AN ANALYSIS ON UNITY AND COHERENCE IN PARAGRAPH WRITING AT EFL STUDENTS OF IAIN PALANGKA RAYA

THESIS

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STUDY PROGRAM OF ENGLISH EDUCATION
1440 H/ 2019 M

AN ANALYSIS ON UNITY AND COHERENCE IN PARAGRAPH WRITING AT EFL STUDENTS OF IAIN PALANGKA RAYA

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Palangka Raya, August 05th 2019

Yours Faithfully

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MOTTO AND DEDICATION

And whosoever striveth,
striveth only for himself, for lo!
Allah is altogether Independent of (His) creatures.
(*Q.S. Al-Ankabut: 6)*

This Thesis is dedicated to:
My beloved Father Suryadi, Mother Safiah and My husband M. Harry Pornomo for their valuable endless prayer, sacrifice, and support that make me getting more spirit. Only this simple work that I can offer as proof of your success in educating and raise me. My beloved brothers Rizky, Rizal, Abid and Sisters Zakiah, Risa, and Syifa for their motivation, support, and advice.

ABSTRACT

Munawarah. 2019. *An Analysis on unity and coherence in Paragraph writing at EFL Students of IAIN Palangka Raya,*Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj.ApniRanti, M.Hum., (II) ZaitunQamariah, M.Pd.

Key words: *Analysis, Paragraph writing, Unity, Coherence.*

The important element of good paragraph are unity,coherence in paragraph writing. But sometimes the students fell difficult to write unitedly and coherently. That is why theresearcher is interested in conductingin order toanalyze the unity and coherence of the paragraph writing at EFL Students of IAIN Palangka Raya.

This study used qualitative using documentation in collecting data, and content analysis in analyzing data. The object of this research were 10 (ten) paragraph writings produced by the fourth semester students. To analyze data, the research used data reduction, data display, and conclusions drawing/verification.

The result of the research showed that unity and coherence of the paragraph writing that was conducted as follows 10 studentsproducts which analyzed,2 students wrote paragraphs unity, 7 students wrote paragraph not complete / incomplete unity and 1 student wrote paragraph without unity. While the coherence of paragraph writing that was conducted for students showed that were from 10 students 5 students wrote paragraph coherence, 2 students wrote paragraph not complete/ incomplete coherence, 3 students wrote paragraph without coherence. It can be concluded that most at EFL Students of IAIN Palangka Raya, do not unitedly, but can write coherently.

ABSTRAK

Munawarah. 2019. *Analisis kesatuan dan koherensi dalam penulisan paragraf pada Siswa EFL IAIN Palangka Raya*, Tesis, Departemen Pendidikan Bahasa, Fakultas Pelatihan dan Pendidikan Guru, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) Hj.Apni Ranti, M.Hum., (II) Zaitun Qamariah, M.Pd

Kata kunci:*Analisis, Penulisan Paragraf, Kesatuan, Koherensi.*

Elemen penting dari paragraf yang baik adalah kesatuan, koherensi dalam penulisan paragraf. Tetapi kadang-kadang siswa merasa sulit untuk menulis secara terpadu dan koheren. Itu sebabnya peneliti tertarik untuk melakukan dalam rangka menganalisis kesatuan dan koherensi penulisan paragraf pada Siswa EFL IAIN Palangka Raya.

Penelitian ini menggunakan kualitatif dengan menggunakan dokumentasi dalam mengumpulkan data, dan analisis isi dalam menganalisis data. Objek penelitian ini adalah 10 (sepuluh) tulisan paragraf yang diproduksi oleh mahasiswa semester empat. Untuk menganalisis data, penelitian ini menggunakan reduksi data, tampilan data, dan penarikan kesimpulan / verifikasi.

Hasil penelitian menunjukkan bahwa kesatuan dan koherensi penulisan paragraf yang dilakukan adalah sebagai berikut 10 produk siswa yang dianalisis, 2 siswa menulis paragraph kesatuan, 7 siswa menulis paragraph tidak lengkap / kurang lengkap dan 1 siswa menulis paragraph tanpa kesatuan. Sedangkan koherensi penulisan paragraf yang dilakukan untuk siswa menunjukkan bahwa dari 10 siswa 5 siswa menulis paragraph koherensi, 2 siswa menulis paragraph tidak koherensi lengkap / kurang lengkap, 3 siswa menulis paragraph tanpa koherensi. Dapat disimpulkan bahwa sebagian besar pada Siswa EFL IAIN Palangka Raya, tidak bersatu, tetapi dapat menulis secara koheren.

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CHAPTER I

INTRODUCTION

Some topics to be discussed here are the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

There are two forms of language in this word, the spoken form and the written form. The spoken form is the most native form and it comes before written form. Spoken form can exist itself without writing, where the written form can be started learning how to use spoken form of a language since our childhood. At the time, it can be just listened to other person speech and tried to imitate them. By doing it day it become easier to us to communicate using the spoken language. On the other hand, written language is more difficult to be learned. (Nurhayati, 2017,p.3).

"English is now become a global language and an international language for human communication" (Crystal, 2003,p.2). This is meant that English is the language communication used by all humans in the world. It can be seen especially in the context of English language teaching as a foreign language taught in Indonesia, started from elementary school up to university, they study English. Listening, reading, writing, and speaking are the four importance skills in English teaching and learning. From the fourth language skills, writing is one of the language skills which is important in our life. Through writing, the writers can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, the writers know that writing or learning to write especially in a second language is not simply a matter

of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

Writing activity is a kind of activity to deliver information to the readers by the writer in a written form. The information that is delivered is commonly arranged in a paragraph or text. A writer usually writes and arranges her/his ideas in a good paragraph or text in order to make the readers understand about what the writer means. Then, if the readers understand about the writers’ writing, it signs that s/he is a good writer because the ideas that are delivered can be accepted by the readers/public. (Gusman, yelfiza and sariasih, 2013,p.2)

In writing paragraph is a unit of writing in a body of work. A paragraph is a set of related sentences that work together to express or develop an idea (Trimmer & Sommer, 1984,p.193). A paragraph is a series of sentences developing one topic (Warriner, 1973,p.388).A paragraph is the basic unit of composition. It consists of a group of related sentences that develop one main idea. It has three main parts; an introduction, a body of the paragraph and a conclusion. In other words, it has a topic sentence, a few supporting sentences, and a concluding sentence.

Paragraph unity is the most important characteristic of a good paragraph. It defines that all sentences in a paragraph should speak about one single idea or one main subject. That is, the topic sentence, the supporting details, and the concluding sentence should focus on only one idea. Unity in a paragraph means that the entire paragraph should focus on one single idea. The supporting details should explain the main idea. The concluding sentence should end the paragraph with the same idea. Thus, a unified paragraph presents a thought, supports it with adequate details and completes it with a conclusion.

A good writing requires unity, coherence, and adequate development, with coherence as the most important factor (Almaden, 2006,p.127). The teachers are

required to assist students in generating, organizing, and ordering the content of a text so that the text they produce becomes coherent. Therefore, the topic of coherence is necessary in the teaching of writing and English learners and teachers are to have clear understanding of the concept of coherence. Coherence refers to organization of discourse in which elements fitting. A paragraph is coherent when the sentences are woven together in such a way that our reader can move easily from one sentence to the next and read the paragraph as an integrated whole (Trimmer & Sommer, 198,p.20).

A paragraph coheres –holds together - when the sentences are arranged in a clear, logical order, and when the sentences are related like links in a chain (Fawcett & Sandberg, 1988,p.2). A coherence paragraph contains sentences that are logically arranged and flow smoothly. The connections between sentences are made in three ways, called cohesive elements such as: repetition of key words, use a reference word (a word referring to another word), use of a transition word (a word that acts a bridge between sentences).

In writing several topics the writer must writing one topics to make a paragraph because in sentence have many paragraph can make reader understand about they writing. Sometimes when student make a mistake when they are try to make paragraph. They are always make error in paragraph because many factors and reason in this researcher need discuss about analysis in paragraph of unity and coherence

Research by Gusman,yelfiza and sariasih (2013,p,2) argue that nowadays students often got difficulties in starting idea or organizing ideas and connecting the sentences when they wrote. Their writing result often did not have clear meaning or it could not be understood. For example they discussed more than one topic in a single

paragraph and the students could not use the appropriate pronouns or transition signals in the paragraph. Therefore, the condition automatically made the readers confused with the paragraph and they would not get the information from the paragraph because it did not have unity and supporting details did support the topic anymore and it was caused of inappropriate words in connecting sentences in the paragraph. The phenomena above finally ordered the researcher to do a research. Then, the problem in writing when they started the topic and organized ideas.

Based on the experience when researcher taking writing 1 course (Paragraph Writing), the important elements of good paragraph are unity, coherence in paragraph writing. But sometimes the students fell difficult to write unitedly and coherently. In English Education Study Program Departement in IAIN Palangka Raya, writing is one of compulsory skills learned by EFL Students of IAIN Palangka Raya. However, writing is not an easy thing to do for students because they. The students of IAIN still have many problems in writing paragraph. Especially when triying to arrange sentences in their writing because of many factors and such as writing sentences which are not unity and coherence.

Based on the explanation above, the writer would like analyze students in writing paragraph. Researcher would like to conduct the research entitled: ***"An Analysis on unity and coherence in paragraph writing at EFL Students of IAIN Palangka Raya"***

B. Research Problem

The problems of this research are :

1. How is the unity in paragraph writing at EFL Students of IAIN Palangka Raya in Academic year 2018/2019?
2. How is the coherence in paragraph writing at EFL Students of IAIN Palangka Raya in Academic year 2018/2019?

C. Objective of the Study

The objectives study of this study are :

1. To explain the unity in paragraph writing at EFL Students of IAIN Palangka Raya in Academic year 2018/2019?
2. To explain the coherence in paragraph writing at EFL Students of IAIN Palangka Raya in Academic year 2018/2019?

D. Scope and Limitation

The study is limited in the following things:

1. There are many problems in writing good paragraph, so to get specific data this research is focused to analyze the paragraphs of writing especially on descriptive text that conducted by EFL Students of IAIN Palangka Raya Academic Year 2018/2019.
2. The researcher focused on the unity and coherence of paragraph writing.

E. Significance of the Study

The use of this research is expected by the author as follows

1. Theoretically, first, this research is expected to contribute to improving concepts that support lectures in the process of learning to write English, which are related to the preparation of good paragraphs. The second is expected to provide readers with knowledge in analyzing unity and coherence, paragraphs in essays or in other types of writing.
2. Practically, this research is expected to provide input to students in addition to the library to improve paragraphs in writing their English.

F. Definition of Key Term

There are several definitions of the key term in this study. Those are, Paragraph, writing, unity, and coherence

1. a paragraph is a group of related statements that a writer develops about a subject. Paragraph is a group of sentences, logically combined with each other, forms a unit

(Johnston, in Warsito, 2007: 8). The paragraph always discusses only a topic that is the main idea. It is stated that a paragraph has the first sentence to state the specific point, or main idea, and the rest of the sentences in the paragraph support that point (Oshima and Hogue, 2007:3).

2. Unity means that a paragraph discusses one and only one main idea from the beginning to the end. The second part of unity is that every supporting sentence must directly explain and support the main idea as stated in the topic sentence. Any information that does not directly support the topic sentence should not be included. Clearly, the paragraph will be unified if all the details in it support the points in the topic sentence. They affirm that the paragraph should only discuss one main idea and every supporting sentence should justify the main idea that is stated in the topic sentence. In brief, unity in writing is the connection of all ideas to a single topic, where all the supporting sentences should relate to the topic sentence. (Oshima and Hogue, 1999,p.30)
3. Coherence According to Blanpain (2006,p.5), "coherence refers to the underlying logical relations which make the text unified whole rather than a sequence of unconnected sentences. To a large extent, coherence depends on readers‟ familiarity with text schemata, their expectation of how the text will develop are shaped by their knowledge of typical discourse patterns (e.g. problem/ solution)". It clearly states that coherence is achieved when sentences and ideas are connected and flow together smoothly. So that it allow the readers to move easily from one idea to the next.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It covers the previous of studies, paragraph writing, unity, coherence

A. Previous Studies

Relate to the study, before conducting the study, the writer reviews some related previous studies. There were some previous studies that have been conducted by some numerous researchers related to paragraph unity and coherence.

First, a research was conducted by Gusman, yelfiza and sariasih (2013) *An analysis of unity and coherence of students' writing In composing paragraph*. English department students of STKIP PGRI West Sumatra Academic year 2012/2013 **,**the researcher used descriptive research and they divided into 9 classes, they were A,B,C,D,E,F,G,H, and I class. Each class had about 35 students and the total number of the students is 304 students. The result show find that most students were able to maintain the unity in the paragraph. They were about 89% or 29 students from the sample that maintain the unity and 11% or 166 students that could not maintain it. students were able to build the coherence in the paragraph because the result showed that 26 of them were able to build it or about 58%. Then, the rest of them were about 19 sample were not able to build it in the paragraph or it was about 42%. The similarity between researcher Gusman, yelfiza and sariasih are the research was descriptive qualitative research, descriptive research and analysis unity and coherence, the differences between researcher Gusman, yelfiza and sariasih is object. Gusman, yelfiza and sariasih on An analysis of unity and coherence of students'

writing In composing paragraph STIKIP PGRI researcher object is an analysis on unity and coherence in paragraph writing at EFL Students of IAIN Palangka Raya.

Second, research was conducted by Nurul fajri (2016), *Assessing unity, coherence and word usage In students' writing*, the researcher did not search out data or evidence to prove or disprove any hypotheses, but she tried to understand and interpret the data that she collected to describe the realities found in the field, and to make conclusions and explanations about the problems of this research. Meanwhile, to get the data, she gave a test and analyzed the papers written by the students. The test assessed the writing elements of the students. The results they produced in the writing test were analyzed for their unity, coherence and word usage. Interview was also done with the lecturer to further understand the students‟ writing errors. In the errors of unity, coherence, and word usage. The most errors made by the students were in word usage. A number of 137 errors (79%) from the total number of errors made by the students were errors regarding word usage. Many students made errors in spelling and omitted words and letters. By contrast there were only 30 (17%) errors of unity and 9 (5%) errors of coherence from the total of 176 errors counted. The similarity between researcher by Nurul fajri is qualitative research and unity and coherence, the differences between researcher by Nurul fajri are focus researcher by Nurul fajri on *Assessing unity, coherence and word usage In students' writing* but the resecher on an analysis on unity and coherence in paragraph writing and object. Researcher by Nurul fajri on second year students from the English Department in a university in Banda Aceh, the resecher on object is EFL Students of IAIN Palanagka Raya.

Third, research was conducted by Nurhayati (2017) *An Analysis on unity in paragraph writing of second semester students of english education department at IAIN Ponorogo,* the researcher applies description research. the result show find that From 24 students 12 students wrote paragraph not completed/ incomplete unity, and 1

students wrote paragraphs without unity. The paragraph unity discuss one and only one main idea from begining to end. The similarity between researcher Nurhayati are The research was descriptive qualitative research, the differences between researcher Nurhayati are focuses and object. Nurhayati on unity, but the researcher on focused on unity and coherence. Nurhayati "s objects is second semester students of english education department at IAIN Ponorogo. Researcher object is EFL Students of IAIN Palangka Raya.

Fourth, research was conducted by fengjie, xiuying and chuanze (2014) *Analysis of the problems on coherence in college English writing.* The method of research is qualitative research, this essay will mainly focus on the analysis of the syntactical problem on coherence in college English writing, then explore the main reasons for the problem in students' writing to help them improve their English writing, the corpus for this essay was collected from the 18 students of one experimental class in Tianjin University of finance and economics in China. In the first term in the school year 2013 to 2014, from the analysis of the college English writing corpus, the authors find that most students can express their ideas correctively in English without serious grammar mistakes. However, when it comes to the effectiveness of sentences, it is quite a different thing. The next part of this essay mainly focuses on the analysis of the common syntactical problems based on students' college English writing from the perspective of coherence, Based on this research, from the analysis of the college English writing corpus, the authors find that most students can express their ideas correctively in English without serious grammar mistakes. However, when it comes to the effectiveness of sentences, it is quite a different thing. The next part of this essay mainly focuses on the analysis of the common syntactical problems based on students' college English writing from the perspective of coherence. From the essays, the authors find that students are

susceptible to coherent issues in writing. Now let's take a closer look at what problems the students have through the analysis of some typical sentences from their essays according to the rules (Ding & Wu, 1998,p.62) listed above respectively. The similarity between researcher fengjie, xiuying and chuanze is the research was qualitative research, The differences between researcher fengjie, xiuying and chuanze are focuses and object. fengjie, xiuying and chuanze on of the syntactical problem on coherence in college, but the researcher on focused on unity and coherence. fengjie, xiuying and chuanze ‟s objects is in Tianjin University of Finance and Economics in China. In the first term in the school Researcher object is EFL Students of IAIN Palanagka Raya

Fifth, research was conducted by Muhammad Zauti (2015). **"***An analysis of Cohesion and Coherence of the students" narrative writing at the First Grade of SMA Negeri 4 Langsa*. The research is conducted to analyze cohesion and coherence of the students‟ narrative writing. The problem statements of this research how are the cohesion and coherence of English narrative writing produced by students in writing in narrative text at the first grad of SMA Negeri 4 Langsa and what are the problems encountered by the first grade students of SMA Negeri 4 Langsa in creating cohesion and coherence in their English narrative writing. The research was descriptive qualitative research. The subject of this research are 20 students of the first grade students of SMA Negeri 4 Langsa. The data were collected through students‟ narrative writing, and teachers‟ interview. The data were analyzed by using the theory introduced by Halliday and Hasan (1976). The results of this study show that (a) the student produce the five types of cohesive the devices to serve the coherence of their writings of which reference 48.16% with the personal reference as the dominant use. Then, it was followed by conjunction 26.02%, substitution 8.81%, ellipsis 0.20%, lexical cohesion was used 82 items or 16.80%, (b) the students‟ produced coherence

of the narratives through the development of themes, and the generic structure; (c) the problem in using cohesive devices and coherence. Problem in using cohesive devices included the problems with: reference; (personal reference), problem in conjunction , and limited choice of ellipsis and lexical items. In term of problem in coherence included the problem in their generic structure. The similarity between researcher Muhammad Zauti is the research was descriptive qualitative research, the differences between researcher Muhammad Zauti are focuses and object. Muhammad Zauti on cohesion and cohesive, but the researcher on focused on unity and coherence. Muhammad Zauti on narrative writing but the resecher on descriptive paragraph Muhammad Zauti‟s objects is the first grade of SMA Negeri 4 Langsa. Researcher object is EFL Students of IAIN Palangka Raya.

