting. In the mechanical components, there are several components that will be evaluated, such as punctuation, spelling, and capitalization.

Another opinion comes from Jacobs et al. (2014) states that there are five aspects that must be considered in writing that consist of content, organization, vocabulary, language use, and mechanism. For successful in writing, they must understand the aspect because, without one of the aspects, there is no writing.

Meanwhile, Rass (2001) says that there are multiple issues in writing such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and

mechanics such as capitalization and because these multiple issues, writing becomes one of difficult skill to master.

Based on the above opinion, it can be concluded that writing has several components that must be mastered by students in order to have good writing skills.

2.1.5 The Types of Classroom Writing Assessment

As Brown (2004) says, there are four types of written performance, which are: imitative, intensive, responsive, and extensive.

1. Imitative

Imitative writing is the lowest level of writing type for classroom writing assessment where students only need to write letters, words, or sentences in English. Students also learn to spell correctly at this stage. At this level, forms are the primary focus, not the exclusive focus, while the secondary concern is context and meaning.

2. Intensive or controlled

The next level is intensive writing. Students are required to use suitable vocabulary in context, collocations, and idioms, as well as proper grammar in sentences. The main focus of this level forms that strictly controlled. This level can be considered as controlled writing, where students need to be able to show their grammar, vocabulary, word structure skills and not inherently express meaning. One example of intensive writing is when students are asked to change the present tense into other tenses.

3. Responsive

At this level, students are asked to be able to show their capabilities at a limited discourse level, such as connecting sentences into paragraphs and creating logically connected sequences of two or more paragraphs. Descriptive and brief narratives, short reports, summaries, reading reviews, interpretations of charts or graphs are the types of writing included at this level.

4. Extensive

The highest level is extensive writing. At this level, students focus on achieving goals, organizing and developing ideas logically, using supporting details to support the main idea, and making coherent paragraphs. Extensive writing can be said to be the successful implementation of the writing process at all levels. Examples of writing at this level are essays, papers, reports on major research projects, or even theses.

From the above explanation, it can be concluded that teaching writing starts from imitation to extensive writing. Beginners or primary school students may learn to imitate writing, and extensive writing is studied mostly by college students. Senior high school students can also study extensive writing, but the level of its difficulties and topic will depend on their ability.

2.2 Paragraph

2.2.1 Definition of Paragraph

There are some definitions of paragraph according to experts. According to Lunsford (2003:94), “a paragraph is a group of sentences or a single sentence set off as a unit”. Writing paragraph, especially in English, means that the writer must

understand and be able to choose the appropriate type of facts and linguistic elements so that when reading it the reader can easily grasp the meaning.

Another opinion came from E Zemach & A Rumisek (2003), paragraph provide details or information on a specific object that have five to ten sentences.

Meanwhile, Wali & Madani (2020), “paragraph is a group of sentences that have the goal of developing a single idea.” It means in one paragraph there is only one topic that is discussed. If there is more than one topic, it cannot be called as paragraph.

In short, writing paragraphs, especially in English, means that the writer must understand and be able to choose the appropriate types of facts and linguistic elements.

2.2.2 Components of Paragraph

A paragraph has a structure that must be included in it. As stated by Zulfa et al. (2005), A paragraph has three main structural parts: a topic sentence, a supporting sentence, and a closing/concluding sentence.

1. Topic Sentence

Topic sentences not only function as the topic of a paragraph but also limit the topic itself. Topic sentences are not always mentioned first. In the paragraph, the topic sentence is the most important sentence that can make it easier for writers and readers to find or see the information so that it is easier to understand the paragraph as a whole.

Topic sentences have a few things to remember. Where the topic sentence is a complete sentence (subject, verb, and complement), contains the topic to be discussed and ideas that limit the topic, and does not provide specific details.

2. Supporting Sentence

Supporting sentences explain topic sentences by providing reasons, examples, facts, statistics, and quotes. Supporting sentences develop a topic sentence by providing details and an explanation of the topic that can support the topic sentence.

3. Concluding Sentence

The concluding sentence marks the end of the paragraph by letting the reader know that the paragraph is complete and completes the development of the topic by mentioning the main points. The closing sentence is almost the same as the topic sentence, which is a general statement, but they both have different functions.

So, a paragraph has a structure that must be included in it, such as a topic sentence, a supporting sentence, and a closing/concluding sentence. Each structure has a different function that can help both the writer and the reader.

2.3 Relevance Studies

There were some research studies conducted by other researchers that related to this research. First, Jismulatif Hasan & Marzuki in May 2007, the objective of the research was to measure the students' writing ability. In this study, data were collected by asking the students to do the task and complete in less than 75 minutes. The task was a writing task with a specific theme. The finding of the study showed that grammatical problems seemed to be the most frequently made by the students ranging from error in using plural forms, article, verb, forms, clauses, passive voice, and prepositions. The findings also indicate that problems

in coherence and cohesion, but the whole result of their writing were good enough as they were able to include most of the information required.

