STUDENTS' ABILITY IN WRITING EXPOSITORY PARAGRAPH

(A Descriptive Research Design At The 3th Semester Of English Department Unismuh Makassar)

A THESIS

By

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirement for the Degree of English Department

Ardhien Randhie Ra'uuf

1053 5655 615

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2022

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web   : bg.fkip.unismuh.ac.id

بِسْــمِ اللّٰـهِ الرَّحْمٰنِ الرَّحِيْــمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Ardhien Randhie Ra'uuf**, NIM **10535655615**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 239 Tahun 1443 H/ 2022 M, tanggal 21 Rajab 1443 H/ 22 Februari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin 28 Februari 2022**.

Makassar, <u>27   Rajab   1443   H</u>
28   Februari 2022 M

Panitia Ujian:

1. **Pengawas Umum** : Prof. Dr. H. Ambo Asse, M.Ag   (.................)

2. **Ketua** : Erwin Akib, M.Pd., Ph.D.   (.................)

3. **Sekretaris** : Dr. Baharullah, M.Pd.   (.................)

4. **Dosen Penguji** : 1. Hj. Sulfasyah, S.Pd., M.A., Ph.D   (.................)

    2. Dr. Farisha Andi Baso, S.Pd., M.Pd.   (.................)

    3. Dr.Syamsiarna Nappu, M.Pd   (.................)

    4. Dzur Rif'ah Mahmudah, S.Pd.,S.Psi., M.Pd.   (.................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

| Terakreditasi Institusi

بِسْــــمِ اللَّـه الرحمن الرحيـــم

APPROVAL SHEET

Tittle	:	**STUDENTS' ABILITY IN WRITING EXPOSITORY PARAGRAPH (A Descriptive Research Design At The 3th Semester Of English Department Unismuh Makassar)**
Name	:	**Ardhien Randhie Ra'uuf**
Reg. Number	:	**10535655615**
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 28 Februari 2022

Approved By,

Consultant I   Consultant II

Dr. Syamsiarna Nappu, M.Pd.   **Yassir Mallappiang, S.Pd., M.Pd**
NIDN. 0912117209   NIDN. 0902017902

Dean of FKIP   Head of
Makassar Muhammadiyah University   English Education Department

Erwin Akib, M.Pd., Ph.D.   **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM. 860 934   NBM. 977 807

| Terakreditasi Institusi
BAN-PT

بســم اللـه الرحمن الرحيــم

COUNSELLING SHEET

Name	:	ARDHIEN RANDHIE RAUUF
NIM	:	10535655615
Department	:	Pendidikan Bahasa Inggris
Title	:	**STUDENT'S ABILITY IN WRITING EXPOSITORY PARAGRAPH (A Descriptive Research Design At The 3TH Semester Of English Department UNISMUH MAKASSAR**
Consultant II	:	Dr. Syamsiarna Nappu, M.Pd

Day / Date	Chapter	Note	Sign
Tuesday 28-12-2021		'Revise the findings Sub topics and explanation - Revise the conclusion - Make Abstract and Acknowledgement	
Tuesday 12-1-2022		ACC	

Makassar, Desember, 2021
Approved by,
Head of English Education Department

15-1-2022

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 860 934

| Terakreditasi Program Studi B

ii

بِسْـــمِ اللـه الرحمن الرحيــم

COUNSELLING SHEET

Name	:	**ARDHIEN RANDHIE RAUUF**
NIM	:	**10535655615**
Department	:	Pendidikan Bahasa Inggris
Title	:	**STUDENT'S ABILITY IN WRITING EXPOSITORY PARAGRAPH (A Descriptive Research Design At The 3TH Semester Of English Department UNISMUH MAKASSAR**
Consultant II	:	**Yasser Mallapiang,SS., M.Pd**

Day / Date	Chapter	Note	Sign
31/12/2021	IV-V	- Findings - Abstract - Acknowledgement - Discussion - Suggestion	
14-1-2022	I-V	Acc	

Makassar,   Desember, 2021
Approved by:
Head of English Education Department

5-1-2022

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 860 934

iii

SURAT PERNYATAAN

Nama   : Ardhien Randhie Ra'uuf

NIM   : 10535 6556 15

Program   : English Education Department

TITLE   : Students' Ability in Writing Expository Paragraph (A Descriptive Research Design at the 3th Semester of English Department Unismuh Makassar)

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar,   Januari 2022

Yang membuat pernyataan

Ardhien Randhie Ra'uuf

iv

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMDIYAH MAKASSAR

Nama   : Ardhien Randhie Ra'uuf

NIM   : 10535 6556 15

Program   : English Education Department

TITLE   : Students' Ability in Writing Expository Paragraph (A Descriptive Research Design at the 3th Semester of English Department Unismuh Makassar)

Dengan ini menyatakan perjanjian sebagai berikut:

1) Mulai dari penyusunan proposal sampai dengan selesai skripsi saya, saya akan menyusun sendiri skripsi saya.

2) Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.

3) Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.

4) Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   Januari 2022

Yang membuat perjanjian

Ardhien Randhie Ra'uuf

MOTTO
"Don't Give Up On Your Dreams. Keep Sleeping"

DEDICATION
Thanks to Allah SWT, the greatest of everything. Our messenger, Muhammad SAW who has guided us from the darkness to the brightness. For all the achievement that I have now and especially of this thesis I dedicated for my beloved parents, my family, my friends and all the people who love and pray for me. Thank you so much.

ABSTRACT

Ardhien Randhie Ra'uuf 2022. Students' Ability in Writing Expository Paragraph (A Descriptive Research Design at The 3th Semester of English Department Unismuh Makassar). A Thesis of English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Syamsiarna Nappu and Yasser Mallappiang.

This research aimed to know the students ability of the third semester of English Department of FKIP UNISMUH MAKASSAR to develop good paragraphs. The subjects of this research was the third semester students especially B class that was consisted 20 students from Muhammadiyah University of Makassar in academic years 2020/2021. The research design was descriptive quantitative. The instrument of this research was a writing test (write a paragraph).

The result of the data indicated that, the third semester of S1 students especially B Class of English Department of FKIP UNISMUH MAKASSAR has "good" ability to develop expository paragraphs that possess unity, completeness, order and coherence. The students' mean score of four qualities of the paragraphs is 27.20, the minimum is 24, maximum is 30 and standard deviation is 1.989. Thus, the students are able to develop paragraph having good unity, completeness, order and coherence.

Keyword   : Writing, Expository Paragraph, Unity, Completeness, Order Coherence.

ABSTRACT

Ardhien Randhie Ra'uuf 2022. Students' Ability in Writing Expository Paragraph (A Descriptive Research Design at the 3th Semester of English Department Unismuh Makassar). Sebuah tesis dri jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Syamsiarna Nappu and Yasser Mallappiang.

Penilitian ini bertujuan untuk mengetahui kemampuan dari mahasiswa semester 3 Pendidikan Bahasa Inggris FKIP UNISMUH Makassar dalam mengembangkan paragraf yang baik. Subjek dari penilitian ini adalah mahasiswa semester tiga khususnya kelas B yang terdiri dari 20 mahasiswa. Desain penilitian yang digunakan yaitu kuantitatif deskripsi. Instrumen penilitian yang digunakan adalah tes menulis (menulis paragraf).

Hasil dari data menunjukan bahwa, mahasiswa semester 3 khususnya kelas B memiliki kemampuan yang baik dalam mengembangkan paragraf ekspositori yang memiliki kesatuan, kelengkapan, susunan dan koherensi. Nilai rata – rata mahasiswa dalam 4 kualitas paragraf adalah 27.20, nilai minimalnya adalah 24, nilai maksimalnya adalah 30 dan standar devisiasinya adalah 1.989. Jadi, siswa mampu mengembangkan paragraf yang memiliki kesatuan, kelengkapan, susunan dan keherensi yang baik.

Kata Kunci: Menulis, Paragraf Ekspositori, Kesatuan, Kelengkapan, Susunan, Koherensi.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْم

In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah, the researcher expresses thank you so much for the gratitude Allah SWT for blessing and mercy for the researcher during the processing until the finishing of the thesis. Shalawat and salam are sent to the our last messenger, the Prophet Muhammad SAW, who has guided us from the darkness to the brightness. In writing this thesis, the researcher finds many difficulties, so the researcher realize that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gives spirit, advice, suggestion, and helping.

My highest appreciation and deepest thankful to my beloved parents, my father Ramodding and my mother Arianthie, they always give me spirit and motivation. And all of my family thank you so much for their attention, support and their love.

I thanks to my amazing consultant Dr. Syamsiarna Nappu, M.Pd and Yasser Mallappiang, SS., M.Pd for their guidance, patient, invaluable clear perspective, valuable time, professional expertise and all motivation along the process this thesis.

The researcher realize that many people had given their helps and useful suggestion for the finishing this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the researcher would like to express this appreciation and sincere thanks to:

1. Prof. H. Abd. Ambo Asse, M.Ag as rector of Muhammadiyah University of Makassar.

2. Erwin Akib, S. Pd., M. Pd., Ph.D as dean of Teacher Training and Education Faculty.

3. Dr. Ummi Khaerati Syam, S. Pd., M. Pd, the head of English Education Department of FKIP Unismuh Makassar, who gave me valuable authorities on doing this thesis.

4. The staff and all lecture of the FKIP UNISMUH, especially to the English Department's lectures who had being taught me for many years.

5. Dr. Nunung Anugrawati S.Pd., M.Pd as the lecture at the B class of English Department of FKIP UNISMUH MAKASSAR for helping me to accomplish this thesis and also for supporting me.