Based on the previous studies above, the writer conducted study on different subjects, objects. The subjects of the study is EFL Students of IAIN Palangka Raya and the objects of the study are Unity and Coherence Descriptive paragraph. In terms of methodology, the writer will apply qualitative research.

B. Definition of Writing

Writing is the most difficult skill for any languages in the world writing means making sentences and before making sentence usually someone must make a paragraph. A paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay. Among the four skills above, writing skill is the most difficult. (Nurhayati,2017,p.21)

There are a lot of definitions about writing that have been given by some experts. According to Olson (1982,p.4), someone is writing when she puts her thoughts and feeling into words and puts those words onto paper. Olson also states that writing is more than that; however, those thoughts on paper must make sense to someone else, in this case, the reader.

According to Weigle (2002, p.19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed. Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text.

Brown (2001, p.336) states that writing is a process of thinking in which writers figure out their thoughts then put them into written language. During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write. Richard (2002, p.303) said that writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences. Meanwhile, skill is defined by Hornby (1995,p.1109) as the ability to do something well. According to Webster (1981,p.2133) skill means technical competence without insight or understanding or the ability for further elaboration or development.

C. The Purpose of Writing

Purpose is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary work. The purposes of paragraph are to give information, to explain something, to tell a story, and to convince someone that our idea is right.

Three Purposes in Brief

1. ***Entertain*** – This means that, for the most part, we're writing for the sake of writing. The only *goal* is to give our audience something to enjoy. Perhaps it is in the form of an anecdotal story about our day or experience at the beach. Maybe

we're being funny and talking about how hard it is to take multiple kids to the pool (um, am I speaking from experience?). Or maybe we're just telling the story of one of our children's birth. The goal of this type of writing is to create vivid stories.

2. ***Inform*** – A piece of writing that informs offers exactly what you're thinking: information. It may come in the form of a how-to post, a list post, a guide to something. You're offering tid bits of knowledge to your readers. The goal here is to simply provide your readers with help for completing a task or becoming better at something. (This post would count as INFORM.) Usually, an Inform piece would not necessarily have any other goal — although it could.
3. ***Persuade*** – You've seen plenty of these posts before. The goal of a Persuade piece is to get your audience to think a certain way, agree with you, do something. This purpose has a closely related cousin: the argument. In fact, these two types of writing are so close they are often confused. You see these types of posts all the time: vote for this candidate, try this product, stop behaving in this way.

D. Paragraph writing

The main focus of this research is expressing opinions at the paragraph level. Therefore, paragraph writing or the organization of a paragraph is of primary importance. However, writing builds larger units from smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make such compositions as letters, reports, and college themes (Hart & Reinking, 1990,p.11). Rajatanun (1988:p. 95) said that a paragraph is a unit of writing which expresses one central idea and consists of two kinds of sentences: a topic sentence and a number of supporting statements.

O'Donnell and Paiva (1993, p. 2-4) provided more details about the essential parts for paragraph writing which include a topic sentence, supporting sentences,

details, logical order, logical connectors, a concluding sentence, unity and coherence. The ideas in the paragraph must be presented in logical order by using transition words or connecting words which indicate the relationship between the ideas (chronological, causal, etc.). A paragraph may have a concluding sentence, which restates the main idea in a different way. According to Reid (1994,p. 42), the concluding sentence summarizes the material, offers a solution to the problem, predicts a situation, makes a recommendation, or states a conclusion.

Unity and coherence are also main components of a paragraph, together with the main idea and the supporting details. Even when a paragraph is unified, and the topic sentence is well supported, the paragraph can still "sound" choppy unless the writer uses coherence devices to make the paragraph smoother. Coherence means "to stick together." In writing, it means that one thought flows smoothly into the next. One way to achieve coherence is with the use of connectors called transition words or phrases that link one sentence to another (Wyrick, 1999,p.211). Therefore, to produce an effective piece of writing, students should focus on organization by 1) choosing an appropriate topic sentence 2) identifying general and specific statements 3) arranging sentences in order and 4) inserting or deleting some sentences and ending with a concluding sentence.

E. Definition of Paragraph

According to Oshima and Hogue (2007, p.2), a paragraph is a group of related statements that a writer develops about a subject. Paragraph is a group of sentences, logically combined with each other, forms a unit (Johnston, in Warsito, 2007,p. 8). The paragraph always discusses only a topic that is the main idea. It is stated that a paragraph has the first sentence to state the specific point, or main idea, and the rest of the sentences in the paragraph support that point (Oshima and Hogue, 2007,p.3).

A paragraph can be as short as one sentence or as long as ten sentence. Oshima and Hogue (2007,p.2) also stated that the number of sentence of paragraph is unimportant as long as it can develop the main idea clearly. On the other hand, Zemach and Islam (2005,p.9) stated in clearly and specific way that a paragraph is a group of about six to twelve sentences about one topic which are related each other.

A paragraph is a set of related sentences that work together to express or develop an idea (Trimmer &Sommer, 1984,p.193). A paragraph is a series of sentences developing one topic (Warriner, 1973,p.388). A paragraph is a group of sentences dealing with a single topic or idea (Littell, 1985,p.127). Moreover, Bailey (2011,p.78) states that a paragraph is a group of sentences that deal with single topic. paragraph is a group of sentence in which a single topic is developed. (Erliana, Nirwanto, Sabarun, and Miftah, 2014 p.32)

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.(Oshima, hogue, 2007,p.3)

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F. Structure of a Paragraph

A paragraph has, at least, three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.

1. Topic Sentence

A topic sentence is the first sentence of the body paragraph. Simply put, the topic sentence introduces the topic of the paragraph. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.(Alice Oshima and Ann Hogue, 1999,p.3)

A topic sentence is a clear statement that gives the main idea. Here are two hints for writing a good topic sentence. First, get the reader's attention. Second, avoid

unnecessary word. A topic sentence is a sentence that states the main idea of the paragraph. It should be carefully worded to express a limited main idea. It helps us focus our idea and helps the readers understand the main idea quickly. It also functions control the content of the paragraph.

A well-organized paragraph has a topic sentence that aims to supports or develops a single idea. Moreover, Zemach and Islam (2005,p.14) state that a good topic sentence should include one clear topic or an opinion or idea of the topic. Topic sentence has imporal function that is substitutes or supports an essay's thesis statement, unifies the content of a paragraph and directs the order of the sentences and advices the reader of the subject to be discussed and how the paragraph subject will discuss it. Moreover, a topic sentence contains controlling ideas which limit the scope of the discussion to ideas that are manageable in a paragraph.

2. Supporting Sentences

Supporting sentences are the sentences that give more information about the topic sentence. They develop the topic sentence. They also called development sentences. All the sentences must be related to the topic sentence. They explain the topic sentence by giving reasons, illustration, examples, facts, statistics, and quotation.

The sentences that follow expand upon the topic, using controlling ideas to limit the discussion. The main idea is supported by a) evidence in the form of facts, statistics, theoretical probabilities, reputable, educated opinions, b) illustrations in the form of examples and extended examples, and c) argumentation based on the evidence presented. Furthermore, Zemach and Islam (2005,p,58)

There are at least two kinds of the supporting sentences. First, a major support sentence. It develop the controlling idea of a paragraph by telling the reader something new or different about the idea. It directly supports the controlling idea by making the idea more easily understood. Second, a minor support sentence develops its major

support sentence and helps its major support sentence develop the controlling idea. It directly supports its major support sentence by making it more easily understood. Besides, it directly supports the controlling idea of the paragraph by helping its major support sentence to make the idea more easily understood (Hamid et al., 1986.p,57).

3. Concluding Sentence

Usually, a paragraph ends with a conclusion or summary. A conclusion is a judgment based on the evidence and must be logical. The last sentence of a paragraph is concluding sentence. It does not add new information to the paragraph. It repeats the main idea or idea using slightly different word. It signals the end of the paragraph and summarizes the important point briefly. Sometimes we use an end-of- paragraph signals as follows: in conclusion, in summary, finally, and so on.

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

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

Followed by a comma	No Comma
1. All in all,	**1.It is clear that…….**
2. In brief,	2.These examples show **that……**
3. In conclusion,	3. You **can see that…..**
4. Indeed,	
5. In short,	
6. In summary,	
7. to conclude,	

8. to summarize,	

2) Remind the reader of the main idea by one of the following methods.
   - Repeat the idea in the topic sentence in different words. Do not just copy the topic sentence. Example:
   - "Successful bidding on eBay requires patience and strategy".
   - In conclusion, wait patiently and place your bid with precision timing and you will be the winning bidder every time.
   - Summarize the main points of the paragraph.
   - In conclusion, follow the steps I have outlined, and you will be the winning
3) Never end the paragraph by introduction a new idea. (Oshima and hogue,2007 p.47)

G. The Element of Paragraph

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

a. Unity

Unity means that the ideas of the supporting sentences are all clearly connected to the main idea expressed in the topic sentence. In the other word, all the details are relevant to the one controlling idea. Unity in a paragraph requires consistent development of the idea that our paragraph intends to explain. The paragraph as a whole should focus on that idea. The best way to keep our paragraph unified is to be sure of what we intended to do. One way to make our intention clear is to begin with a topic sentence. By beginning paragraph with a topic sentence we immediately signal to

our reader the main idea that we will develop in that paragraph. On the other hand, we cannot include any information that does not directly support the topic sentence. (Erliana, et al., 2014:p .38)

Unity is a very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about only one main topic. that is, all the sentences that are the topic, supporting sentences, the detail sentences, and the concluding sentence are all telling the reader about one main topic. Whether your paragraph contains a sentence or some sentences that are not related to the main topic, then we say that the paragraph "lacks unity" (Walters, 2000,p,1).

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"Unity in writing means that all the points you make are related to your main point; they are unified in support of your main point. As you draft a paragraph or an essay, you may *detour from your main point without even being aware of it",*as the writer of the following paragraph did with the underlined sentences. The diagram after the paragraph shows what happens when readers read the paragraph. Susan anker, (2010,p.107)

Unity means that there is a concentration on the explanation of the purpose of writing topic idea in a paragraph. There are no irrelevant sentences ot the sentences that are developed in a paragraph. As readers move into a paragraph, they need to know where they are, in relation to the whole essay, and what to expect in the sentences to come. In a well unified paragraph, there is a foundation on which to build

with a topic sentence and main sentences which clearly support the controlling idea. By means of secondary sentences, a main idea may be elaborated with specific details, illustrations, or personal observations, always provided that every secondary sentence does clearly illuminate the main sentence with which is used, and further, that it preserves the meaning and purpose of the paragraph as a whole as set forth by the controlling idea.

Topic and Controlling Idea Based on Oshima's and Hague's idea (1999 : 23), a topic sentence has two essential parts : the topic and the controlling idea. The topic names the subject, or main idea, of the paragraph. The *controlling idea* makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic. It limits or controls the topic to a specific aspect of the topic to be discussed in the space of a single paragraph. As the examples :

1.) TOPIC CONTROLLING IDEA Convenience foods are easy to prepare. From that example, the topic is named : convenience foods. A specific comment is then made about the topic : they are easy to prepare. From this sentence, the reader should immediately knows that the supporting sentences in the remainder of the paragraph will explain or prove how quick and easy it is to prepare convenience foods and perhaps give some examples (frozen dinners, canned soups, etc.)

2.) TOPIC CONTROLLING IDEA The average American teenager consumes enormous quantities of junk food. In this example, the topic is the average American teenager. The controlling idea about the topic states that the American teenager eats junk food. Thus, the rest of the paragraph should discuss the quantities and types of junk food that American teenagers eat (soft drink, potato chips, candy bars, etc.)

Relevant Sentences. The second part of unity is that every supporting sentence must directly explain or prove the main idea that is stated in the topic sentence. Do not include any information that does not directly support the topic

sentence. These are called relevant studies. Sometimes students write supporting sentences that are “off the topic”. These are called irrelevant sentences. For example, if someone are writing a paragraph about the high cost of college tuition, he could mention inflation as a factor. However, if he writes several sentences about inflation, he are getting off the topic, and his paragraph will not have unity

a. The form of paragraph lacks unity

There are two main reasons why I have decided to attend Bingston University next year. (2) Applying to a college is a terribly complicated process. (3) Some of my friends chose colleges for very bad reasons. (4) John has never been to college. (5) I've met his grandfather, and he still has an incredibly sharp mind for a man of h is age. (6) Susan chose a university because the food in the region was said to be quite good. (7) Susan is really not too clever, I suppose, so I shouldn't criticize her. (8) Actually, I think it was her father who made the choice for her.

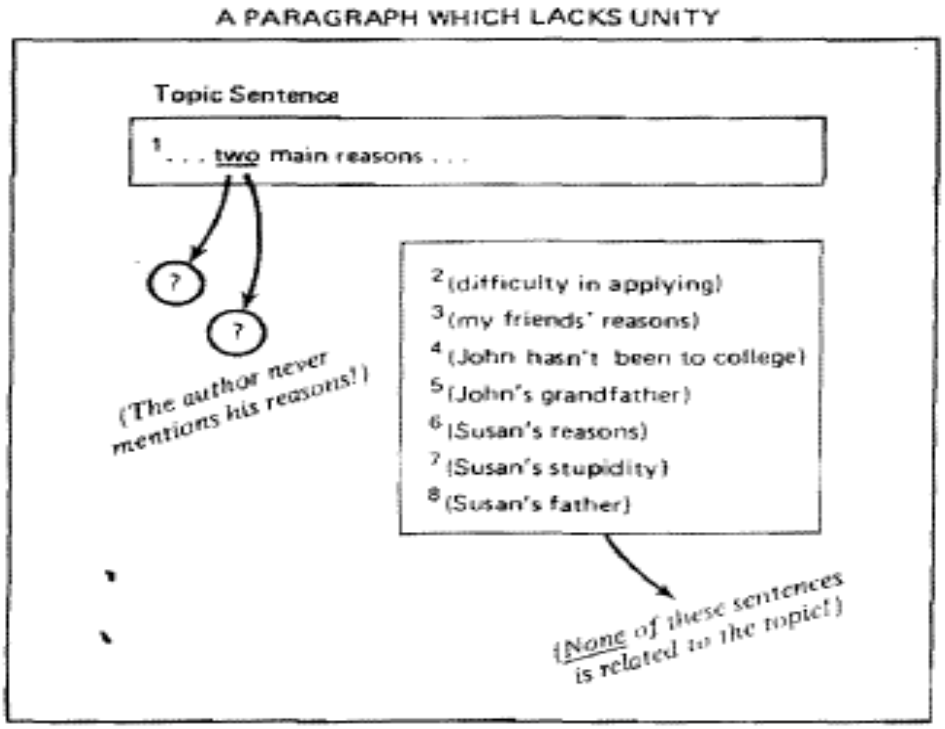


Figure 2.1. An example of a paragraph whick lacks unity.

b. The form of paragraph unity

There are two main reasons why I have decided to attend Bingston University next year. (2) First of all, there is the question of money; Bingston's tuition is reasonable, and I don't even have to pay it all at once. (3) This is very important, since my father is not a rich man. (4) With Bingston's "deferred payment plan," my father will be able to pay my tuition without too much difficulty. (5) The second reason is the fine education which I feel I will receive there in agriculture, my chosen field. (6) It is a well-known fact that Bingston hires only the finest professors in its Agriculture Department. (7) Moreover, the university requires all agricultural students to gain practical experience by working on farms in the area while they are still going to school.

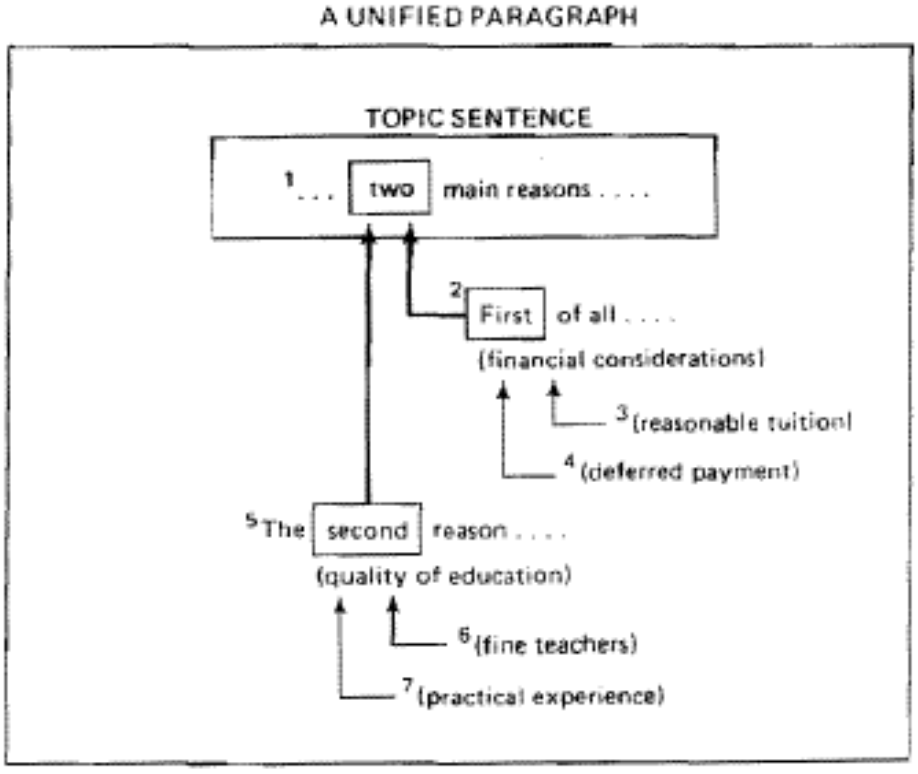


Figure 2.2. A unified paragraph

Sometimes it is easier to describe why a paragraph lacks unity, rather than describing a unified paragraph.