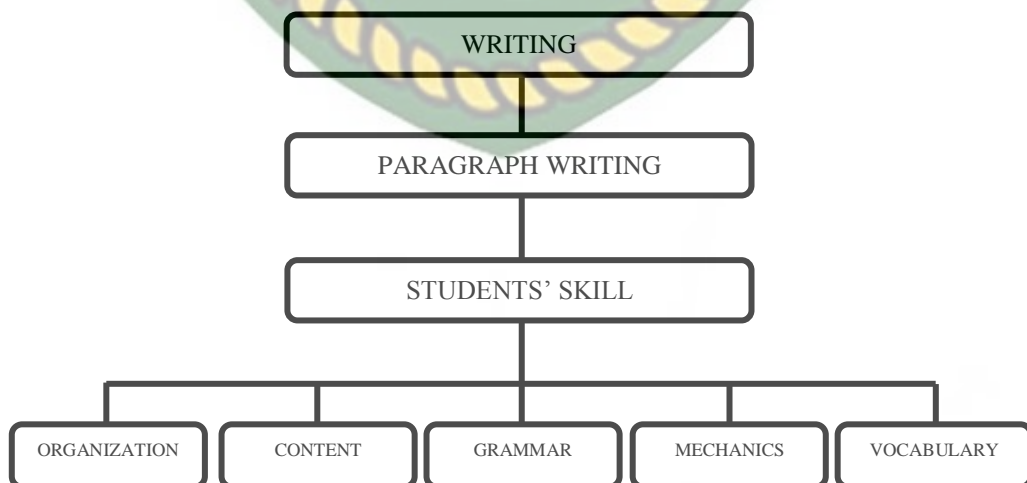
Second, Abdul Rohim in 2019, the objective of this research is to analyze students' skills in their paragraph writing. This research uses descriptive qualitative research. The population of this research is all students of the fourth semester for English study program in Muhammadiyah University of Tangerang academic year 2017/2018, consisting of five parallel classes namely class 4a1, 4a2, 4a3, 4b1, and 4b2. The instrument used by the researcher is the final assignment of student's paragraph writing. It was found that the highest average score is in the organization used student in writing indicated by the number 15,65, followed by content with an average value 15,34. The average value of the mechanic is 15,17 and for the grammar is 14,79, and the last indicator is vocabulary that shows 14,68 for its average. The result of their paragraph writing was categorized as good. This is seen from the average gain is 15,13.

Third, Sukarta Kartawijaya in 2018, the objective of this research was to find out solutions to any problems found during the teaching and learning process. This research was classroom action research. This research was done at grade VIII B of SMP N 6 Sungai Penuh in academic year 2017/2018. From the result of the test in this research, the result was increased in cycles and two. In cycle one, the mean score was 58.25% and it increased to 76.87%, it increased 18.63% point. It meant that teaching writing through outline improved the students' writing skills. The improvements were also improved on the result of each sub-indicators of writing test between cycles 1 and 2.

2.4 Conceptual Framework

English is the main language of communication that unites all people around the world where it is very easy to find English in everyday life today. The English language has many skills, including listening, speaking, reading, and writing. Writing is an ability that is highly valued and has many important roles in all aspects of life. For a student, having writing skills is a must because most of the items related to higher education definitely require writing skills. One of the abilities that must be mastered by students is the ability to write, especially writing paragraph. Most students usually have difficulty in finding ideas and how to express them because they do not understand the concept of writing paragraphs. Even though writing skills are very useful not only during college but also after college even though they want to continue their studies, with this, students need a basic understanding of paragraph writing based on the five aspects (organization, content, grammar, mechanics, and vocabulary).

Figure 2. 1 Conceptual Framework



2.5 Assumption

Based on the formulation in this research, the researcher makes assumes that the students of English language program of UIR are able to write paragraphs and understand the aspects of writing.

The research is a qualitative research. Qualitative research method is an artistic method because the research process is less patterned and has research data that is more in accordance with the detailed interpretation of the data found (Sugiyono, 2015). In this research, the researcher described the students' at English Language Education of FKIP UIR ability in writing paragraphs. This research had one variable that is students' skill in writing paragraph is made by second semester students at English Language Education of FKIP UIR Academic year 2020/2021. This study based on reality and conducted in the classroom.

3.2 Participants of the Research

A population is defined as all members of any well-defined class of people, events, or objects. The population of this research is second semester students of English Language Education of FKIP UIR Academic year 2020/2021. The technique of selecting the sample is simple random sampling where all members of the population have an equal and independent opportunity to be included in the random sample (Ary et al., 2010).

Table 3. 1 The Population of the Research

NO	CLASS	NUMBER OF STUDENTS
1	A	33
2	B	30
TOTAL		63



CHAPTER III

RESEARCH METHODOLOGY

3.3 Research Instrument

In a research, valid and reliable instruments have an important function in the data collection process. In this research, the researcher will use lecturer documentation as an instrument in collecting the data. The documentation is in the form of the final test of the second-semester students of English Language Education of FKIP UIR Academic year 2020/2021. To get objective results, researchers will use raters to help researchers analyze the writing skills of English students of FKIP UIR. The raters are experienced teachers. The raters are Mrs. Khairun Nisa, S.Pd., M.Pd from SMPN 1 PINGGIR and Ms. Elvaridha, S.Pd., M.Pd from Sekolah Esa Sejahtera (SES) Pekanbaru.

Table 3. 2 The Blue Print of The Test

NO.	THEME	TIME	INDICATORS
1	Choose one of following topics and develop it into five coherent paragraphs! 1. Instagram or YouTube videos: What makes each one of the unique? 2. Android Vs IOS: Contrast and Compare 3. Decide whether you agree or	60 minutes	There are five aspects in writing, such as: 1. Organization 2. Content 3. Grammar 4. Mechanics 5. Vocabulary

	<p>disagree with this thesis statement: Children should study at least one foreign language.</p> <p>4. The effect of online learning during Covid-19 pandemic in higher education</p> <p>5. How mobile application increases students' English proficiency</p>	
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3.4 Data Collection Technique

The procedures in collecting data:

1. The researcher will collect the data by taking students written test documentation from Mrs. Arimuliani Ahmad,S.Pd.,M.Pd
2. The researcher asks to the lecturer about the documents that she had
3. After Mrs. Arimuliani Ahmad,S.Pd.,M.Pd giving her permission
4. The researcher gets the data and start to analyze