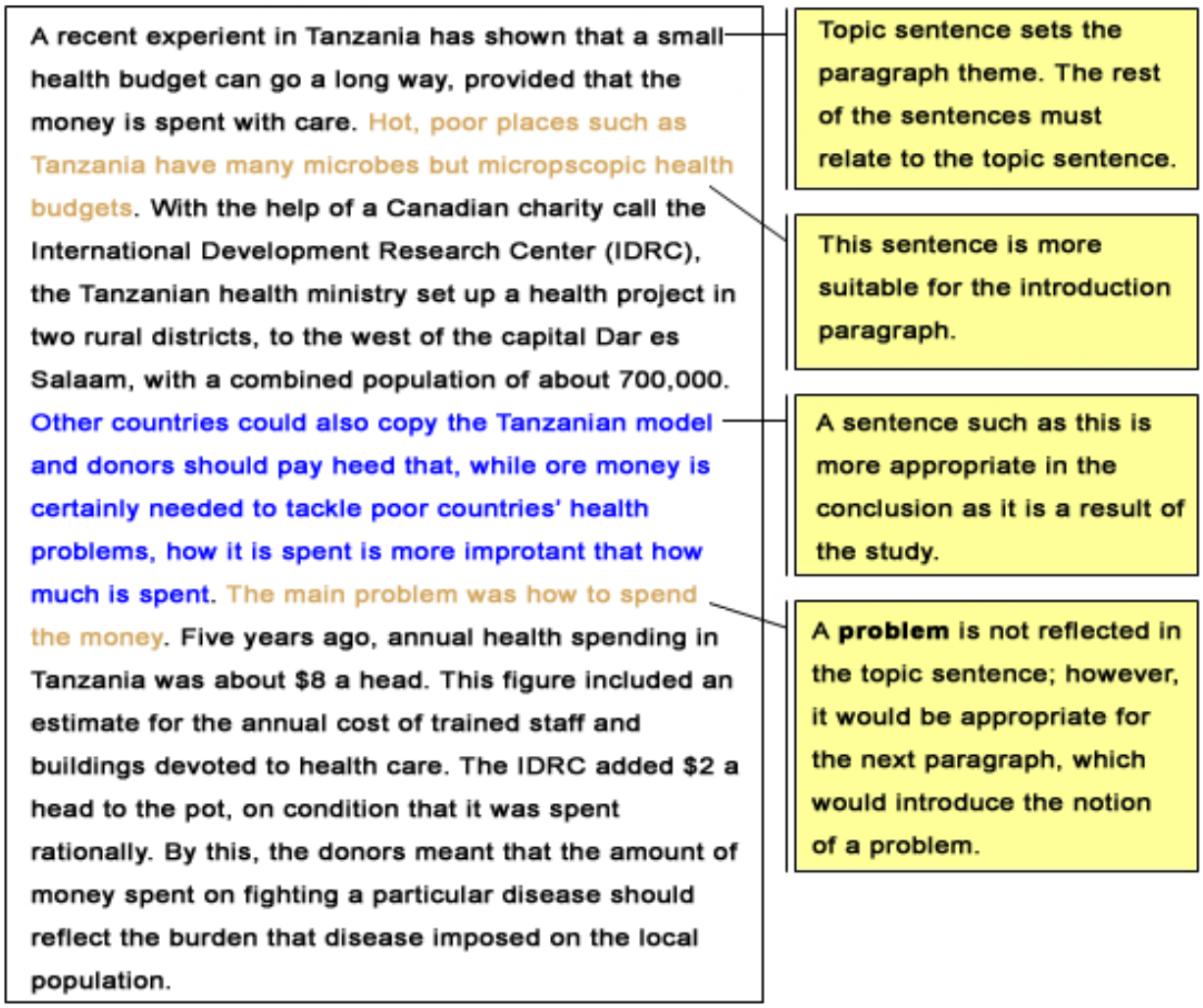
- Irrelevant information
- Too many ideas at once
- Not easy to see how the sentences are connected in meaning

The following examples show the differences between a paragraph lacking in unity (Figure 2.3) and a unified paragraph (Figure 2.4).

A paragraph lacking in unity can easily put strain in the reader. Flow and focus is lost in a paragraph like this, as well, the impact of the text. Figure 2.3 shows a paragraph lacking in unity with explanations for the reasoning in the yellow boxes. The sentences vary in colour, within the examples, for ease of recognition within the paragraph.

On the contrary, a unified paragraph starts off with a clear topic sentence followed by supporting sentences that reflect on the topic sentence. The whole paragraph presents only one idea and usually rounds off with a transition or concluding sentence. Figure 2.4

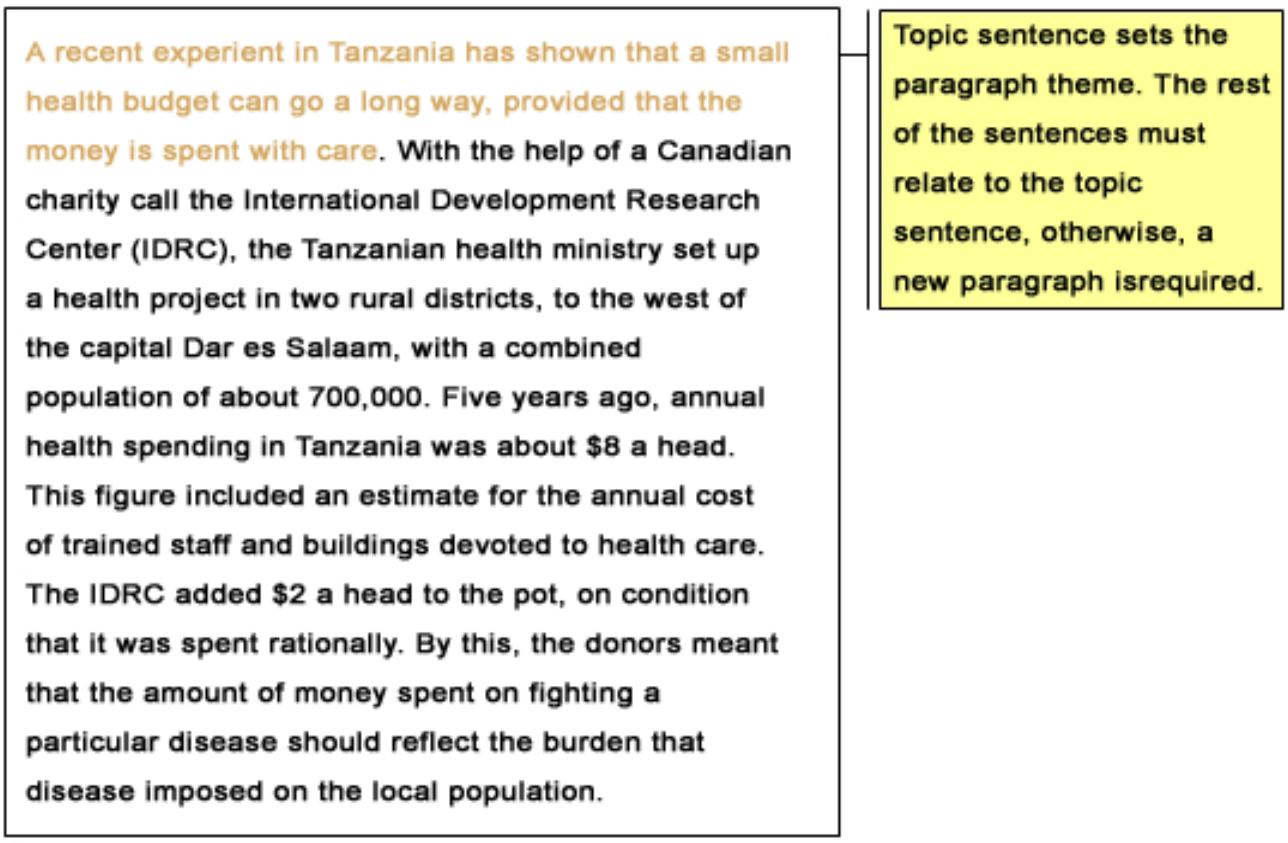
A paragraph lacking unity



Jakeman, V (1996) IELTS Practice Tests.UK.Cambridge University Press.

Figure 2.3. An example of a paragraph lacking unity.

A unified paragraph



Jakeman, V (1996) IELTS Practice Tests.UK.Cambridge University Press.

Figure 2.4 . An example of a unified paragraph.

A well written paragraph focuses on one main idea. A clear topic sentence, usually at the beginning of the paragraph, identifies the controlling idea and establishes the purpose of the paragraph. The remaining sentences support the idea by supplying major examples or facts that are expanded further with specific details. The details explain *who, what, when, where, why, and how*.

A unified paragraph maintains coherence and unity. Coherence is achieved by ordering the information logically, and by developing examples and facts that are related. Develop unity by repeating key words within the paragraph. To avoid boredom, however, use pronouns to substitute for nouns, and find synonyms in a thesaurus to rename key words. Remember to use transition words and phrases such as *in addition, also, equally*

important, furthermore, however, next, finally, etc. to move smoothly from one example to the next.

Topic: _____

Purpose: _____

Topic sentence: _____

1. Specific Example: _____
   a. Supporting detail: _____
   b. Supporting detail: _____
2. Specific Example: _____
   a. Supporting detail: _____
   b. Supporting detail: _____
3. Specific example: _____
   a. Supporting detail: _____
   b. Supporting detail: _____

Concluding Sentence: _____

Figure 2.5. An example to write the text.

The way analyze and to know that paragraph unity and coherence can be known from, Unity = topic sentence, relevant supporting sentence, irrelevant supporting sentence and concluding sentence and coherence= key nouns, consistent pronouns, transition signals and logical order.

b. Coherence

The word coherence means, "sticking together". A paragraph is coherent when the sentences are woven together in such a way that our reader can move easily from one sentence to the next and read the paragraph as an integrated whole (Trimmer &Sommer, 1984.p,20). A paragraph coheres –holds together - when the sentences are arranged in a clear, logical order, and when the sentences are related like links in a chain (Fawcett & Sandberg, 1988,p.2).

A coherence paragraph contains sentences that are logically arranged and flow smoothly. The connections between sentences are made in three ways, called cohesive elements such as: repetition of key words, use a reference word (a word referring to another word), Moreover, Oshima and Hogue, (2007,p.22) state that coherence means that writer paragraph is easy to read and understand because writer's supporting sentences are in some kind of logical order ideas are connected by the use of appropriate transition signals pronoun references clearly point to the intended antecedent and is consistent you have repeated or substituted key nouns.Oshima and Hogue, (2007,p.22)

To make good paragraph coherence is so needed when we want to write the paragraph. In order to secure this coherence, this easy flow of the thought from sentence to sentence, According to the writer Hodges and whitten (1962.p.328) that should rely on repeat key nouns, use consistent pronouns, use transition signal to link ideas, and arrange the ideas in logical order . Hodges and whitten (1962.p.328) They can be explained as follow:

1) Repetition of key Nouns

The easiest way to achieve coherence is to repeat key nouns frequently in paragraphs. Key nouns are the words carrying most significance in paragraph. The key nouns are those words a writer wants the reader to focus on as the paragraph progresses. This will help the reader remember the main ideas in the text. Let see the model of paragraph about "gold" to see how it use this technique to smooth the flow of the sentences. The key noun in this paragraph is "gold".

Model paragraph with coherence

Gold a precious metal, is prized for two important characteristic.[2] First of all **gold** has a lustrous beauty that is resistant to

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

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

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

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

Model paragraph without coherence

Gold a precious metal, is prized for two important characteristic. First of all **it** has a lustrous beauty that is resistant to corrosion. Therefore it is suitable for jewelry. Coins, and ornamental purpose. **It** never needs to be polished

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

-Alice Osima,AnnHogue_4THed

Writing Academic English

a) key noun substitutes

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

[1] Gold a precious metal, is prized for two important characteristic.[2] First of all gold has a lustrous beauty that is resistant to corrosion. [3]Therefore it is suitable for jewelry. Coins, and ornamental purpose. [4]Gold never needs to be polished and will remain beautiful forever. [5]For example, a Macedonian coin remains as untarnished today is the day it was made 25

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

-Alice Osima, Ann Hogue_4THed Writing Academic English

2) Consistent Pronouns

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

As students who knows who know a few Latin and Greek roots and prefixes has an advantage over students who does not know them. They can often guess the meaning of new words. If, for **example, you know that the prefixes Omni means " all" you have** a better chance of guessing the meanings of words such asomnibus, omnipresent, and omni directional. Furthermore, a student who knows that the root sci-**comes from scire " to know"can guess that omniscient means " all-knowing".**

- Alice Osima, Ann Hogue_4TH ed Writing Academic English

3) Transition Signals.

Relationship can be clarified further by transitional words, words which identify the relationships between the parts of a paragraph and improve continuity. Transition signals are expressions such as “first”, finally, and however, or phrases such as “ in conclusions”, “on the other hand”, and “ as result”. Other kinds of words such as subordinators (when, although), coordinators (and, but) adjectives (another, additional), and prepositions (because of, in spite of) can serve as transition signals.(Oshima and Hogue,(2006,p.25) Those entire transition signals give paragraph coherence because they guide the reader from one idea to the next. There are diffirent kinds of transition signals; it can look at this table. But complete transitions signal can be seen in appendix.

Transition Signals.

Meaning/ Function	**Transitional phrases**	**Conjunctive Adverbs**	**Coordinating conjunction**	**Subordinating conjunction**	**others**
To Introduce An Additional Idea	In addition	Furthermore, moreover, besides, also, too, etc.	And		Another (+noun) an addition 1(+noun)
To Introduce an opposite Idea Contrast	On the other hand, in contrast	However, nevertheless, instead, still, nonetheless.	But, yet	Although, thought, even thought, whereas, while.	In spite of, (+noun), Despite (+noun)
To introduce a Choice Alternative		Otherwise	Or	If, unless	
To introduce a restatement Or explanation	In fact, Indeed	That is			
To list Order	First, second, next, last, finally.				The first, second, third, the next, last, etc.
To	For example				An

introduce an example	For instance				Example Of (+noun), such as (+noun
To introduce conclusion Or summary	Clearly, in brief, in conclusion, indeed, in short, in summary				
To a introduce Result	Accordingly, as a result, as a consequence	Therefore, consequently, hence, thus	So		

Table 2.1 Example transition signal

4) Logical order

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

Logical order refers to the other of sentences, which varies depending of the purpose (Regina, 2001, p. 30) The writer may combine two or more different logical order in the same paragraph. The important point to remember is to arrange the ideas of writer in some kind of order that is logical to a reader accustomed to the English way of writing.

Some common kinds of logical order in English are chronological order, logical division of ideas, comparison/ contras citing particulars /instances /example /illustrations , analogy, and restatement and application.

a. Chronological order .

Chronological order paragraph is order by time-A sequence of events or steps in a process (Oshima and Hogue. 2006, p. 34) We can see the model of paragraph that used time order in following paragraph.

How to boil an egg like a pro

Put your eggs in a saucepan and cover them with about one-half inch cold water. Heat the pan until the water is simmering and cooks like this for seven minutes, using a timer. As soon as the timers dings put the saucepan into the sink and turn on the cold tap, allowing the water overspill. It **doesn‟t need to b**e galloping; a steady but vigorous flow will do. After a minute turn off the tap and leave the eggs in the cold water for another couple of minutes, or until they are **cold enough to hold comfortably. When time‟s up your eggs** will be cooked, and with no soft center remaining.

http;//grammar.about.com/od/c/g/Chronological-Order.ht

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

b) Logical division of ideas

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

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

-Alice Osima, Ann
Hogue_4TH ed Writing Academic English

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

c) Comparison/contras

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

Synonym

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

Alice oshima, Ann Hogue- 4th ed
writing academic English.

Paragraph about synonyms above compare and contrast word meaning.

d) Citing particulars/instances/examples/illustrations

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

The foregoing are particularly sticking examples, but hundreds of others could be cited. We find generalization in such everyday words as picture, one restricted, as the

> etymology would suggest (compare; the pacts**." Painted ones"). To a painted** representation of something seen, but now applicable to photography, crayon drawing, and so forth; butcher, who one slew one animal only. The goat (French bough); the verb sail, which has been transferred to steam navigation, just as drive has been transferred to self- propelled vehicles.
>
> Robert M. Gorrel, Charlton Laird, Modern English Handbook 4th edition

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

e.) Analogy

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

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

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

f.) Estatement and amplification

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

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

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

CHAPTER III

RESEARCH METHOD

A. Research Design

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

The research data is collected naturally by observing a phenomenon. In qualitative research also takes in to account the process rather than the outcome or product. A descriptive research does not examine a hypothesis. In a descriptive research, the data analysis is presented inductively. It means that data analysis is presented in form of thick description of the phenomenon.

B. Subject of The Study

The Subjects of the study were the students who took paragraph writing course by EFL Students of IAIN Palangka Raya in academic year 2018/2019. In this case, the fourth semester was chosen. They are taken by using purposive sampling.

C. Source of The Data

The principle of data sources in this research in words actions and documentation. The data sources in this research is documentation (student's paragraph writing texts)

As mentioned in the research problems the expected answers are the Unity in Paragraph devices used by EFL Students of IAIN Palangka Raya. Unity and Coherence in Paragraph can be only found in students‟ writing. They never stand in isolated forms. Therefore, the sources of the data are the collections of the students‟ Descriptive paragraph. Those data shows that the paragraph has a Unity and coherence in Paragraph that is used by EFL Students of IAIN Palangka Raya

D. Research Instrument

Research instruments are the instruments which are used to collect the data in order to reveal the expected answers to the research problems. Research instruments are very important part of a research process. Without research instruments, the data cannot be collected, and the conclusion cannot be drawn. Therefore, research instruments to be constructed should be relevant to the research problems. Since the research problems ask about the Unity and coherence in paragraph writing and unity paragraph writing used by EFL Students of IAIN Palangka Raya, the writing test are relevant. It is important to point out that good quality of pieces of writing require Unity in paragraph writing to make a good paragraph

Therefore, the writer asked the students to write a paragraph. The paragraph basically consists of several sentence the paragraph writing was one of the subjects to be taught to the students. For this purpose, the writer chose one kind of Paragraph , namely, descriptive paragraph In this case, the students were not given any treatment. The reason why the students just wrote because in that way, the natural ability of the students came out without any interferes from the other factors.

There were three different topics that were provided for them. The students could choose one of the topics to be provided. The writer limited the topics in order to make the students easier to write as well as to save their time.

The following is the instruction.

Writing Test Write a descriptive paragraph. The words limit min 100 words. The descriptive paragraph consists of introductory, body and concluding .The allocation of time is 80 minutes. You can choose from one of the following topics: 1. To be a professional teacher 2. Digital technology in learning. 3. My campus IAIN Palangka Raya.

This instrument was used to test the students. The place in IAIN Palangka Raya. In order to make the students understand what to do in the test, the writer explained the goal of the test concept of unity in paragraph in general, and the instructions. Then the writer distributed the test items, the papers for writing. The writer asked the students to write in a piece of the paper. After the students finished writing, the writing collected the students‟ work.

E. Data Collection Procedures

In order to give a clear understanding of the data collection, the “what,” “When,” and “how” of the data collection is explained as follows. In terms of the “what” of the data collection, the data needed for the study were the students.

In terms of “when,” of the data collection, the writing test was conducted on 23, on April, 2019 The place was at room lab on the floor 3 IAIN Palangka Raya. The type of test was writing test.

In terms of the “how” of the data collection, the following procedures were explained as follows.

1. The writer asked permission from writing lecturer to conduct the test.

2. The writer invited the students of fourth to participate in the writing test.

3. The writer checked the number of the students, the research instruments and other things that support the test in the classroom.

4. Before doing the writing test, the writer distributed the sheet for the writing test item and for writing.

5. The writer explained Unity in Paragraph writing in general.

6. The writer explained the instructions.

7. When the students finished their test, the students collected the students work.

F. Data Analysis Procedure

The type of this research is content. Acording analysis research. Sugiyono (2009, p. 15) states that data analysis in qualitative method is inductive. This means that the analysis is based on the facts that have been found, and then a theory is based on the facts that have been found. Although the qualitative design was be used, quantitative data were needed to support qualitative method.

Mattew B. Miles and Michael Huberman (1994,p.10) define analysis as consisting of three current follows of activity: data reduction, data display, and conclusion drawing and verification

a. Data reduction

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

In this research, the researcher selecting the data based on the research purposes. They are student errors in arranging the paragraph unity, coherence, that by EFL Students of IAIN Palangka Raya in academic year 2018/2019.

b. Data display

In second major flow of analysis activity is data display. A display is an organized, composed assembly of information that permits conclusion drawing and action. The most frequent form of display for qualitative data in the past has been extended text. Mattew B. Miles and Michael Huberman (1994,p.11)The selected data were displayed.

In this stage of organizing the data into pattern of relationship. The data presentation help the researcher and reader to more understand with data in this stage, the researcher presents a brief description, and makes table to display the unity, coherence and cohesive of the paragraph writing that by EFL Students of IAIN Palangka Raya in academic year 2018/2019.The research classify the unity, coherence.

C. Conclusion and verification

Conclusion Drawing and Verification. The results of conclusion dealt with the unity in paragraph. Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analysis

Answer from the problem that has been conducted. This can be interpreted the research can be arranged in thick description. In this research, verification data will be displayed in the last chapter of this research report. After research was conducted, the are several point which is conclude they are include how the unity, coherence, and cohesive of paragraph writing that conducted by EFL Students of IAIN Palangka Raya in academic year 2018/2019. Beside that, in verification also was mentioned the

suggestions to the lecturer and the students as improvement in the teaching learning process.

G. Data Endorsment.

In order to maintain the data endorsemet, the triangulation was conducted One of the ways that be done is to cross-checked the results of data analysis with experts. In this case the researcher consulted with the writing lecturer to check analisis Unity and coherence are parts of writing instruction. Based on the consultation with the writing lecturer, analisis unity in paragraph can be the objects of research.

Theorical Framework

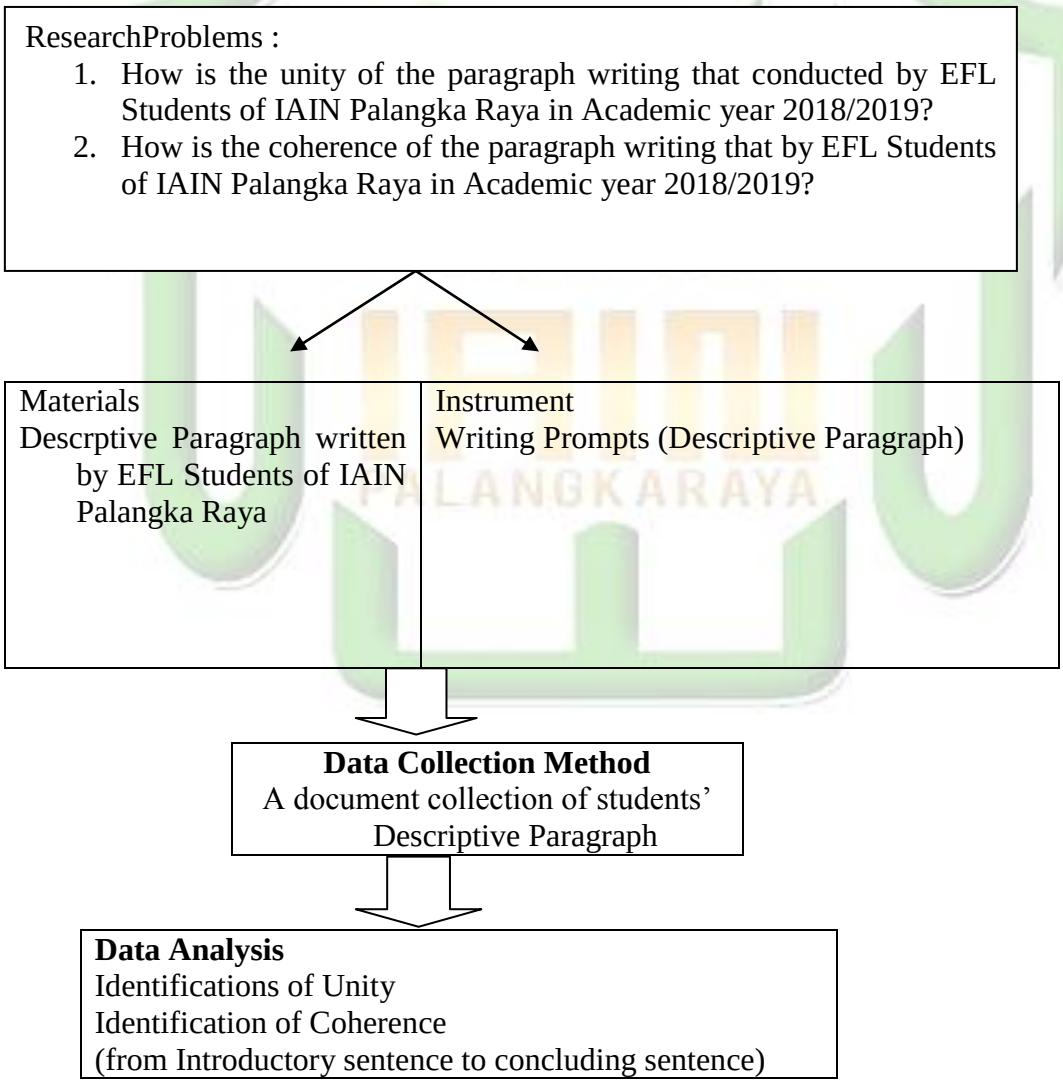

Figure 3.1 The Flow Chart of the Research Design

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher analyzes data related unity, and coherence of paragraph writing that conducted by EFL Students of IAIN Palangka Raya. The researcher will present research data analysis.

A. Research Finding

The text paragraphs writing produced by students

1. Text 1 by " Y H W "

SRN: 1701121206

Digital Technology in 2019

[1] There are" many different kind" *(wrong word choice, should be changed "many different kinds")* of digital technology for learning in 2019. [2] First," there is computer and laptop" *(wrong grammar, should be changed there are computer and laptop)* for making a typing file based. For example , you can use computer to make a fine and good research scription. [3] Second, there is "LCD project" *(wrong word choice, should be changed LCD Projector").* "LCD project" (*Ineffective sentences, should be changed "An LCD Projector")* is used to make the computer / laptop display look bigger for "wide people purpose". *(" People to see")* . [4] the *(wrong capital letter, should be changed The)* last but not least is our *(without our)* handphone. handphone *(wrong capital letter, should be changed Handphone)* can share many things and the main function is to communicate with each other and even share the assignment for the next class. [5] it *(wrong capital letter, should be changed It)* is a prove that the Technology is improving from just mere chalk and a *(without a)* blackboard. [6] In conclusion, we are considered lucky to be born in 2019 where the Digital Technology is already plenty.

Figure 4.1 The unity paragraph Text 1

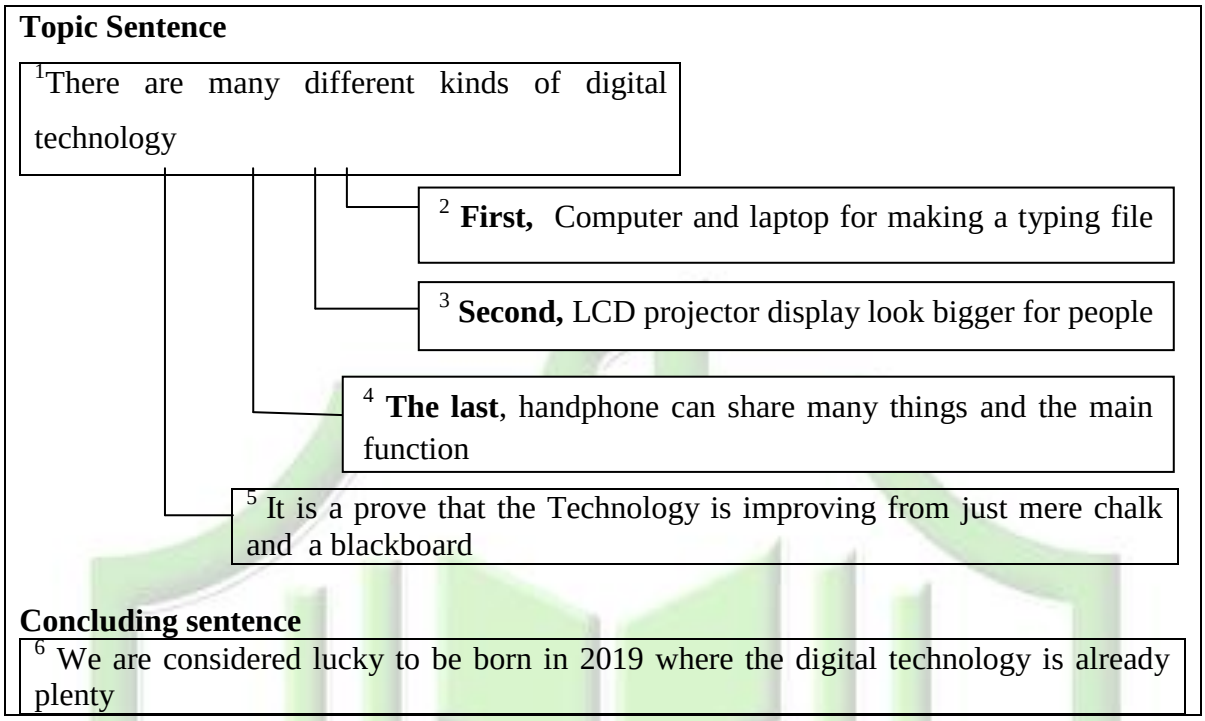

Table 4.1 The score of unity coherence and grammar text 1

No	Paragraph Writing	The score of Paragraph
1	Unity	100
2	Coherence	100
3	Grammar	98
	Total	298: 3 = 99,3

$\frac{n}{N}$X 100 % $\frac{99,3}{100}$X 100 = 99,3

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

a) Topic Sentence : Sentence 1

b) Relevant supporting sentence : Sentence 2,3,4

c) Irrelevant supporting sentence : -

d) Concluding sentence : Sentence 5

Based on the analysis,the topic sentence of paragraph explain clearly,sentence 1, many different kind" *(wrong word choice, should be changed "many different kinds")*. sentence 2 First," there is computer and laptop" *(wrong grammar, should be changed there are computer and laptop)* .sentence 3 "LCD project" *(wrong word choice, should be changed LCD Projector")*. "LCD project" (*Ineffective sentences, should be changed "An LCD Projector")*, "wide people purpose". *(" People to see")* . sentence 4 the *(wrong capital letter, should be changed The)*, our *(without our)* handphone. handphone *(wrong capital letter, should be changed Handphone)*, sentence 5 , it *(wrong capital letter, should be changed It)* , a *(without a)* blackboard. And employing Article the need in improve . so paragraph above can catagorized **complete pagragraph unity**

- **Coherence**

a) Key Nouns : Digital technology

- Repetition of key nouns : Digital technology
- Wrong repetition of key nouns : -

b) Consistent pronouns : our, we

- In consistent pronouns : -

c) Transition signals : first, second ,the last, in conclusion, and.

- In relevant transition signals : -

d) Logical order:

- Logical division Idea :

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

Based on the analysis,the topic sentence of paragraph explain clearly,sentence 1, many different kind" *(wrong word choice, should be changed "many different kinds")*.sentence 2 First," there is computer and laptop" *(wrong grammar, should be changed there are computer and laptop)*. sentence 3 "LCD project" *(wrong word choice, should be changed LCD Projector")*. "LCD project" (*Ineffective sentences, should be changed "An LCD Projector")* , "wide people purpose". *(" People to see")* . sentence 4 the *(wrong capital letter, should be changed The),* our *(without our)* handphone. handphone *(wrong capital letter, should be changed Handphone),* sentence 5 , it *(wrong capital letter, should be changed It)* , a *(without a)* blackboard. And employing Article the need in improve. so paragraph above can catagorized complete pagragraph unity

2. Text 2 by M R F
SRN: 1701121159

Professional Teacher

➔ (*Here should be the topic sentences to explain these sentences bercause topic sentence irrelevant with supporting sentence)*

[1] A professional is someone who excels at a certain subject or matter. Meanwhile, a teacher can be broadly define as someone who teachers something to other people. [2] If we combine these two words, we will come up with professional teacher, "which has the meaning of" *(Ineffective sentences, should be changed which is)* a teacher who is expert at teaching theory and" implement" (*wrong word choice, should be changed implementing)* those theory into teaching strategy. [3] We could tell some of the characteristic of a professional teacher. (*Ineffective sentences, should be changed " we could tells many characteristics of professional teacher" because irrelevant supporting sentence because many characteristics).* [4] The first characteristics of a professional teacher is they usually understand the underlying system behind the teaching theory and thus, wiser than a normal teacher. [5] The next characteristic of a professional teacher is they always implement teaching strategy in their teaching learning activity inside the classroom. The goal of the strategy is to make the learners more interested in the learning process. [6] Last but not least, professional *(adding a, a professional)* teacher always choose the most suitable easier. [7] In the end, a professional teacher is a teacher who implements every aspect of teaching theory to make the learning process more varied.