3.5 Data Analysis Technique

After collecting the data, this research continued to the next step of analyzing the data from a written test. In analyzing qualitative data requires steps that aim to understand text and image data that involves segmenting and taking apart the data (Cresswell, 2014). The researcher will organize and prepare the data to be

analyzed. The researcher catalogs all the material visually, and sorts and organizes the data into different types depending on the source of the information. Next, the raters will read or view all data so as to provide a general sense of the information and reflect its overall meaning. After that, the raters will start encoding all data. Encoding is the process of organizing data by enclosing chunks (or segments of text or images) and writing words that represent categories. This involves taking text or image data collected during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with terms, often terms based on the actual language of the participants. Then the researcher will use the coding process to produce a description or a category or theme for analysis. This description provides detailed information about the person, place, or event in a setting. Furthermore, to convey the findings of the analysis is to use a narrative approach. It could be a chronology of events or it could be using visuals, pictures, or tables as additions to the discussion. The final step in data analysis is to make an interpretation of the findings or results by using scoring rubric classification of scores.

CHAPTER IV RESEARCH FINDING

In this chapter, the researcher provided the data obtained of the students' writing skill in paragraphs writing. The data was taken from second semester students at English language education of FKIP UIR in academic year 2020/2021.

4.1 Data Description

This chapter was going to discuss and explain about the data findings, the researcher analyzed and calculated the result based on formula or scoring rubric that adapted from Brown (2010) and helped by two raters. The components of writing paragraph are organization, content, grammar, mechanics, and vocabulary.

Table 4. 1 The Result of Students' Skill in Paragraph Writing from Rater 1 and Rater 2

No	Students' Code	Raters For Scoring		Total	Mean	Score	Category
		The Test					
		Rater 1	Rater 2				
1	S-1	79	77	156	78	15.6	Good
2	S-2	90	91	181	90.5	18.1	Excellent
3	S-3	78	81	159	79.5	15.9	Good
4	S-4	83	84	167	83.5	16.7	Good
5	S-5	82	83	165	82.5	16.5	Good
6	S-6	84	84	168	84	16.8	Good

7	S-7	84	81	165	82.5	16.5	Good
8	S-8	83	80	163	81.5	16.3	Good
9	S-9	77	80	157	78.5	15.7	Good
10	S-10	81	76	157	78.5	15.7	Good
11	S-11	89	86	175	87.5	17.5	Good
12	S-12	86	88	174	87	17.4	Good
13	S-13	83	84	167	83.5	16.7	Good
14	S-14	89	86	175	87.5	17.5	Good
15	S-15	86	86	172	86	17.2	Good
16	S-16	76	77	153	76.5	15.3	Good
17	S-17	85	87	172	86	17.2	Good
18	S-18	86	81	167	83.5	16.7	Good
19	S-19	82	78	160	80	16	Good
20	S-20	84	84	168	84	16.8	Good
21	S-21	82	82	164	82	16.4	Good
22	S-22	87	85	172	86	17.2	Good

23	S-23	83	84	167	83.5	16.7	Good
24	S-24	94	94	188	94	18.8	Excellent
25	S-25	79	80	159	79.5	15.9	Good
26	S-26	82	83	165	82.5	16.5	Good
27	S-27	79	79	158	79	15.8	Good
28	S-28	73	73	146	73	14.6	Adequate
29	S-29	87	87	174	87	17.4	Good
30	S-30	84	79	163	81.5	16.3	Good
31	S-31	88	86	174	87	17.4	Good
32	S-32	87	85	172	86	17.2	Good
33	S-33	85	87	172	86	17.2	Good
TOTAL					2747.5	549.5	
MEAN					83.3	16.7	Good

Regarding to the table, it was clearly seen that the raters gave the less different score in the students' paragraph writing test, in order to avoid unclear about the data the researcher showed the data that has been total and given by

riters. It can describe that there were 2 students got excellent level, there were 30 students got good level, and there were 1 student got adequate level.

4.2 Data Analysis

The researcher analyses the data of students based on the components of writing paragraph (organization, content, grammar, mechanics, and vocabulary). The description illustrates the students' category in writing paragraph.

4.2.1 Student 1 (S-1)

Student 1 (S-1) skill in writing paragraph was categorized "good" with score 15.6. She had some mistakes in organization where there were no title and the absent of transitional expression in the text. She also had some mistakes in mechanics where there were some mistakes in writing convention or punctuation. Then, she had a mistake in the aspect of content where she was not fully-developed the idea and even she addressed the issues but still misses some points. Meanwhile for another aspect, grammar, she did not make mistakes. Last, for the vocabulary aspect, only repeated use of words was found.

4.2.2 Students 2 (S-2)

Student 2 (S-2) skill in paragraph writing was categorized "excellent" with score 18.1. He had some mistake in grammar where he used "who" that refers to "industry" this is incorrect, the correct is "which" or "that", although the reader is aware of them the mistakes do not influence communication. Next, he made some mistakes in the aspect of mechanics where he missed some punctuation marks. For organization aspect, he missed to use transitional expression. Meanwhile, for another aspect such as content and vocabulary there was no mistake can be found.

4.2.3 Student 3 (S-3)

Student 3 (S-3) skill in paragraph writing was categorized “good” with score 15.9. He had some mistake in the aspect of organization where there were no title and the absent of transitional expression. He also had some problem in vocabulary aspect where he misused some vocabulary and the paragraphs were too wordy. Next, in grammar aspect he had some mistakes but not really influence the communication and in the aspect of content there were just some points were missed and the idea can be more fully-developed. Last, in the aspect of mechanic there were some mistake in the use of punctuation marks.