Figure 4.2 The paragraph not unity Text 2

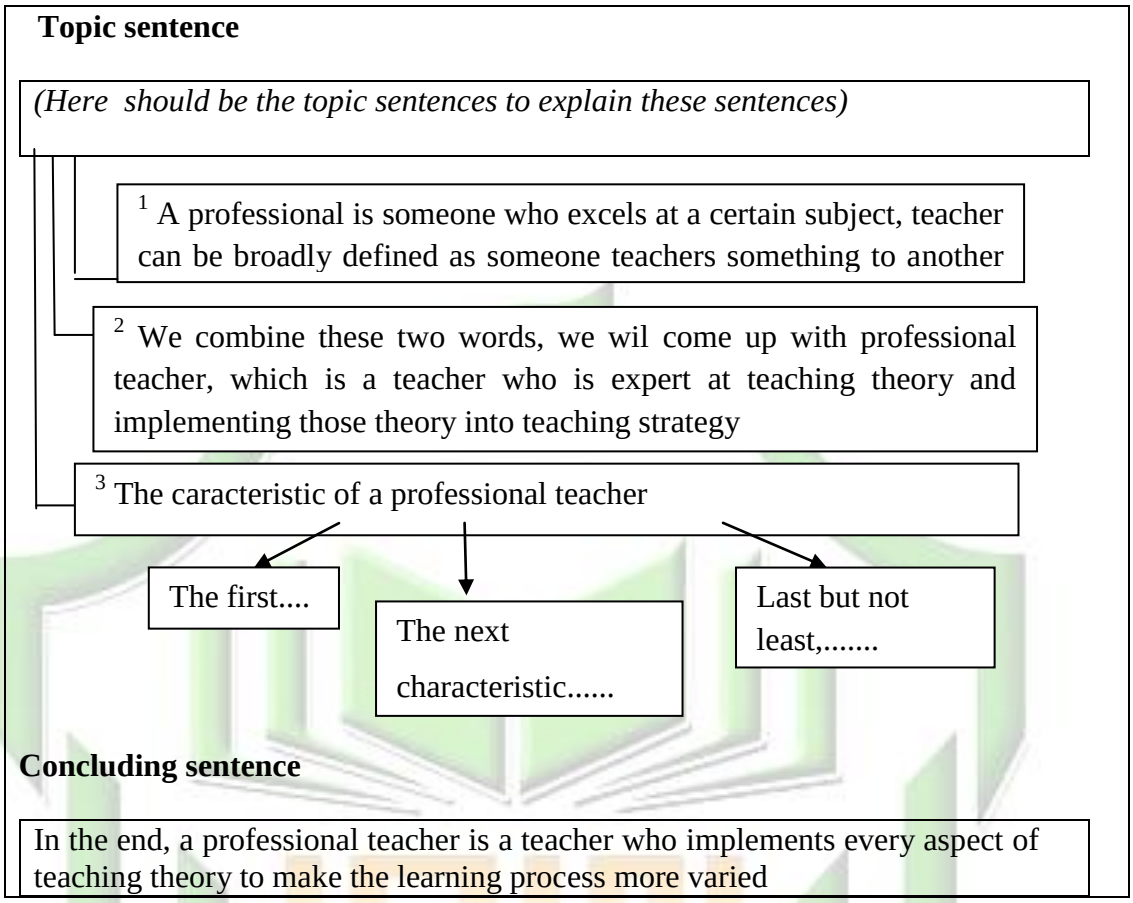

Table 4.2 The score of unity coherence and grammar text 2

No	Paragraph Writing	The score of Paragraph
1	Unity	50
2	Coherence	85
3	Grammar	85
	Total	298: 3 = 73,3

$\frac{n}{N}$X 100 % $\frac{73,3}{100}$X 100 = 73,3

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

e) Topic Sentence : -

f) Relevant supporting sentence : sentence 3, 4, 5,6

g) Irrelevant supporting sentence : sentence 1, 2, 3

h) Concluding sentence : Sentence 7

Based on the analysis, the topic sentence should be the topic sentence to explain because sentence 1, 2,3 irrelevant should paragraph on in two part because has two basic idea, sentence 2, "which has the meaning of" (*Ineffective sentences, should be changed which is),* implement" (*wrong word choice, should be changed implementing)* , sentence 3 We could tell some of the characteristic of a professional teacher. (*Ineffective sentences, should be changed " we could tells many characteristics of professional teacher" because irrelevant supporting sentence because many characteristics)* , sentence 6 professional *(adding a, a professional)* teacher always choose the most suitable easier. So paragraph above can categorized **not paragraph unity**

- **Coherence**

e) Key Nouns : professional teacher

- Repetition of key nouns : professional teacher, characteristic, learning
- Wrong repetition of key nouns : -

f) Consistent pronouns : we, their, who

- In consistent pronouns : -

g) Transition signals : meanwhile, if, which, the first, the next , last but not least, in the end.

- In relevant transition signals : -

h) Logical order:

- Logical division Idea :

According to the analysis, this paragraph catagorized as **coherent paragraph** because the relationship between sentence arranged clearly, it makes easy to read and easy to understand by writer. Based on the analysis, the topic sentence should be the topic sentence to explain because sentence 1, 2,3 irrelevant should paragraph on in two part because has two basic idea, sentence 2, "which has the meaning of" (*Ineffective sentences, should be changed which is),* implement" (*wrong word choice, should be changed implementing)* , sentence 3 We could tell some of the characteristic of a professional teacher. (*Ineffective sentences, should be changed " we could tells many characteristics of professional teacher" because irrelevant supporting sentence because many characteristics)* , sentence 6 professional *(adding a, a professional)* teacher always choose the most suitable easier. So paragraph above can categorized not paragraph unity

3. Text 3 by S S
SRN: 1701121209

To be a Professional Teacher

[1] Becoming a professional teacher is the dream of every teacher anywhere *(without anywhere.)* [2] To be a professional teacher we need (*adding article a, a need*) very long time because we have to learn a lot of things. [3] When you want to be a professional teacher, you have to learn a lot of things. When you to be a professional teacher, you have to have good qualities or behaviors, or that in the classroom when deadling with students or outside the classroom when dealing with other teachers in the school environment.(*sentence 3 is irrelevant supporting sentence*) [4] Even outside the school environment we must have form the community whether we have become professional teacher or not. [5] Professional teacher are those who, when they enter the learning room (*Ineffective sentence, should be changed the classroom*) on time, explain clearly until the students understand what they have conveyed, and when the lesson time has finished it is also timely when leaving the classroom. [6] When we want to be judged by someone we must improve outselves. [7] Because we work according to our choises. If we are not serious about it then we are not the best and have not become good people in the field of work that you have chodesn.[8] Suppose to be a professional teacher. We need to protect, and love (*wrong word choice, should be changed loving*) our students like love our family. *(sentence 5, 6, 7 and 8 are irrelevant supporting sentences*) [9] In conclusion is become (*wrong word choice, should be change becoming)* a professional teacher so that we can be a good example for students and society.*(wrong punctuation, should be change coma)* Because *(wrong capital letter, should be change because)* being the best requires a long struggle, be a professional in all fields because it will be better. *(in conclusion is did not assert his the topic sentence*)

Figure 4.3 Not complete/incomplete paragraph unity Text 3

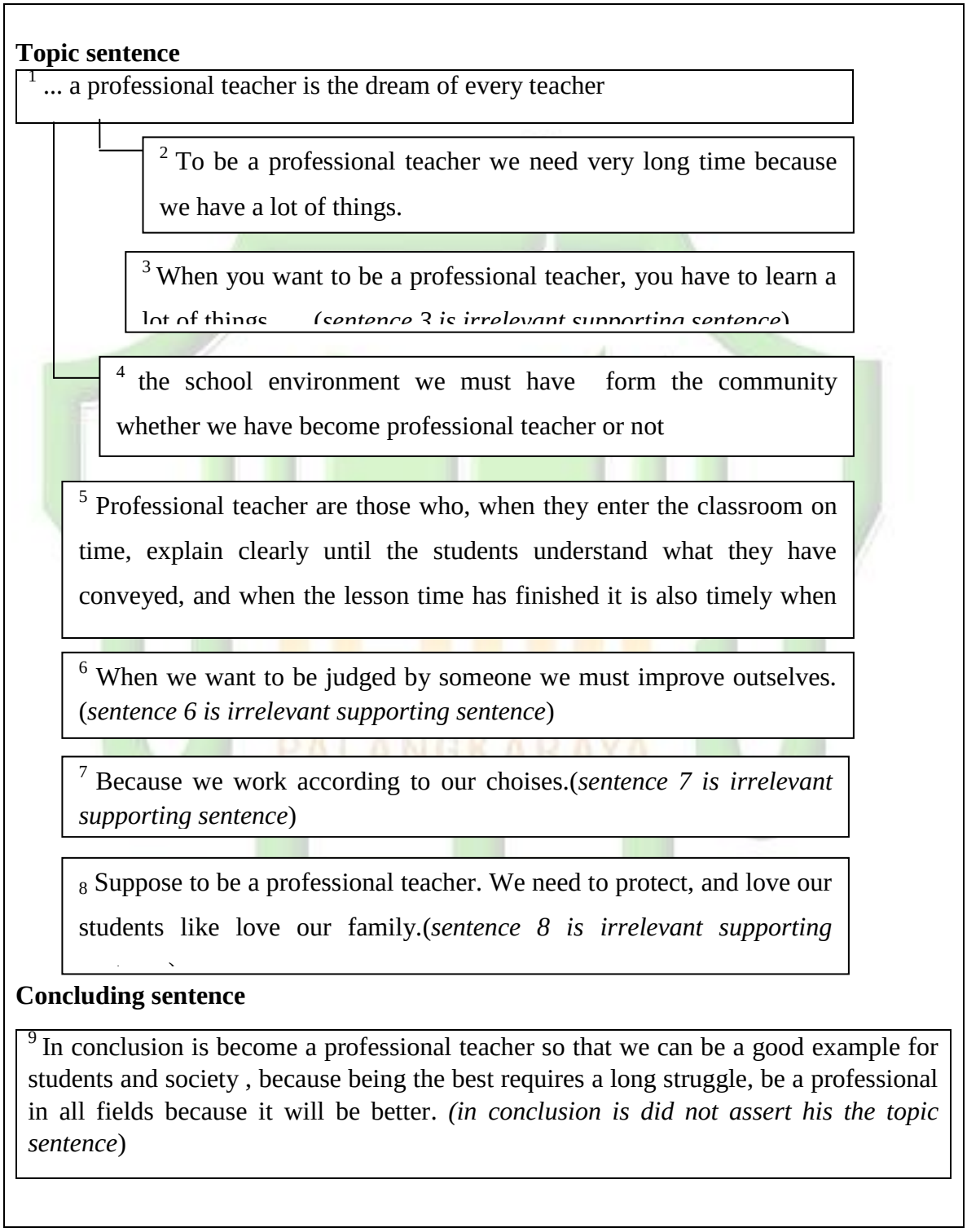

Table 4.3 The score of unity coherence and grammar text 3

No	Paragraph Writing	The score of Paragraph
1	Unity	60
2	Coherence	55
3	Grammar	85
	Total	200: 3 = 66,7

$\frac{n}{N}$X 100 % $\frac{66,7}{100}$X 100 = 66,7

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

  i) Topic Sentence : sentence 1

  j) Relevant supporting sentence : sentence 2,4

  k) Irrelevant supporting sentence : sentence 3, 5,6,7,8

  l) Concluding sentence : Sentence 9

Based on the analysis, sentence 1, anywhere *(without anywhere),* sentence 2, need (*adding article a, a need*) very long time because we have to learn a lot of things. Sentence 3, (*sentence 3 is irrelevant supporting sentence*).sentence 5, the learning room (*Ineffective sentence, should be changed the classroom*) .sentence 8, love (*wrong word choice, should be changed loving*), *(sentence 5, 6, 7and 8 are irrelevant supporting sentences*), sentence 9 become (

wrong word choice, should be change becoming), .(wrong punctuation, should be change coma) Because *(wrong capital letter, should be change because), (in conclusion is did not assert his the topic sentence*) So, based on it, the researcher categorized as **not complete paragraph unity.**

- **Coherence**

i) Key Nouns : professional teacher

- Repetition of key nouns : professional teacher, students
- Wrong repetition of key nouns : -

j) Consistent pronouns : we,who, you

- In consistent pronouns : -

k) Transition signals : or, because,

- In relevant transition signals : -

l) Logical order:

- Logical division Idea :

Based on the analysis, paragraph above has some coherence devices device such as reputation of key nouns, and consistent pronouns, but it lost the other coherence devices like fully gives transition signal; 6 needs transition signals, beside that, the paragraph also did not have logically order to build logical paragraph, so, it can be said this paragraph is **incomplete paragraph coherence.**

Based on the analysis, sentence 1, anywhere *(without anywhere.),* sentence 2, need (*adding article a, a need*) very long time because we have to learn a lot of things. Sentence 3, (*sentence 3 is irrelevant supporting sentence*).sentence 5, the learning room (*Ineffective*

sentence, should be changed the classroom) .sentence 8, love (*wrong word choice, should be changed loving*), *(sentence 5, 6, 7and 8 are irrelevant supporting sentences*), sentence 9 become (*wrong word choice, should be change becoming), .(wrong punctuation, should be change coma)* Because *(wrong capital letter, should be change because), (in conclusion is did not assert his the topic sentence*) So, based on it, the researcher categorized as not complete paragraph unity**.**

4. Text 4 by N H

SRN: 1701121153

To be a Professional Teacher

[1] All students in English educational of IAIN Palangka Raya want to be a professional teacher. [2] They are *(without are*) always learn English well and praying.(*wrong word choice, should be change pray) (sentence 2 is irrelevant supporting sentence, need more clear explanation*) [3] To be a professional teacher they must have motivation, such as (*without such as*) from their family and their friends. [4] Then, if they have difficulty in learning or teaching English can be overcome.[5] Because *(without because*) being *(wrong capital letter, should be change Being)* a professional english teacher must (*Ineffective sentence, should be changed teacher they must*) give the best teaching *(Ineffective sentence, must be changed learning experience*). for students like their ways to teaching english, so the students happy learning english in class. [6] As *(without As)*a professional English teacher must make all students like their ways to (*to Ineffective sentence, should be changed of)*teaching English, so students happy learning English in class.) [7] And then, professional English must perfect . (*must perfect Ineffective sentence, should be changed must be perfect)* in their job and must discipline *(must discipline Ineffective sentence, should be changed must be discipline)*

Figure 4.4 Not complete/incomplete paragraph Text 4

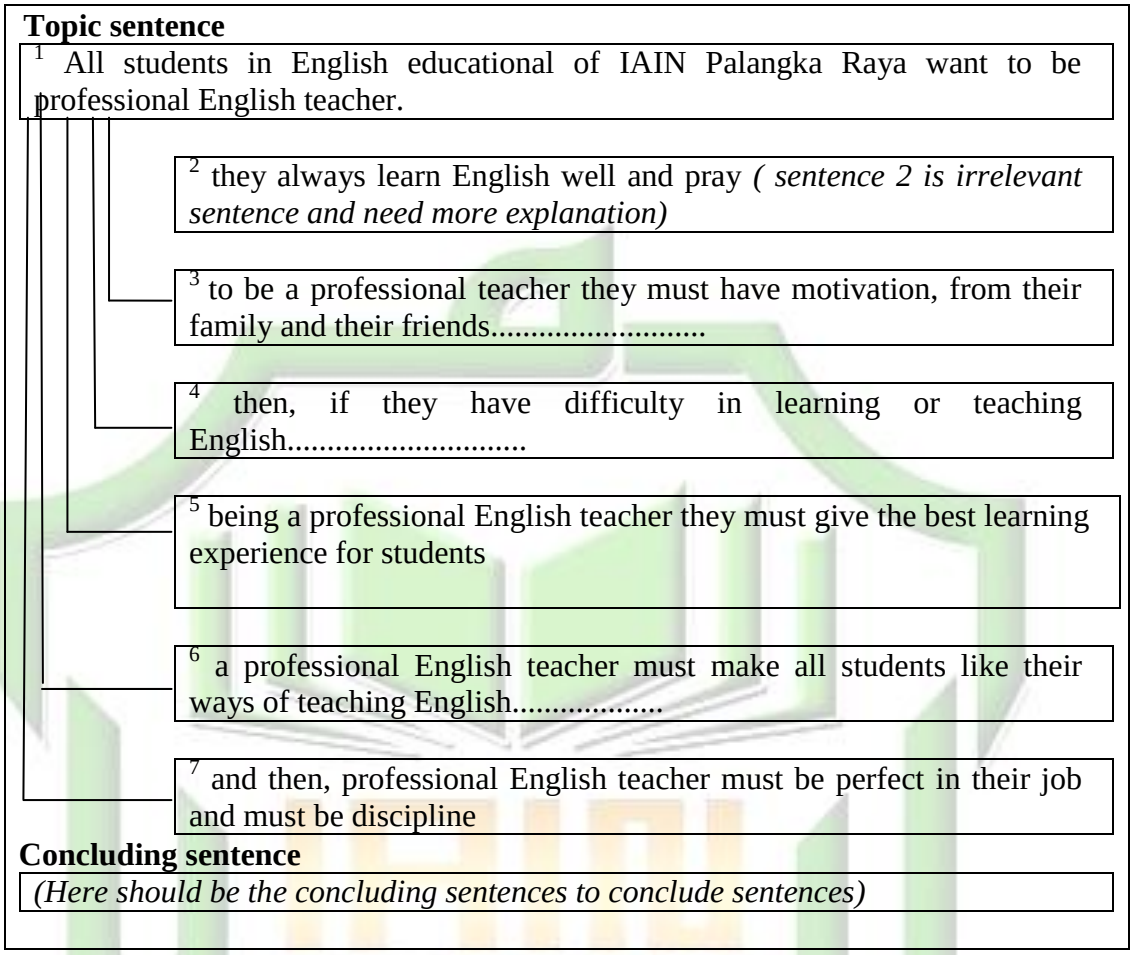

Table 4.4 The score of unity coherence and grammar text 4

No	Paragraph Writing	The score of Paragraph
1	Unity	80
2	Coherence	50
3	Grammar	70
	Total	200: 3 = 66,7

$\frac{n}{N}$X 100 % $\frac{66,7}{100}$X 100 = 66,7

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

a) Topic Sentence : sentence 1

b) Relevant supporting sentence : sentence 3,4,5,6,7

c) Irrelevant supporting sentence : sentence 2

d) Concluding sentence : -

Based on the analysis, sentence 2 *are , (without are*) , praying *wrong word choice, should be change pray and sentence 2 is irrelevant supporting sentence, need more clear explanation*. Sentence 3 (*without such as*) sentence 5 (*without because, teacher must Ineffective sentence should be change teacher they must, and teaching Ineffective sentence, must be changed learning experience*). Sentence 6 (*without As and to Ineffective sentence, should be changed of*). sentence 7 (*must perfect Ineffective sentence, should be changed must be perfect and must discipline Ineffective sentence, should be changed must be discipline)* and concluding sentence is there was not concluding sentence So, based on it, the researcher categorized as **not complete paragraph unity.**

- **Coherence**

a) Key Nouns : professional teacher, educational

- Repetition of key nouns : professional English teacher, students
- Wrong repetition of key nouns : -

b) Consistent pronouns : they. their,

- In consistent pronouns : -

c) Transition signals : then, and then.

- In relevant transition signals : because, as

d) Logical order:

- Logical division Idea :

Based on the analysis, paragraph above has some coherence devices device such as reputation of key nouns, and consistent pronouns, but it lost the other coherence devices like fully gives transition signal; 5 needs transition signals, beside that, the paragraph also did not have logically order to build logical paragraph, so, it can be said this paragraph is **in complete paragraph coherence.**

Based on the analysis, sentence 2 *are (without are*) , <u>praying</u>, *wrong word choice, should be changed pray and sentence 2 is irrelevant supporting sentence, need more clear explanation*. Sentence 3 (*without such as*) sentence 5 (*without because, teacher must Ineffective sentence should be change teacher they must, and teaching Ineffective sentence, must be changed learning experience*). Sentence 6 (*without As and to Ineffective sentence, should be changed of*). sentence 7 (*must perfect Ineffective sentence, should be changed must be perfect and must discipline Ineffective sentence, should be changed must be discipline)* and concluding sentence is there was not concluding sentence So, based on it, the researcher categorized as not complete paragraph unity.

5. Teks 5 by Y I
SRN: 1701121170

My Campus IAIN Palangka Raya

[1] IAIN Palangka Raya is a campuss that located *(adding to be, should be added is located)* in Palangka Raya city this campus is based on islamic *(must with capitalized, Islamic)* teaching ways. [2] And this campus is the most greeniest *(without most,spelling error, should be changed greenest)* campus in Palangka Raya. [3] According to myself, this campus is still developing, but the development in this campus is faster than we *(wrong to be, should be changed I)* tought, it has many good or even better facilities than other campus in palangka Raya, for example, the library, the library is the most *(without most)* comfortable, the best part of the campus.*(Ineffective sentence, should be changed comfortable place and the best part of the campus)* [4] It has AC in every floor, *(without comma)* and the books are many *(Ineffective word, should be changed plenty) a*nd almost complete, you can search the books by typing the book title in computer. [5] The other best part of this campus they even helping you no matter how hard the situation you've had been trought . *(spelling error, should be changed through)* The best of the best part of this campus is how friendly the people is *(wrong to be , should be changed are)* , the (must with capitalized, The) lectures,*(spelling error, should be changed lecturers)* the staff *(wrong word choice, should be changed staffs)*and even the cleaning service *(wrong word choice, should be changed services)* are friendly, they're *(writing suggestion ,without tobe 're just they*) serve you so kindly in this campus they even helping *(wrong word choice, should be changed help)* you no matter how hard the situasion you've had been *(without had)* trought. *(spelling error, should be changed through)* [6] The best of the best part is how fast the improve many and the development of the campus, it looks like an elite campus and has many resources. [7] That is my campus IAIN Palangka Raya, If you want to become IAIN students, sign ve *(Ineffective word, should be changed sign up)* as soon as possible. *(in conclusion is did not assert his the topic sentence*)

Figure 4.5 Not complete/incomplete paragraph unity Text 5

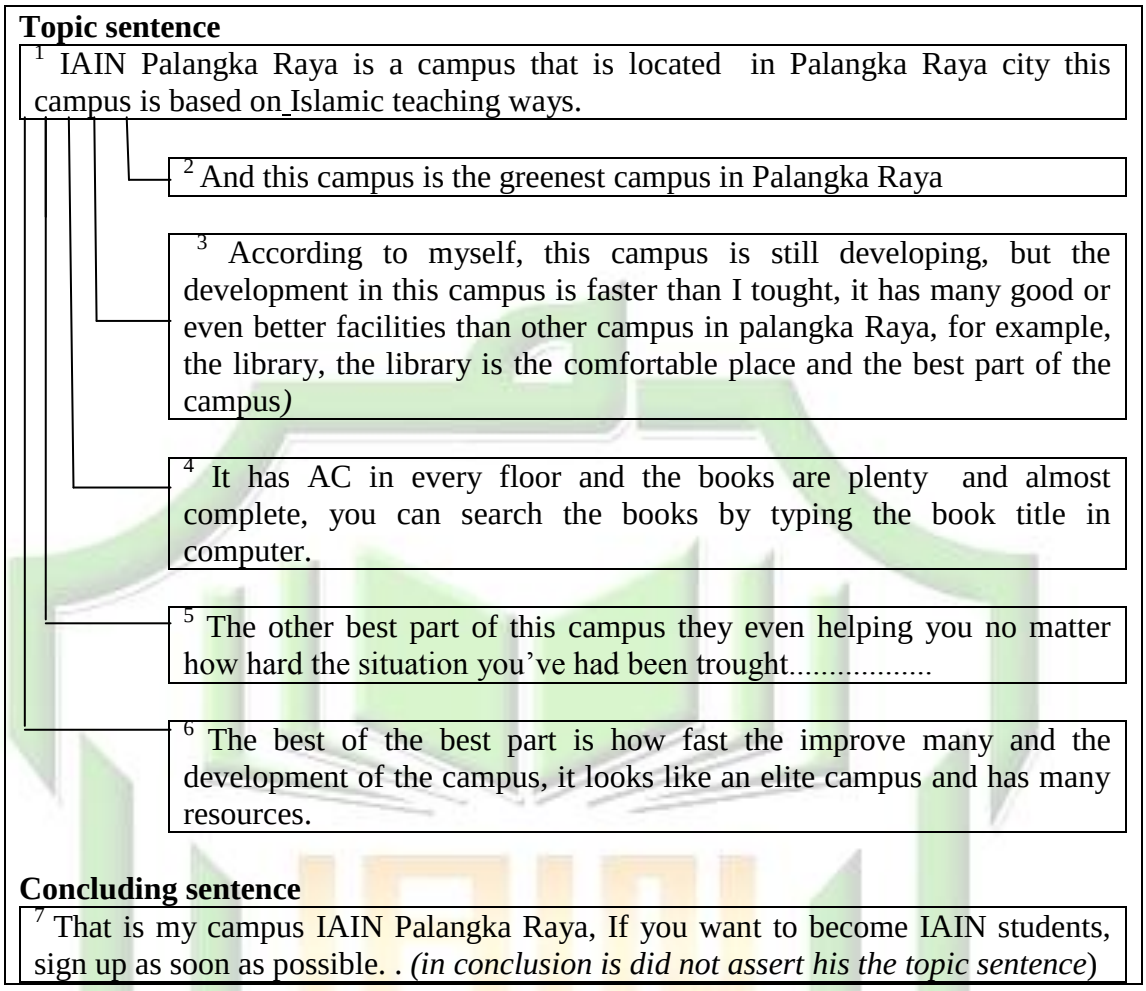

Table 4.5 The score of unity coherence and grammar text 5

No	Paragraph Writing	The score of Paragraph
1	Unity	60
2	Coherence	60
3	Grammar	80
	Total	200: 3 = 66,7

$\frac{n}{N}$X 100 % $\frac{66,7}{100}$X 100 = 66,7

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

a) Topic Sentence : sentence 1

b) Relevant supporting sentence : sentence 2,3,4,5,6

c) Irrelevant supporting sentence : -

d) Concluding sentence : -

Based on the analysis, sentence 1 located *(adding to be, should be added is located,* islamic *(must with capitalized, Islamic)* teaching ways. Sentence 2 most (*without most*) greeniest *(,spelling error, should be changed greenest).*Sentence 3 we *(wrong to be, should be changed I),* most *(without most* comfortable, the best part of the campus.*(Ineffective sentence, should be changed comfortable place and the best part of the campus).* Sentence 4 It has AC in every floor, *(without comma)* , many *(Ineffective word, should be changed plenty.* Sentence 5 trought . *(spelling error, should be changed through)* is *(wrong to be , should be changed are)* , the (must with capitalized, The) lectures,*(spelling error, should be changed lecturers)* the staff *(wrong word choice, should be changed staffs),* service *(wrong word choice, should be changed services),* they're *(writing suggestion ,without tobe 're just they*) helping *(wrong word choice, should be changed help)* , had been *(without had)* trought. *(spelling error, should be changed through),* sentence 7 sign ve *(Ineffective word, should be changed sign up). (in conclusion is did*

not assert his the topic sentence) So, based on it, the researcher categorized as **not complete paragraph unity.**

- **Coherence**

a) Key Nouns : campus

- Repetition of key nouns : campus
- Wrong repetition of key nouns : -

b) Consistent pronouns : my,it,you,they

- In consistent pronouns : we,

c) Transition signals : and,according,

- In relevant transition signals : - because, as

d) Logical order:

- Logical division Idea :

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

Based on the analysis, sentence 1 <u>located</u> *(adding to be, should be added is located,* <u>islamic</u> *(must with capitalized, Islamic)* teaching ways. Sentence 2 <u>most</u> (*without most*) <u>greeniest</u> *(,spelling error, should be changed greenest).*Sentence 3 <u>we</u> *(wrong to be, should be changed I),* <u>most</u> *(without most* <u>comfortable, the best part of the campus</u>*.(Ineffective sentence, should be changed comfortable place and the best part of the campus).* Sentence 4 It has AC in every floor<u>,</u> *(without comma)* , <u>many</u> *(Ineffective word, should be changed plenty.* Sentence 5 trought . *(spelling error, should be changed through)* <u>is</u> *(wrong to be , should be changed are)* , <u>the</u> (must with

capitalized, The) lectures,*(spelling error, should be changed lecturers)* the staff *(wrong word choice, should be changed staffs)*, service *(wrong word choice, should be changed services),* they're *(writing suggestion ,without tobe 're just they*) helping *(wrong word choice, should be changed help)* , had been *(without had)* trought. *(spelling error, should be changed through),* sentence 7 sign ve *(Ineffective word, should be changed sign up). (in conclusion is did not assert his the topic sentence*) So, based on it, the researcher categorized as not complete paragraph unity.

6. Teks 6 by S K
SRN : 1701121179

Digital Technology in Learning

[1] we know digital technology in this era is develop very fast. *(wrong punctuation, should be change coma)* Especially *(wrong capital letter, should be change especially)*for handphone or smartphone. In smartphone *(adding punctuation, should be adding coma*) we can do some activities like watching *(spelling error , should be changed watching)* videos, playing games, reading something, searching something and others.[2] In *(without in)* our smartphone has some application for learning if you are a students, it is good technology for you to learn something that you need. Example (*Ineffective sentence, should be changed for example*) like youtube. [3] In youtube you *(adding punctuation, should be adding coma)* can watch a video about mathematics or how to count the algebra, and others. It is useful application for students. [4] There are some application *(wrong word choice, should be changed applications*), it can be use for learning something and know (*wrong word choice, should be changed knowing)* something. It is google chrome *(wrong capital letter, should be changed Google Chrome)* , in google chrome *(wrong capital letter, should be changed Google Chrome)*we can searching everything what (*wrong word choice, should be changed that)* we want, example (*Ineffective sentence, should be changed*

for example) like how to make something , we can learn it (*sentence 4 is irrelevant supporting sentence*). [5] But, you must following the step to have a good result.

Figure 4.6 Not complete/incomplete paragraph unity Text 6

Topic Sentence

[1] we know digital technology in this era is develop very fast, especially handphone or smartphone.....

[2] our smartphone has some application for learning if you are a students, it is good technology for you to learn something that you need. *for example* like youtube

[3] In youtube, you can watch a video about mathematics or how to count the algebra, and others. It is useful application for students.

[4] There are some applications it can be use for learning something and *knowing* something. It is *Google Chrome*, in *Google Chrome* we can searching everything *that* we want, *for example* like how to make something , we can learn it. (*sentence 4 is irrelevant supporting sentence*)

[5] But, you must following the step to have a good result

Concluding Sentence

Here should be the concluding sentences to conclude sentences)

Table 4.6 The score of unity coherence and grammar text 6

No	Paragraph Writing	The score of Paragraph
1	Unity	80
2	Coherence	80
3	Grammar	40
	Total	200: 3 = 66,7

$\frac{n}{N}$X 100 % $\frac{66,7}{100}$X 100 = 66,7

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

a) Topic Sentence : sentence 1

b) Relevant supporting sentence : sentence 2,3,5,6,7

c) Irrelevant supporting sentence : sentence 4

d) Concluding sentence : -

Based on the analysis, sentence 1 fast. *(wrong punctuation, should be change coma)* Especially *(wrong capital letter, should be change especially)*In smartphone *(adding punctuation, should be adding coma*), watching *(spelling error , should be changed watching)* . sentence 2 In *(without in)* Example (*Ineffective sentence, should be changed for example*. Sentence 3 youtube you *(adding punctuation, should be adding coma)*. Sentence 4 application *(wrong word choice, should be changed applications*), know (*wrong word choice, should be changed knowing),* google chrome *(wrong capital letter, should be changed Google Chrome)* , google chrome *(wrong capital letter, should be changed Google Chrome),* what (*wrong word choice, should be changed that)* , example (*Ineffective sentence, should be changed for example*), (*sentence 4 is irrelevant supporting sentence*). and concluding sentence is there was not concluding sentence So, based on it, the researcher categorized as **not complete paragraph unity.**

- **Coherence**

a) Key Nouns : digital technology, learning

- Repetition of key nouns : learning
- Wrong repetition of key nouns : -

b) Consistent pronouns : we,our,you

- In consistent pronouns : -

c) Transition signals : for example, in, but,

- In relevant transition signals : -

d) Logical order:

- Logical division Idea :

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

Based on the analysis, sentence 1 fast. *(wrong punctuation, should be change coma)* Especially *(wrong capital letter, should be change especially)* In smartphone *(adding punctuation, should be adding coma*), watching *(spelling error , should be changed watching)* . sentence 2 In *(without in)* Example (*Ineffective sentence, should be changed for example*. Sentence 3 youtube you *(adding punctuation, should be adding coma)*. Sentence 4 application *(wrong word choice, should be changed applications*), know (*wrong word choice, should be changed knowing),* google chrome *(wrong capital letter, should be changed Google Chrome)* , google chrome *(wrong capital letter, should be changed Google Chrome),* what (*wrong word choice, should be changed that),* example (*Ineffective sentence, should be changed for*

example), (*sentence 4 is irrelevant supporting sentence*) and concluding sentence is there was not concluding sentence So, based on it, the researcher categorized as not complete paragraph unity.

7. Teks 7 by N F V
SRN : 1701121185

My Campus IAIN Palangka Raya

[1] State Islamic Institute of Palangka Raya or we used to call it IAIN Palangka Raya is located in *(wrong preposition, should be changed at)* Islamic Center area, exactly at G. obos street. [2] IAIN Palangka Raya is the only one *(without one)* campus which is contituted *(spelling error, should be changed constituted)* by religious knowledge about Islam in Palangka Raya.[3] There are several study programs you can choose when you want to do registration to *(without to do registration to)* continue your study. [4] They are English Education, Arabic Language and literature, physic,Islamic banking and etc. [5] Beside that, State Islamic Institute of Palangka Raya also *(adding to be is, Palangka Raya is also*) includes to *(without includes to)* the most advanced campus in central Borneo Province (*sentence 5 is irrelevant supporting sentence*). [6] You can see from the building *(wrong word choice, should be change buildings)* which stands *(wrong word choice, should be change stand)* luxuriously. [7] Also *(adding transition signal and, and also),* the facility which can support teaching, learning process. [8] In addition, the fee is lower than the other campuses in Palangka Raya. [9] Although, the facility given here is more eduquate than others. [10] All in all, IAIN Palangka Raya is the most advanced campus (*sentence 10 is irrelevant supporting sentence*) .[11] All *(adding transition signal because, because all)* given here is better than other campuses and do support the teaching learning process.
(Concluding sentence did not coherence with topic sentence)

Figure 4.7 Not complete/incomplete paragraph unity Text 7

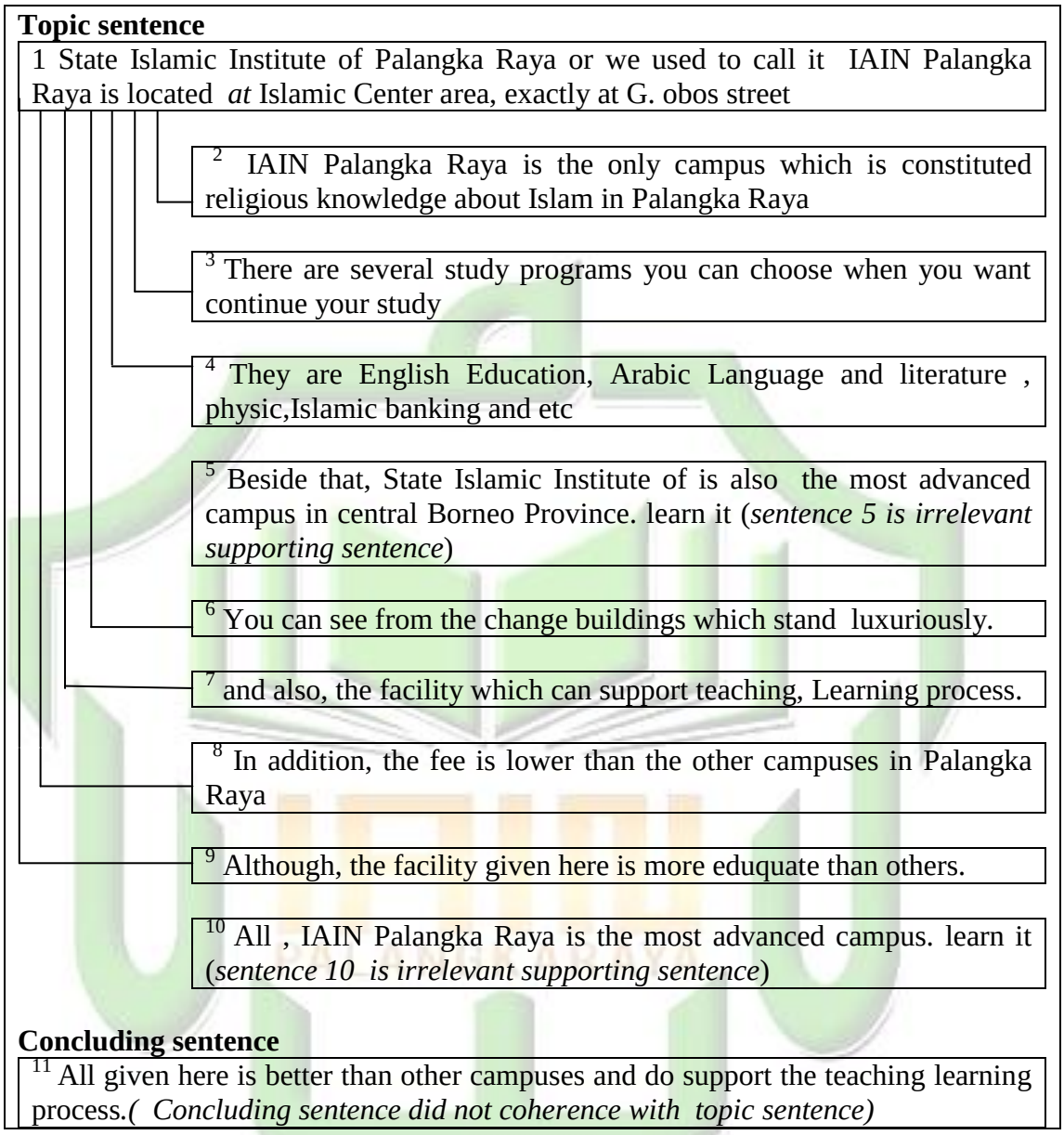

Table 4.7 The score of unity coherence and grammar text 7

No	Paragraph Writing	The score of Paragraph
1	Unity	60
2	Coherence	50

3	Grammar	80
	Total	190: 3 = 63,3

$\frac{n}{N}$X 100 % $\frac{63,3}{100}$X 100 = 63,3

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

a) Topic Sentence : sentence 1

b) Relevant supporting sentence : sentence 2,3,4,6,7,8,9

c) Irrelevant supporting sentence : sentence 5,10

d) Concluding sentence : 11

Based on the analysis, sentence 1 in *(wrong preposition, should be changed at)*. Sentence 2 one *(without one),* contituted *(spelling error, should be changed constituted)* . Sentence 3 to do registration to *(without to do registration to)*. Sentence 5 Palangka Raya also *(adding to be is, Palangka Raya is also*) includes to *(without includes to),* (*sentence 5 is irrelevant supporting sentence*). sentence 6 building *(wrong word choice, should be change buildings),* stands *(wrong word choice, should be change stand)* luxuriously. Sentence 7 Also *(adding transition signal and, and also),* sentence 10 , (*sentence 10 is irrelevant supporting sentence*) . sentence 11, All *(adding transition signal because, because all), (Concluding sentence did not coherence with topic sentence)* So, based on it, the researcher categorized as **not complete paragraph unity.**