4.2.4 Student 4 (S-4)

Student 4 (S-4) skill in paragraph writing was categorized “good” with score 16.7. She had some mistake in the aspect of mechanics especially in the use of punctuation marks and capitalization. She also made some mistakes in the aspect of grammar especially in tenses. Next, she also had problem in vocabulary where it became too wordy and misused. Meanwhile, she did well in the aspect of organization and content.

4.2.5 Student 5 (S-5)

Student 5 (S-5) skill in paragraph writing was categorized “good” with score 16.5. She made some mistakes in the aspect of mechanics especially in misused punctuation marks and capitalization. For the organization aspect, she did her best with the title, transitional expression and conclusion. Even though the conclusion

is a little bit incomplete. Meanwhile for another aspect, for other aspects no mistake or problems were found.

4.2.6 Student 6 (S-6)

Student 6 (S-6) skill in paragraph writing was categorized “good” with score 16.8. She made some mistakes in the aspect of vocabulary where there were too wordy and some vocabulary misused. She also made mistake in the aspect of mechanic especially in the use of punctuation marks. Meanwhile, she did well in the aspect of organization and content. There were an appropriate title, effective introduction paragraph, the conclusion was complete, and the idea are concrete and fully-developed.

4.2.7 Student 7 (S-7)

Student 7 (S-7) skill in paragraph writing was categorized “good” with score 16.5. She had some mistake in the aspect of vocabulary where there were too wordy and some of vocabulary misused. She also had problem in the aspect of mechanic especially in the use of punctuation mark. Meanwhile in the aspect of grammar, she had some grammar mistake but do not influence communication. Last, she did well enough in the aspect of organization and content.

4.2.8 Student 8 (S-8)

Student 8 (S-8) skill in paragraph writing was categorized “good” with score 16.3. She made some mistake in the aspect of vocabulary where some vocabulary misused and the paragraphs were too wordy. She also made some mistake in the

aspect of mechanic especially the use of punctuation marks and capitalized. Next, she had some problem in the aspect of organization where the sequence was logical but transitional expressions were absent and the absent of conclusion. In the aspect of content, she did not fully-developed the idea. Last, in grammar aspect, she did well enough.

4.2.9 Student 9 (S-9)

Student 9 (S-9) skill in paragraph writing was categorized “good” with score 15.7. She made mistake in the aspect of grammar especially in the use of tenses but the mistakes do not influence communication. She also made mistake in the aspect of vocabulary where some vocabulary misused and the paragraphs are wordy. Next, she had some problem in organization aspect where the title not appropriate and the absent of transitional expression. In the aspect of content, she did not fully-developed the ideas and still missed some points. Last, in the aspect of mechanic she made mistake in capitalization and the use of punctuation marks.

4.2.10 Student 10 (S-10)

Student 10 (S-10) skill in paragraph writing was categorized “good” with score 15.7. She made some mistakes in the aspect of grammar especially in the use of articles and tenses. She also made some mistakes in the aspect of organization where there were no transitional expression and no conclusion. Nest, she had some problem in the aspect of mechanic especially in the use or punctuation marks. Meanwhile, she did well enough in the aspect of content. Last,

she had some problem in the aspect of vocabulary where some of vocabularies misused.

4.2.11 Student 11 (S-11)

Student 11 (S-11) skill in paragraph writing was categorized “good” with score 17.5. She had problem in the aspect of content where the idea did not fully-developed. She also had a problem in the aspect of vocabulary where the paragraphs were too wordy. She did well in the aspect of mechanics where just two mistakes in the use of punctuation mark. Next, she also did well enough in the aspect of grammar and organization.

4.2.12 Student 12 (S-12)

Student 12 (S-12) skill in paragraph writing was categorized “good” with score 17.4. She made some mistakes in the aspect of mechanic especially in the use of punctuation mark. She also made some mistakes in the aspect of grammar where she kept using “student” instead of “students”. Meanwhile, she did well in the rest of aspects.

4.2.13 Student 13 (S-13)

Student 13 (S-13) skill in paragraph writing was categorized “good” with score 16.7. She had some problems with the use of vocabulary. She also made some mistakes in the aspect of mechanic especially in the use of punctuation marks and capitalization. In the aspect of grammar she made a little mistake in preposition. Meanwhile, she did well in the both aspect organization and content.

4.2.14 Student 14 (S-14)

Student 14 (S-14) skill in paragraph writing was categorized “good” with score 17.5. She had some problems in the aspect of mechanics especially in the use of punctuation marks and capitalization. She also had some problems in the aspect of grammar especially in pronoun. Meanwhile, she did well in the both aspects such organization and content.

4.2.15 Student 15 (S-15)

Student 15 (S-15) skill in paragraph writing was categorized “good” with score 17.2. She made some mistakes in the aspect of mechanic especially in the use of punctuation mark and capitalization. She also made a mistake in the aspect of grammar where she forgot to put an article. Meanwhile, she did well in the rest of the aspects.

4.2.16 Student 16 (S-16)

Student 16 (S-16) skill in paragraph writing was categorized “good” with score 15.3. He made some mistakes in the aspects of mechanic especially in the use of punctuation mark, space, spelling, and capitalization. He also made some mistake in the aspect of grammar where he wrote “is” for “their brain”, the correct is “are”. He also had some problems in some vocabulary that misused and the paragraph were too wordy. But, he did very well in the aspect of organization and content.