- **Coherence**

a) Key Nouns : campus, teaching, learning

- Repetition of key nouns : campus,teaching, learning
- Wrong repetition of key nouns : -

b) Consistent pronouns : you,we,they

- In consistent pronouns : -

c) Transition signals : for example, in addition, beside that, although,all in all

- In relevant transition signals : -

d) Logical order:

- Logical division Idea :

Based on the analysis, paragraph above has some coherence devices device such as reputation of key nouns, and consistent pronouns, but it lost the other coherence devices like fully gives transition signal; 6 needs transition signals, beside that, the paragraph also did not have logically order to build logical paragraph, so, it can be said this paragraph is **not paragraph coherence.**

Based on the analysis, sentence 1 in *(wrong preposition, should be changed at)*. Sentence 2 one *(without one),* contituted *(spelling error, should be changed constituted)* . Sentence 3 to do registration to *(without to do registration to)*. Sentence 5 Palangka Raya also *(adding to be is, Palangka Raya is also*) includes to *(without includes to),* (*sentence 5 is irrelevant supporting sentence*). · sentence 6 building *(wrong word choice, should be change buildings),* stands *(wrong word choice, should be change stand)* luxuriously. Sentence 7 Also *(adding transition signal and, and also),* sentence 10 , (*sentence 10 is*

irrelevant supporting sentence) . sentence 11, All *(adding transition signal because, because all), (Concluding sentence did not coherence with topic sentence)* So, based on it, the researcher categorized as not complete paragraph unity.

8. Text by D R
SRN : 1701121196

My Campus IAIN Palangka Raya

[1] Campus is a place that *(without that)* used for education, *(wrong punctuation, should be change coma)* [2] every *(wrong capital letter, should be change Every)*students who graduate *(wrong word choice, should be changed graduates*) from senior high school will continue their study in campus. [3] I was graduation *(wrong word choice, should be changed graduated*) from senior high school 2 years ago. [4] Right now, I am on *(wrong preposition, should be changed in)* fourth semester on *(wrong preposition, should be changed at)* English Departement Student *(without student)* of IAIN Palangka Raya.[5] My campus IAIN *(adding punctuation, should be adding coma, My Campus, IAIN)* Palangka Raya located (adding to be is, is located) on G. obos street, it has six buildings (*Ineffective sentence, should be changed six many buildings*) ,Those are FTIK building, Syariah building, FEBI building, FUAD building, MIPA building and postgraduate building (*sentence 5 is irrelevant supporting sentence*). [6] My campus has one library, laboratory and one hall. [7] The library is complete, big, and has three floor *(wrong word choice, should be changed floors)*. [8] The laboratory also (*Ineffective sentence, should be changed is also)* clean,big, complete, and has three floor*(wrong word choice, should be changed floors)* too. [9] Hall (*Ineffective sentence, should be changed The hall)* at IAIN Palangka Raya is very big with large yard, *(wrong punctuation, should be changed point)* [10] so*(wrong capital letter, should be change So)*, my campus IAIN Palangka Raya has six buildings with beautiful view and located on G.Obos street, it has many buildings and the facilities are quite complete. *(Concluding sentence did not coherence with topic sentence)*

Figure 4.8 Not complete/incomplete paragraph unity Text 8

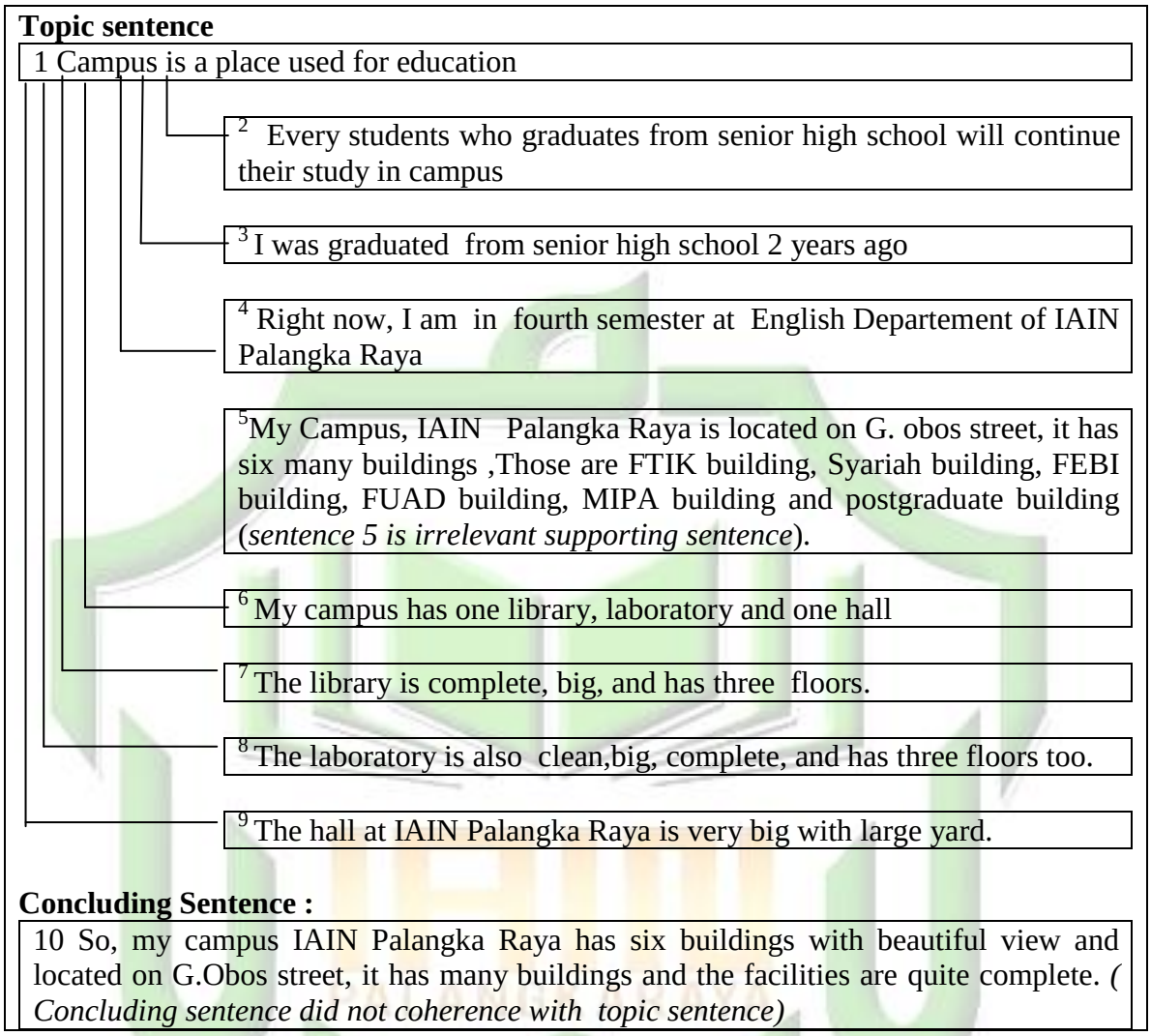

Table 4.8 The score of unity coherence and grammar text 8

No	Paragraph Writing	The score of Paragraph
1	Unity	60
2	Coherence	50
3	Grammar	80
	Total	190: 3 = 63,3

$\frac{n}{N}$X 100 % $\frac{63,3}{100}$X 100 = 63,3

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

a) Topic Sentence : sentence 1

b) Relevant supporting sentence : sentence 2,3,4,6,7,8,9

c) Irrelevant supporting sentence : sentence 5

d) Concluding sentence : sentence 10

Based on the analysis, sentence 1 that *(without that)* , *(wrong punctuation, should be change coma)* . sentence 2 every *(wrong capital letter, should be change Every)*graduate *(wrong word choice, should be changed graduates*). Sentence 3 graduation *(wrong word choice, should be changed graduated*) , sentence 4 on *(wrong preposition, should be changed in)* on *(wrong preposition, should be changed at),* Student *(without student, sentence 5* My campus IAIN*(adding punctuation, should be adding coma, My Campus, IAIN)* located (adding to be is, is located) , six buildings (*Ineffective sentence, should be changed six many buildings*) , (*sentence 5 is irrelevant supporting sentence*). Sentence 7 floor *(wrong word choice, should be changed floors)*. Sentence 8, also (*Ineffective sentence, should be changed is also),* floor*(wrong word choice, should be changed floors)*.sentence 9 Hall (*Ineffective sentence, should be changed The hall),* *(wrong punctuation, should be changed point* . sentence 10, so*(wrong capital letter, should be change So),(Concluding sentence did not*

coherence with topic sentence), So, based on it, the researcher categorized as **not complete paragraph unity.**

- **Coherence**

a) Key Nouns : campus, buildings

- Repetition of key nouns : campus,buildings
- Wrong repetition of key nouns : -

b) Consistent pronouns : who,I, it

- In consistent pronouns : -

c) Transition signals : so

- In relevant transition signals : -

d) Logical order:

- Logical division Idea :

Based on the analysis, paragraph above has some coherence devices device such as reputation of key nouns, and consistent pronouns, but it lost the other coherence devices like fully gives transition signal; 8 needs transition signals, beside that, the paragraph also did not have logically order to build logical paragraph, the paragraph above should in for into 2 parts because it has two keys ideas so, it can be said this paragraph is **not paragraph coherence.**

Based on the analysis, sentence 1 that *(without that)* , *(wrong punctuation, should be change coma)* . sentence 2 every *(wrong capital letter, should be change Every)*graduate *(wrong word choice, should be changed graduates*). Sentence 3 graduation *(wrong word choice, should be changed graduated*) , sentence 4 on *(wrong preposition, should be changed in)* on *(wrong preposition, should be*

changed at), Student *(without student, sentence 5* My campus IAIN*(adding punctuation, should be adding coma, My Campus, IAIN)* located (adding to be is, is located) , six buildings (*Ineffective sentence, should be changed six many buildings*) , (*sentence 5 is irrelevant supporting sentence*). Sentence 7 floor *(wrong word choice, should be changed floors).* Sentence 8, also (*Ineffective sentence, should be changed is also),* floor*(wrong word choice, should be changed floors).*sentence 9 Hall (*Ineffective sentence, should be changed The hall), (wrong punctuation, should be changed point* . sentence 10, so*(wrong capital letter, should be change So),(Concluding sentence did not coherence with topic sentence),* So, based on it, the researcher categorized as **not complete paragraph unity.**

9. Text By R S

SRN : 1701121219

My Campus IAIN Palangka Raya

[1] State Islamic Institute of palangka Raya is the one (*Ineffective sentences, should be changed a)* campus that (*Ineffective sentences, should be changed is a),* pride for moslem people. [2] There (*Ineffective word, should be changed it)* has many buildings for lecturer.[3] Beside that, the facilities in campus also *(adding to be are, are also)* very good and qualified. [4] All facilities can seen (*Ineffective sentences, should be changed can be seen)* on (*Ineffective word, should be changed from)* lecture (*Ineffective word, should be changed The)* buildings that *(adding to be are, that are)* complete with chairs and tables standard international *(wrong word order choice, should be changed international standard tables)* , television/LCD and another *(wrong word choice, should be changed other).* [5] Another lecture *(without*

lecture) buildings like (*Ineffective sentences, should be changed are)* library,lab,rector (*Ineffective sentences, should be changed rectorate)* ,lecturer room, and aduititorium. [6] All buildings have fasilities that qualified *(adding to be are, are qualified)* . Beside *(wrong word choice, should be changed besides)* from *(without from)* internal room very good. [7] This campus also have *(wrong word choice, should be changed has)* field football *(wrong word order choice, should be changed football field),* pool and parking lot. [8] This campus also have *(wrong word choice, should be changed has)* comfortable place because there is *(wrong to be, should be changed are)* many trees that make cool and fresh area *(wrong word order choice, should be changed area cool and fresh).* [9] The last, state Islamic institute of palangka Raya have *(wrong word choice, should be changed has)*many organization to help development (*Ineffective sentences, should be changed the development)* of student*(wrong word choice, should be changed students)* like train (without train)"Publik Speaking" because (*Ineffective sentences, should be changed training because)* no teached when lecturer. [10] So, very (*Ineffective sentences, should be changed it is very)* suitable if the campus IAIN Palangka Raya to be (*Ineffective sentences, should be changed is the)* prid *(wrong word choice, should be changed pride)* for moslem people.

Figure 4.9 The unity paragraph Text 9

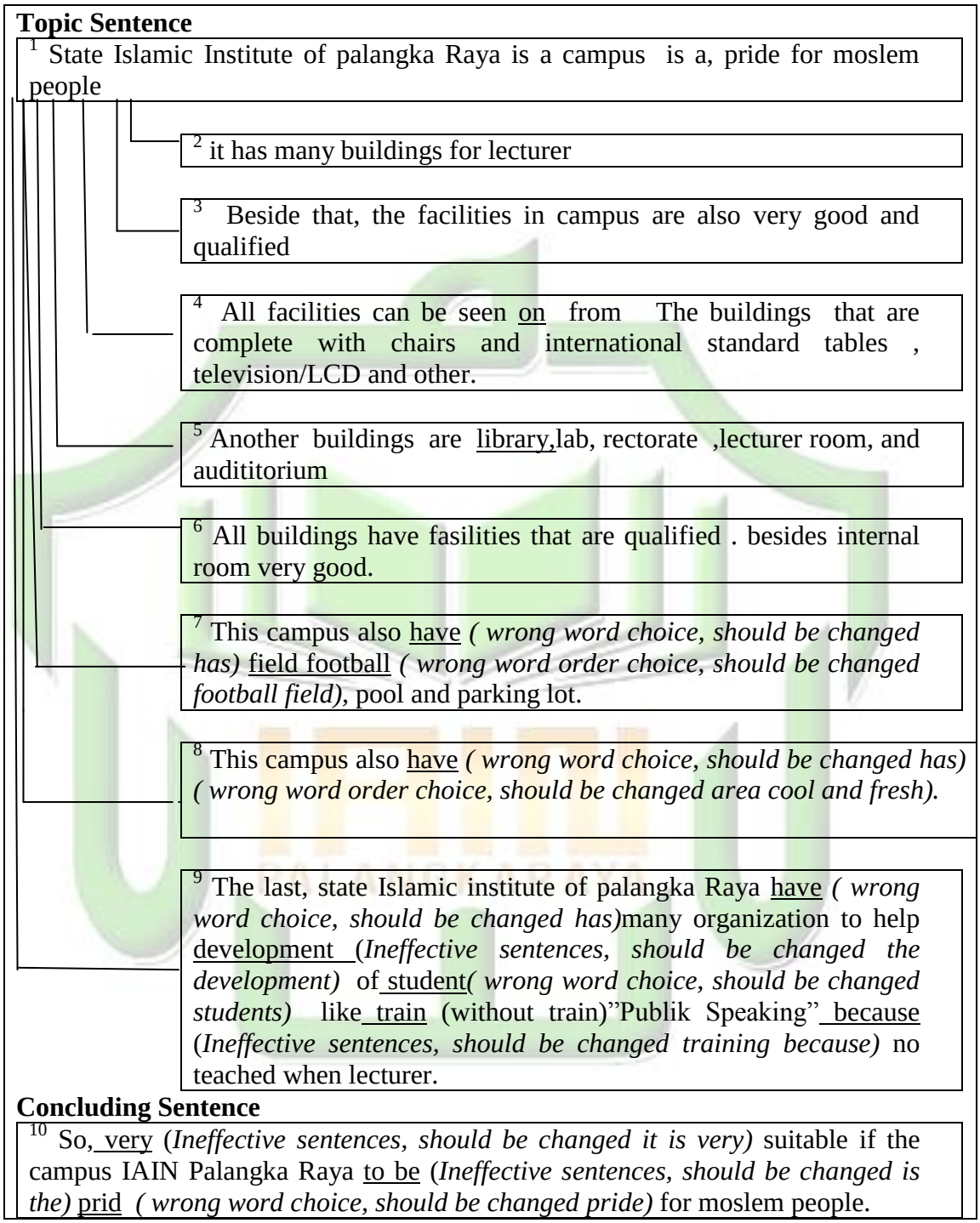

Table 4.9 The score of unity coherence and grammar text 9

No	Paragraph Writing	The score of Paragraph
1	Unity	75
2	Coherence	70
3	Grammar	40
	Total	185: 3 = 61,7