4.2.17 Student 17 (S-17)

Student 17 (S-17) skill in paragraph writing was categorized “good” with score 17.2. She made some mistakes in the aspect of vocabulary where some vocabularies misused. She also made some mistake in the aspect of mechanic especially in the use of punctuation mark. She had some problem in the aspect of grammar especially in the use of articles and pronoun. Meanwhile, she did very well in the aspects of organization and content.

4.2.18 Student 18 (S-18)

Student 18 (S-18) skill in paragraph writing was categorized “good” with score 16.7. She made some mistakes in the aspect of organization where some ideas not fully-developed. She also made some mistakes in the aspect of mechanic especially in the use of punctuation mark. She made some mistake in vocabulary aspect where some vocabularies misused. Then, she had some problems in the aspect of content where the idea could be more developed and missed some point. Last, she made a little mistake in grammar aspect.

4.2.19 Student 19 (S-19)

Student 19 (S-19) skill in paragraph writing was categorized “good” with score 16. She made some mistakes in the aspect of mechanic especially in the use of punctuation mark and space. She also had some problem in grammar where there were some grammar problem but didn’t influence communication. Meanwhile she did well enough in the aspects of organization and content.

4.2.20 Student 20 (S-20)

Student 20 (S-20) skill in paragraph writing was categorized “good” with score 16.8. She had some problem in the aspect of mechanics especially in the use of punctuation mark. She also had some mistake in grammar but did not influence the communication. Meanwhile she did well enough in the aspect or organization where she put the appropriate title and using some transitional expression and had conclusion even the conclusion did not complete. She also did well in the aspect of content.

4.2.21 Student 21 (S-21)

Student 21 (S-21) skill in paragraph writing was categorized “good” with score 16.4. She had some problem in the aspect of organization where the body of paragraph was acceptable but the idea were not fully developed, the sequence was logical but transitional expression was absent. She also made some mistake in the aspect of mechanic especially in the use of punctuation mark. Meanwhile, she did well enough in the aspects of grammar and vocabulary.

4.2.22 Student 22 (S-22)

Student 22 (S-22) skill in paragraph writing was categorized “good” with score 17.2. She had some problems in the aspect of organization where there were no proper introduction paragraph and the absent of transitional expression. She also had some mistakes in the aspect of mechanic where some of punctuation marks misused and problem in capitalization. Meanwhile, she did well in the

aspects of grammar especially in the use of preposition, modals, articles, and verb form. She also did well enough in the aspect of content although she missed some points.

4.2.23 Student 23 (S-23)

Student 23 (S-23) skill in paragraph writing was categorized “good” with score 16.7. She did well in the aspect of organization with a n appropriate title, introduction paragraph but she missed to use transitional paragraph. She also did well in the aspect of content. Meanwhile, she had some mistakes in the aspect of mechanic especially in the use of punctuation mark. Last she also had some mistake in the aspect of grammar especially in the use of pronoun and verb form.

4.2.24 Student 24 (S-24)

Student 24 (S-24) skill in paragraph writing was categorized “excellent” with score 18.8. She almost do not made any mistakes and problems. She only made a mistakes in the aspect of grammar where she wrote “screen”, the correct is “screened”. She did very well in the aspect of mechanic where she did no mistakes. She did well enough too in the aspect of organization, she just missed to use transitional expression.

4.2.25 Student 25 (S-25)

Student 25 (S-25) skill in paragraph writing was categorized “good” with score 15.9. She made some mistakes in the aspect of mechanic especially in the use of punctuation marks ans capitalization. She also had some problem in the aspect of vocabulary where there were some vocabularies misused. Meanwhile,

she did well in the aspect of organization, she just missed to to transitional expression. She also did well in the aspect of content.

4.2.26 Student 26 (S-26)

Student 26 (S-26) skill in paragraph writing was categorized “good” with score 16.5. She had some problem in the aspect of organization where the sequence was not logical and some ideas were not fully-developed. She also had some mistakes in the aspect of mechanic especially in the use of punctuation mark. Meanwhile, she did well enough in the aspects of content and grammar.

4.2.27 Student 27 (S-27)

Student 27 (S-27) skill in paragraph writing was categorized “good” with score 15.8. She had some problem in the aspect of organization. There were no appropriate title and transitional expression. She also had some problem in the aspect of content where she missed some point and the idea can be more fully-developed. She had some mistakes in the aspect of mechanic especially in the use of punctuation marks and capitalization. Meanwhile she did well enough in the aspect of content and vocabulary.

4.2.28 Student 28 (S-28)

Student 28 (S-28) skill in paragraph writing was categorized “Adequate” with score 14.6. She had some problem in the aspect of content where the ideas incomplete and could be more fully-developed and the paragraph did not reflect careful thinking just hurriedly written and no effort in the content. She also had

some mistakes in the aspect of mechanic especially in the use of punctuation mark. She had some problem in the organization aspect where there was no appropriate title, transitional expression, and the conclusion incomplete.

4.2.29 Student 29 (S-29)

Student 29 (S-29) skill in paragraph writing was categorized “good” with score 17.4. She made some mistake in the aspect of mechanic especially in the use of punctuation mark. She also had some problems in the aspect of organization where she did not used transitional expression. Meanwhile, she did well in the aspect of content and vocabulary.

4.2.30 Student 30 (S-30)

Student 30 (S-30) skill in paragraph writing was categorized “good” with score 16.3. She had some problems in the aspect of organization where there were no transitional paragraph. She also made some mistakes in the aspect of mechanic especially in the use of punctuation mark. In the aspect of grammar she had problem but did not influence communication. Meanwhile, she did well enough in the aspect of content even the idea could be more developed.