$\frac{n}{N}$X 100 % $\frac{61,7}{100}$X 100 = 61,7

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

a) Topic Sentence : sentence 1

b) Relevant supporting sentence : sentence 2,3,4,5,6,7,8,9

c) Irrelevant supporting sentence : -

d) Concluding sentence : sentence 10

Based on the analysis, Sentence 1 the one (*Ineffective sentences, should be changed a)* , that (*Ineffective sentences, should be changed is a),*Sentence 2, There (*Ineffective word, should be changed it).* Sentence 3 also *(adding to be are, are also).* Sentence 4 can seen (*Ineffective sentences, should be changed can be seen)* on (*Ineffective word, should be changed from)* lecture (*Ineffective word, should be changed The),* that *(adding to be are, that are),* tables standard international *(wrong word order choice, should be changed international standard tables)* , another *(*

wrong word choice, should be changed other). Sentence5 lecture *(without lecture)* like (*Ineffective sentences, should be changed are)* ,rector (*Ineffective sentences, should be changed rectorate)* . sentence 6 qualified *(adding to be are, are qualified)* . Beside *(wrong word choice, should be changed besides)* from *(without from)* . sentence 7, have *(wrong word choice, should be changed has)* field football *(wrong word order choice, should be changed football field),* . sentence 8 have *(wrong word choice, should be changed has,* is *(wrong to be, should be changed are)* many trees that make cool and fresh area *(wrong word order choice, should be changed area cool and fresh).* sentence 9, have *(wrong word choice, should be changed has),* development (*Ineffective sentences, should be changed the development)* , student*(wrong word choice, should be changed students)* train (without train), because (*Ineffective sentences, should be changed training because)* . sentence 10 So, very (*Ineffective sentences, should be changed it is very),* to be (*Ineffective sentences, should be changed is the)* prid *(wrong word choice, should be changed pride)* .So, based on it, the researcher categorized as **complete paragraph unity.**

- **Coherence**

  a) Key Nouns : campus, buildings

  - Repetition of key nouns : campus,buildings
  - Wrong repetition of key nouns : -

  b) Consistent pronouns : -

  - In consistent pronouns : -

c) Transition signals : beside that, all, another,the last, because

- In relevant transition signals : -

d) Logical order:

- Logical division Idea :

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

Based on the analysis, Sentence 1 the one (*Ineffective sentences, should be changed a)* , that (*Ineffective sentences, should be changed is a),*Sentence 2, There (*Ineffective word, should be changed it).* Sentence 3 also *(adding to be are, are also).* Sentence 4 can seen (*Ineffective sentences, should be changed can be seen)* on (*Ineffective word, should be changed from)* lecture (*Ineffective word, should be changed The),* that *(adding to be are, that are),* tables standard international *(wrong word order choice, should be changed international standard tables) ,* another *(wrong word choice, should be changed other).* Sentence5 lecture *(without lecture)* like (*Ineffective sentences, should be changed are) ,*rector (*Ineffective sentences, should be changed rectorate)* . sentence 6 qualified *(adding to be are, are qualified) .* Beside *(wrong word choice, should be changed besides)* from *(without from)* . sentence 7, have *(wrong word choice, should be changed has)* field football *(wrong word order choice, should be changed football field),* . sentence 8 have *(wrong word choice, should be changed has,* is *(wrong to be, should be changed*

are) many trees that make cool and fresh area *(wrong word order choice, should be changed area cool and fresh).* sentence 9, have *(wrong word choice, should be changed has),* development (*Ineffective sentences, should be changed the development)* , student*(wrong word choice, should be changed students)* train (without train), because (*Ineffective sentences, should be changed training because)* . sentence 10 So, very (*Ineffective sentences, should be changed it is very),* to be (*Ineffective sentences, should be changed is the)* prid *(wrong word choice, should be changed pride)* .So, based on it, the researcher categorized as **complete paragraph unity.**

10. Text 10 by F H
SRN :1701121205

Digital Technology In learning

[1] Technology is always increasing on *(wrong preposition, should be changed in)* a period of time.*(Topic sentence did not coherence with concluding sentence).* [2] Technology help (*Ineffective sentence, should be changed helps)* us to do something in communication, transportation, learning, and so on. [3] As a millennial in this era, we have (*Ineffective sentence, should be changed have been)* given opportunity(*Ineffective sentence, should be changed the opportunity)* to feel the complete (*Ineffective sentence, should be changed experience advanced)* facilities that help us in learning. (*sentence 3 is irrelevant supporting sentence*). [4] For the example, when we learn English Language *(without language),* we need to find the meaning of word. [5] We do not need (*adding to, need to)* opening *(wrong word choice, should be changed open*) dictionary. [6] In *(wrong preposition, should be changed At)* this time, we can install the *(wrong article, should be changed an)*application of online dictionary, digital technology in learning had been (*Ineffective sentence, should be changed had also been)* serving (*Ineffective word, should be*

changed offering) to another materials *(wrong word choice, should be changed material).* [7] One of them is podcast. Podcast is audios that *(without that)* contained *(wrong word choice, should be changed containing* by the *(without by the)* conversation, story, news for *(adding etc, etc for)* improving our listening skill.[8] In conclusion, digital technology is very useful to students in learning and improving knowledge.

Figure 4.10 Not complete/incomplete paragraph unity Text 10

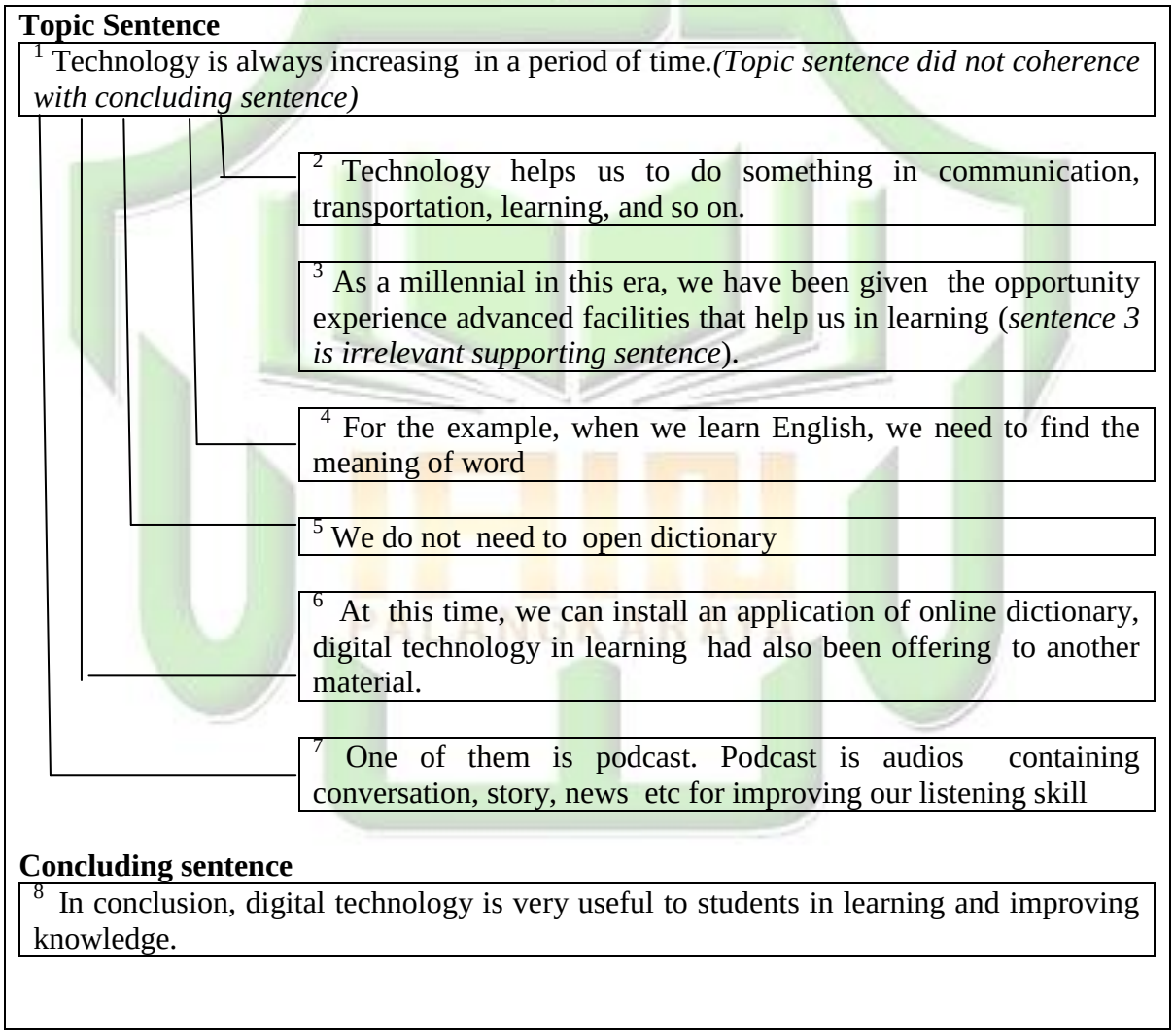

Table 4.10 The score of unity coherence and grammar text 10

No	Paragraph Writing	The score of Paragraph
1	Unity	60
2	Coherence	50
3	Grammar	70
	Total	180: 3 = 60

$\frac{n}{N}$X 100 % $\frac{60}{100}$X 100 = 60

Note : n : the total number of each score of paragraph

N : the total number of all score of paragraph

- **Unity**

a) Topic Sentence : sentence 1

b) Relevant supporting sentence : sentence 2,4,5,6,7

c) Irrelevant supporting sentence : sentence 3

d) Concluding sentence : sentence 8

Based on the analysis, sentence 1, on *(wrong preposition, should be changed in) .(Topic sentence did not coherence with concluding sentence)*.sentence 2, help (*Ineffective sentence, should be changed helps)* sentence 3, have (*Ineffective sentence, should be changed have been),* opportunity(*Ineffective sentence, should be changed the opportunity)* to feel the complete (*Ineffective sentence, should be changed experience advanced),* (*sentence 3 is irrelevant supporting sentence*). Sentence 4, Language *(without language)* . Sentence 5 need (*adding to, need to)*

opening *(wrong word choice, should be changed open*) . sentence 6 In*(wrong preposition, should be changed At),*the *(wrong article, should be changed an),* had been (*Ineffective sentence, should be changed had also been)* serving(*Ineffective word, should be changed offering)* ,materials *(wrong word choice, should be changed material).* Sentence 7 that *(without that)* contained *(wrong word choice, should be changed containing* by the *(without by the)* , for *(adding etc, etc for),* So, based on it, the researcher categorized as **not complete paragraph unity.**

- **Coherence**

a) Key Nouns : digital ,technology, learning

- Repetition of key nouns : digital, technology, learning
- Wrong repetition of key nouns : -

b) Consistent pronouns : us,we,

- In consistent pronouns : -

c) Transition signals : not only, for the example, one of them,in conclusion

- In relevant transition signals : -

d) Logical order:

- Logical division Idea :

Based on the analysis, paragraph above has some coherence devices device such as reputation of key nouns, and consistent pronouns, but it lost the other coherence devices like fully gives transition signal; 4 needs transition signals, beside that, the paragraph also did not have logically order to build logical paragraph, the paragraph above should in for into 2 parts because it had writing two

keys ideas so, it can be said this paragraph is **not paragraph coherence.**

Based on the analysis, sentence 1, on *(wrong preposition, should be changed in).(Topic sentence did not coherence with concluding sentence).*sentence 2, help (*Ineffective sentence, should be changed helps)* sentence 3, have (*Ineffective sentence, should be changed have been),* opportunity(*Ineffective sentence, should be changed the opportunity)* to feel the complete (*Ineffective sentence, should be changed experience advanced),* (*sentence 3 is irrelevant supporting sentence*). Sentence 4, Language *(without language)* . Sentence 5 need (*adding to, need to)* opening *(wrong word choice, should be changed open*) . sentence 6 In*(wrong preposition, should be changed At),* the *(wrong article, should be changed an),* had been (*Ineffective sentence, should be changed had also been)* serving (*Ineffective word, should be changed offering) ,* materials *(wrong word choice, should be changed material).* Sentence 7 that *(without that)* contained *(wrong word choice, should be changed containing* by the *(without by the)* , for *(adding etc, etc for)*. So, based on it, the researcher categorized as **not complete paragraph unity.**

B. Discussion

There were 10 students products which analyzed 2 students wrote paragraphs unity, 7 students wrote paragraph not complete / incomplete unity and 1 student wrote paragraph without unity and from 10 students 5 students

wrote paragraph coherence, 2 students wrote paragraph not complete/ incomplete coherence, 3 students wrote paragraph without coherence.

1. The unity and coherence of paragraphs

This part will explain the unity of paragraphs writing that conducted by the EFL students of IAIN Palangka Raya. After collecting data, it was found that there were some mistake in composing the paragraphs. The mistakes were classified based on the characteristic of paragraph unity and coherence. Further, in this analysis the researcher was classified in to three categories of each paragraph. Those are unity, incomplete, and not unity.

2. Paragraph Not Complete/Incomplete unity and coherence

Meanwhile, some students wrote the paragraph has incomplete unity and coherence. They missed some aspects in unity and coherence, they did not write relevant supporting sentence and or they did not write relevant concluding sentence adequantely. Even, they did not write the topic sentence clearly.

3. Paragraph without unity and coherence

Moreover, there are some students who wrote the paragraphs without unity and coherence. They missed the aspect unity. They did not write the topic sentence, relevant supporting sentence and concluding sentence adequately.

4. Problems in writing paragraphs unity and coherence

Based on the analysis there are problems in writing paragraphs, Students fell difficult to write unitedly and coherently, especialy when trying to arrange sentences in their writing because many factors and such as writing sentences which are incomplete/not unity and coherence.

1. The students writing did not coherence and ideas in paragraph not connected.
2. Topic sentence did not coherence with supporting sentence or concluding sentence.
3. The students did not write the structure of paragraph completely and clearly.
4. The writing had two main ideas and not coherence.
5. Main idea held in the middle of the paragraph, preferably the paragraph split in two parts because it has different main idea.
6. The main idea or supporting sentence is not developed.
7. The sentence is too long and not coherence the sentence where can be divided into two or three parts.
8. Topic sentence is irrelevant which make paragraph not unity.
9. Concluding sentence is irrelevant and need more explanation and make incomplete unity.
10. There was not concluding sentence which make paragraph incomplete unity.
11. In conclusion did not assert his the topic sentence.
12. It did not have transition signals and make paragraph not coherence.
13. Error grammar, error spelling, wrong word choice, error punctuation, error capital letter, error word order, wrong article, wrong sentence choice and inffective sentence.

Previous research by Nurhayati (2017) getting result the unity of the paragraph that conducted by the second semester students of English Educational Department of IAIN Ponorogo is less, it has been proven based on the analysis from 24 students only 12 students wrote paragraphs unity and the rest 11 students wrote paragraphs incomplete unity, and 1 student wrote paragraph without/not

unity. She also getting result the coherence of the paragraph that conducted by the second semester students of English Educational Department of IAIN Ponorogo is less, it has been proven based on the analysis from 24 students only 1 student wrote paragraphs coherence and the rest 20 students wrote paragraphs incomplete coherence, and 3 students wrote paragraph without/not coherence

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

A. Conclusion

Based on the finding and discussions from the chapter, the researcher draws conclusions as follow:

1. The unity of Paragraph is Less

Based on the analysis the unity of the paragraphs writing that conducted by EFL students of IAIN Palangka Raya is less. Moreover, the most problems in arrange the paragraphs unity are the EFL students of IAIN Palangka Raya did not write the structure of paragraph completely and clearly. Sometimes, they wrote the topic sentence too general or too specific. The good topic sentence states the topic and controlling idea of the paragraph. The topic sentence the most general statement in the paragraph because it gives only the main idea. It does not give any specific detail. In addition, the good paragraphs have only one topic sentence. Beside that, sometimes the students did not write the supporting sentences or concluding sentences fully and adequately, even not at all.

2. The coherence of paragraph is Good enough.

Based on the discussion the coherence of the paragraphs writing that conducted by EFL students of IAIN Palangka Raya is Good enough. It has been

proven based on the analysis 5 students wrote paragraphs coherence. The most problems in arrange the paragraphs coherence are, the student of EFL students of IAIN Palangka Raya did not have transition signal make not coherence, the writing had two main ideas and not coherence, the sentence is too long and not coherence the sentence can divided into two or three parts. In addition, the coherence paragraph is achieved when sentences and ideas are connected and flow together smoothly. Beside that, sometimes the students did not write coherence and ideas in paragraph not connected.

B.Suggestions

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

1. For the Students

The students should do more exercises particularly to write the good paragraphs. Therefore, students could apply the rules in arrange good paragraphs then secure the unity in their writing. The study is expected to give an input to EFL students of IAIN Palangka Raya to improve their English Writing paragraph. The should read more literature related with the structure of paragraphs and characteristics of good paragraph especially in the unity in the paragraph writing to get more understand about it. The ability to develop good paragraphs enables the students to make a good writings.

2. For the Lecture

This study is expected to give a contribution to English Lecture, particularly English Lecture of IAIN Palangka Raya, better to give more exercise to recognize the structure of paragraphs completely for the students. To support of the theories about of error analysis in writing paragraph. Practically, the result of this study could give

insight about and how to solve the errors in writing paragraph. The lecture better to give more exercise in apply the unity in paragraph writing and give more explanation in order to make students understand and mastery about the unity in paragraph. Besides that, the lecture could apply varieties method in teaching learning process in order to make students interested.

3. For the Reader

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

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