4.2.31 Student 31 (S-31)

Student 31 (S-31) skill in paragraph writing was categorized “good” with score 17.4. She made some mistake in the aspect of mechanic especially in the use of punctuation mark. She did well in the aspect of organization. She also did well in the aspect of grammar. Last, she did well enough in the aspect of content where the idea was concrete and no extraneous material.

4.2.32 Student 32 (S-32)

Student 32 (S-32) skill in paragraph writing was categorized “good” with score 17.4. She had some mistake in the aspect of mechanic especially in the use of punctuation mark and capitalization. She also had some problem in the aspect of content where the idea did not fully developed and missed some points. She had some mistake in the aspect or organization where there were no transitional expression and the conclusion was not complete. Meanwhile, she did well in the aspect of grammar.

4.2.33 Student 33 (S-33)

Student 33 (S-33) skill in paragraph writing was categorized “good” with score 17.2. She had some mistake in the aspect of mechanic especially in the use of punctuation mark. She also had some problem in the aspect of organization where she missed to use transitional expression. Meanwhile, she did well in the aspect of content where the ideas concrete and thoroughly developed and the paragraph reflected thought.

4.3 The Classification of Students’ Score

After presented the data based on the components of writing the result of students that they got from raters, the researcher calculates all the students’ result

then classifies them in order to see the percentages and to measure students' skill in writing paragraph by using the formula:

$$Percentage = \frac{n}{s} \times 100$$

P = Percentage

N = Frequency of the students

S = Total of the students

Table 4. 2 Students that get Excellent Score in test

No	Student's Code	Total	Score	Category
1	S-2	90.5	18.1	Excellent
2	S-24	94	18.8	Excellent
Total		92.25	18.45	Excellent

The table above shows that there are 2 students got excellent category with 33 students as samples. To find out the percentage the researcher uses the formula:

$$Percentage : \frac{2}{33} \times 100 = 6.06\%$$

From the result of percentage from all of the students' score in writing descriptive paragraph have excellent category is 6.06%. It means not more than quarter from 100% of sample belongs to excellent category.

The next following table is the students' who got good category in the test:

Table 4. 3 Students that get Good Score in test

No	Student's Code	Total	Score	Category
1	S-1	78	15.6	Good
2	S-3	79.5	15.9	Good
3	S-4	83.5	16.7	Good
4	S-5	82.5	16.5	Good
5	S-6	84	16.8	Good
6	S-7	82.5	16.5	Good
7	S-8	81.5	16.3	Good
8	S-9	78.5	15.7	Good
9	S-10	78.5	15.7	Good
10	S-11	87.5	17.5	Good
11	S-12	87	17.4	Good

12	S-13	83.5	16.7	Good
13	S-14	87.5	17.5	Good
14	S-15	86	17.2	Good
15	S-16	76.5	15.3	Good
16	S-17	86	17.2	Good
17	S-18	83.5	16.7	Good
18	S-19	80	16	Good
19	S-20	84	16.8	Good
20	S-21	82	16.4	Good
21	S-22	86	17.2	Good
22	S-23	83.5	16.7	Good
23	S-25	79.5	15.9	Good
24	S-26	82.5	16.5	Good
25	S-27	79	15.8	Good
26	S-29	87	17.4	Good
27	S-30	81.5	16.3	Good

28	S-31	87	17.4	Good
29	S-32	86	17.2	Good
30	S-33	86	17.2	Good
Total		83	16.6	Good

From the table above shows that there are 30 students at good category. It has been known as the percentage of the classification by using the formula:

$$Percentage = \frac{30}{33} \times 100 = 90.9\%$$

From the result of percentage from all the students' score in paragraph writing who get good score is 90.9% or almost all of students of the sample know how to make a good paragraph.

Last, the table below is for the students who get adequate category in the test:

Table 4. 4 Students that get Adequate Score in test

No	Student's Code	Total	Score	Category
1	S-28	73	14.6	Adequate
Total		73	14.6	Adequate

According to the table above, it shows that there is only 1 student who get adequate score in paragraph writing with the score 14.6. The researcher calculates to find the percentage of the category by using the formula:

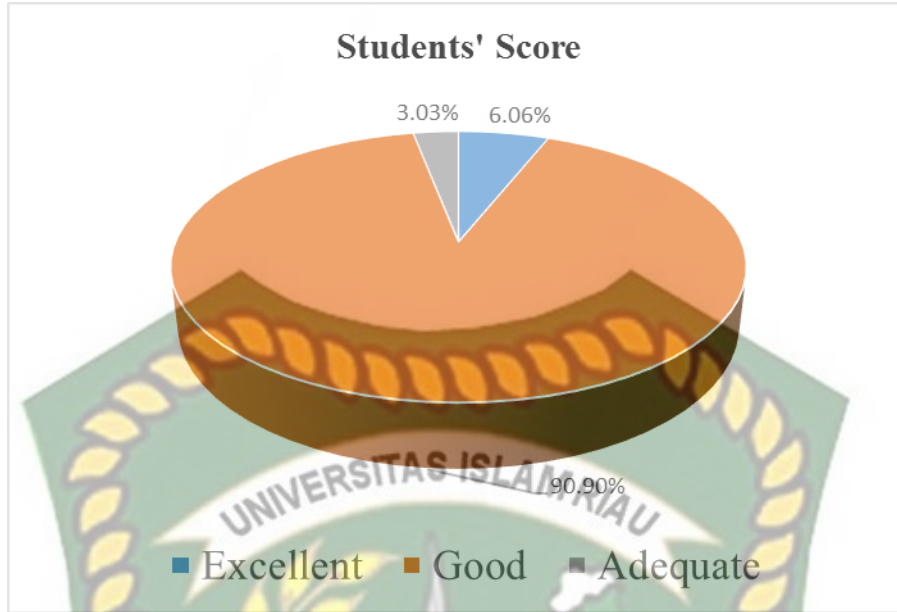
$$P = \frac{1}{33} \times 100 = 3.03\%$$

From the formula above, there is only one students get that category which is 3.03% from 33 students as samples. It mean that less than the total 100% total students of the sample belong to Adequate.

4.4 Interpretation of the Data

The interpretation of the data can be find from the students in paragraph writing skill of second semester students in academic year 2020/2021 at FKIP UIR in writing paragraph is good based on the calculation of two raters. It can be seen from the diagram below:

Figure 4. 1 The percentage of students' skill in paragraph writing from rater 1 and rater 2



From the pie diagram above, it could be reported that the students' skill in paragraph writing that made by the second semester students in English language education of FKIP UIR was good (90.90%). It proved by there were 2 students or 6.06% got excellent category as the highest score was 94 and the lowest was 90.5. Thus, there were 30 students or about 90,90% got good category which is the highest score was 87.5 and the lowest was 78. Last, there were 1 student got adequate category with the score was 73. In conclusion, the second semester students in academic year 2020/2021 at English language education of FKIP UIR was good.

In addition, the researcher presented the data in each writing text aspects that have calculated and get the mean of it. There are five aspects that analyzed. They are organization, content, grammar, mechanics, and vocabulary.

4.4.1 The Classification of Students' Score Based on the Aspects

a. The result of Students' score in Term of Organization

Table 4. 5 Score of Organization in Writing Paragraph

No	Score of Students	Frequency	Percentage
1	20	1	3.03 %
2	19.5	3	9.09 %
3	19	2	6.06 %
4	18.5	3	9.09 %
5	18	4	12.12 %
6	17.5	6	18.18 %
7	17	1	3.03 %
8	16.5	5	15.15 %
9	15.5	6	18.18 %
10	14.5	1	3.03 %
11	14	1	3.03 %

The first aspect was organization. Based on the data the highest score that got by students was 20 and the lowest was 14. There were only 1 student got 20

which is it was only 3.03% from the total of students which is same as with the students who is got 17, 14.5, and 14 score in this aspect. There were 3 students got 19 which is it was only 9.09% from the total of the students and this percentage same with the students who is got 18.5 score in this aspect. There were 2 students got 19 which is it was 6.06% from the total of the students. There were 4 students got 18 which is only 12.12% from the total of the students. There were 5 students got 16.5 which is it was 15.15% from the total of the students. Last, there were 6 students got 17.5 which is it was 18.18% from the total of the students and this percentage same with the students who is got score 15.5 in this aspect.

b. The result of Students' score in Term of Content

Table 4. 6 Score of Content in Writing Paragraph

No	Score of Students	Frequency	Percentage
1	19	3	9.09 %
2	18.5	5	15.15 %
3	18	7	21.21 %
4	17.5	11	33.33 %
5	17	3	9.09 %
6	16.5	1	3.03 %
7	15.5	1	3.03 %

8	14.5	1	3.03 %
9	11	1	3.03 %

The second aspect was content. Based on the data the highest score that got by students was 19 and the lowest was 11. There were 3 students got 19 which is it was only 9.09% from the total of students which is same as with the students who is got 17 score in this aspect. There were 5 students got 18.5 which is it was only 15.15% from the total of the students. There were 7 students got 18 which is it was 21.21% from the total of the students. There were 11 students got 17.5 which is 33.33% from the total of the students. Last, there were 1 students got 16.5 which is it was 3.03% from the total of the students and this percentage same with the students who is got score 15.5, 14.5, and 11 in this aspect.

c. The result of Students' score in Term of Grammar

Table 4. 7 Score of Grammar in Writing Paragraph

No	Score of Students	Frequency	Percentage
1	19	2	6.06 %
2	18	3	9.09 %
3	17.5	3	9.09 %

4	17	8	24.24 %
5	16.5	8	24.24 %
6	16	1	3.03 %
7	15.5	4	12.12 %
8	15	1	3.03 %
9	14.5	1	3.03 %
10	14	2	6.06 %

The third aspect was grammar. Based on the data the highest score that got by students was 19 and the lowest was 14. There were 2 students got 19 which is it was only 6.06% from the total of students which is same as with the students who is got 14 score in this aspect. There were 3 students got 18 which is it was only 9.09% from the total of the students which is same as the students rho is got 17.5 score in this aspect. There were 8 students got 17 which is it was 24.24% from the total of the students which is same as with the students who is got 16.5 score in this aspect. There were 1 students got 16 which is 3.03% from the total of the students which is same as with the student who is got 15 and 14.5 in this aspect. Last, there were 4 students got 15.5 which is it was 12.12% from the total of the students.

d. The result of Students' score in Term of Mechanics

Table 4. 8 Score of Mechanics in Writing Paragraph

No	Score of Students	Frequency	Percentage
1	20	1	3.03 %
2	18	1	3.03 %
3	17.5	1	3.03 %
4	17	3	9.09 %
5	16.5	8	24.24 %
6	16	8	24.24 %
7	15.5	4	12.12 %
8	15	5	15.15 %
9	14	1	3.03 %
10	12	1	3.03 %

The fourth aspect was mechanics. Based on the data the highest score that got by students was 20 and the lowest was 12. There were only 1 student got 20 which is it was only 3.03% from the total of students which is same as with the students who is got 18, 17.5, 14 and 12 score in this aspect. There were 3 students got 17 which is it was only 9.09% from the total of the students. There were 8

students got 16.5 which is it was 24.24% from the total of the students and this percentage same with the students who is got 16 score in this aspect. There were 4 students got 15.5 which is only 12.12% from the total of the students. Last, there were 5 students got 15 which is it was 15.15% from the total of the students.

e. The result of Students' score in Term of Vocabulary

Table 4. 9 Score of Vocabulary in Writing Paragraph

No	Score of Students	Frequency	Percentage
1	18.5	2	6.06 %
2	18	1	3.03 %
3	17.5	3	9.09 %
4	17	5	15.15 %
5	16.5	4	12.12 %
6	16	3	9.09 %
7	15.5	1	3.03 %
8	15	1	3.03 %
9	14.5	9	27.27 %
10	14	4	12.12 %

The fifth aspect was vocabulary. Based on the data the highest score that got by students was 18.5 and the lowest was 14. There were only 2 students got 18.5 which is it was only 6.06% from the total of students. There were only 1 student got 18 which is it was only 3.03% from the total of the students which is same as with the students who is got 15.5 and 15 score in this aspect. There were 3 students got 17.5 which is it was 9.09% from the total of the students and this percentage same with the students who is got 16 score in this aspect. There were 5 students got 17 which is only 15.15% from the total of the students .There were 4 students got 16.5 which is it was 12.12% from the total of the students and this percentage same with the students who is got 14 score in this aspect. Last, there were 9 students got 14.5 which is it was 27.27% from the total of the students.

4.5 Discussion

The researcher analyzed that students' weakness in writing paragraph in mechanics aspect. It could be seen that the highest score in mechanics reach by the students was 20 and the lowest score was 12. In this aspect, there was only 1 student (3.03%) got score 20 which is same as with the students who is got 18, 17.5, 14. Then, there were 3 students (9.09%) got score 17. there were 8 students (24.24%) got score 16.5 and this percentage same with the students who is got 16 score. Next, there were 4 students (12.12%) got score 15.5 and 5 students (15.15%) got score 15. Last and the lowest, there was only 1 student (3.03%) got score 12. The researcher also analyzed that students' strength in writing paragraph in content aspect which the highest score was 19 and the lowest score was 11. In this aspect, there were 3 students (9.09%) got score 19 which is same as with the

students who is got score 17. There were 5 students (15.15%) got 18.5. There were 7 students (21.21%) got score 18. Then, there were 11 students (33.33%) got score 17.5. Next, there were 1 students (3.03%) got score 16.5 this percentage same with the students who is got score 15.5, 14.5. Last and the lowest, there was 1 student (3.03%) got score 11.

In addition, to avoid misunderstanding, the researcher shows the data that has been totaled and given by the rater and it shows that the raters gave score that was not much different in students' writing test. It describe that there were 2 students (6.06%) got excellent category, there were 30 students (90.90%) got good category, and there was 1 student (3.03%) got adequate category. In fact, some of them almost in the same category, the difference is in the overall result where the highest one was gotten by S-24 with mean score 94 (excellent). The student got same score from both raters so that made the student belongs to excellent category and got the first place than the other member. Meanwhile, the highest score in good category was gotten by S-11 and S-14 with the mean score 87.5. Last, the only student got adequate category belongs to S-28 with mean score 73. So, the total of all the score in students' skill in writing paragraph by two raters was 2747.5 while the mean of the test from the raters was 83.3. It makes the second semester students of English Language education of FKIP UIR skill in writing paragraph belongs to good category.

Meanwhile, the other research had different result from Abdul Rohim (2019). The researcher summed up that writing skill of students of fourth semester for english study program in Muhammadiyah University of Tangerang in paragraph writing was catagorized as good (the average is 15,13). In details, it was found

that the highest average score is in the organization (15,65), followed by content (15,34), mechanic (15,17) ,grammar (14,79), and the last indicator vocabulary (14,68).



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher analyze the students' skill in paragraph writing with the ways to get the conclusion or represent the data researcher calculated that all of scores that given by the raters. The researcher summed up that the students' skill in writing paragraphs belong to good category. It proved that there were 30 students got that category as the highest score 87.5 and the lowest was 76.5. Then, there were 2 students belong to excellent category which the highest score was 94, and there was only 1 student belong to adequate category who got 73. Based on the representation data in this research, students' skill in writing paragraphs was good.

In addition, based on the result of the research, the researcher can conclude that students' weakness in writing paragraphs is in mechanics aspect. It could be seen that the highest score was 20 which reached only by 1 student (3.03%) and the lowest score was 12 which got also by 1 student (3.03%). Then, the student's strength in writing paragraphs is in content aspect which the highest score was 19 reached by 3 students (9.09%) and the lowest score was 11 got by 1 student (3.03%).

5.2 Suggestion

Considering the result of the research, the researcher will like to give several suggestion that are proposed that hopefully useful as following:

5.1.1 Suggestion for English Lecturer

1. Lecturers should motivate students in learning activities, especially in writing paragraphs.
2. Lecturers should choose adequate learning media in teaching paragraphs writing.
3. The lecturer should tests the students' skill in writing paragraphs to find out the students' skill.

5.1.2 Suggestion for The Students

1. Students should keep practice to improve their skill in writing paragraphs.
2. Students should looking for more references to learn English especially in writing paragraphs.
3. Students should aware with the aspects of writing a good paragraphs especially in mechanics aspect.

5.1.3 Suggestion for the Next Researcher

1. The researcher hope the next researcher can find another way to improve students' skill in writing paragraph
2. The researcher also hope the next researcher can do better than what the researcher done in this thesis.

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