6. My beloved friends and especially for my Waifu Fajri Nur Insani for helping and supporting me.

7. All members of my classmate, Immortal class. We fight, laugh, feel stress and many things else together.

8. My friends in EDSA, thanks for the experience and the knowledge.

9. People that could not be mentioned one by one, may Allah SWT bless us forever.

Makassar,   Januari 2022

Ardhien Randhie Ra'uuf

LIST OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Basically, English teaching in Indonesia gives emphasis on the teaching of reading, listening, speaking and writing. The teaching of the four skills has been done from Junior High School to some Universities. English language teaching in multilingual of Indonesia can be traced back to Dutch colonial history (Gandana, 2014:229; Mistar, 2005:75). The teaching of English itself in Indonesia started in 1900s to students in *Meer Uitgebreid Lager Onderwijs* (MULO), or Junior High School for elite class. Indonesian as a compulsory subject in addition to Dutch Mistar (2005:76).After independence, the Indonesian government chose English as the *first foreign language* not Dutch (the longest colonizer's language) because Dutch was considered as a colonial language and "it did not have international stature" Dardjowidjojo (2000: 23). Even english is chosen as the first foreign language taught in Indonesia schools; however, the result of the English teaching in Indonesia is still very low.

This is mostly caused by some inadequate result of English skills teaching. Among the four language skills to be taught, writing is the most inadequate result of language skill teaching in many Indonesian universities, especially in UNISMUH Makassar. It is also considered as the most complicated language skill to be learned, compared to other language skills. Despite the fact, writing skill learning holds an important role in studying foreign languages,especially in studying English.

1

Furthermore, writing is an activity where students must have the ability to compose meaningful information, so the readers would be easily understand. Septiani (2018:18) say in writing process students involve thinking skill and creative skill. The students appeared to have many problems when write in English. As terrible said that for the moment students accept that writing is a language skill which is difficult to acquire. Furthermore, one in which relatively few people required to be expert. It means writing is difficult skills, because the writer needs skills on how to write words correctly how to put and arrange those words. Into sentences which are supposed to be meaningful according grammatical rules.

Based on the standard competencies and basic competencies recommended by the government there are some types of texts in writing which have to be taught in Senior High School, they are: report, narrative, and analytical exposition. Each text has different characteristics, from the social function, generic structure, and lexical features in this research. In this case, the teacher has to be able to teach each text in English. As a teacher, teaching English is not an easy job but it is one that is needed and can be useful when the teacher look at the development of students and knowing that teacher have helped to make it happen.

Writing is productive skill to communicate to a group or group of readers. Texts are directed and patterned to serve the author's purpose. Analytical Exposition is a text type of content that reported the thesis, arguments, and reiteration. The purposes are to persuade by presenting arguments and to analyze or explain "how" and "why". Analytical Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the

idea is important matter, and to analyse the topic that the thesis/opinion is correct by developing an argument to support it. That is why Analytical Exposition text is one of common text types that used in writing, writer needs to know the ways how to produce a good writing, for instance, writing a composition is a piece of writing which is made up of several paragraphs. In other words, several paragraphs form a composition.

Paragraph is the basic unit of writing in which it determines whether our writing is qualified or not. This means that if a person can write a good paragraph, he also has a potential to write a good composition. A good composition its paragraphs has a main idea, sufficient supports, and well-arranged sentences will be understood easily by readers. On the contrary, if the paragraphs are disunited, incomplete, disordered and incoherent the readers will have a great difficulty to understand it or follow the writer's ideas.

As far as the writer's library observation about the students ability to develop or write good paragraphs he found less empirical data on paragraph writing. For this reason, the writer would like to investigate the ability of the graduated students of English Department of FKIP UNISMUH MAKASSAR.

B. Problem Statement

Based on the background of the research the writer formulates as follow:

Are the students able to develop paragraphs having good unity, completeness, order, and coherence?

C. Objective of the Research

The main objective of this research is to know the ability of the third semester of graduated students of English Department of FKIP UNISMUH Makassar to develop good paragraphs. This objective is reached through the fulfilment of four sub-objectives as follow:

The developing of students' ability to paragraphs having good unity, completeness, order, and coherence.

D. Significance of the Research

The result of this research is expected to useful for both instructors and students. For instructors, they will realize their weaknesses in teaching and then find out the right way to overcome the weaknesses. For students they can see their own ability to develop good paragraphs.

E. The Scope of the Research

The research limits itself scopes on the ability of the third semester of graduated students of English Department of FKIP UNISMUH MAKASSAR to develop expository paragraphs that possess good unity, completeness, order, and coherence. There are four types of writing composition namely narrative, descriptive, argumentative and expository composition. Expository composition is compositions that expose or explain main thought for enlarging the readers' knowledge of the composition. The characteristics of analytical expositiom text is using relational process, internal conjunction, causal conjunction, simple present tense, compound and complex sentence, and use word that link argument, such as firstly, secondly, and reasoning through causal counjunction, such as in addition, furthermore, however, therefore. Thus, the students in developing a main idea used expository details. The writer selects this supporting details in developing paragraph is in order to train the students to expose or explain something to other people so that the other people get new knowledge. It is expected that the students can be expository writers in the next time.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

The researcher reports several studies paragraph writing in students, some researchers finding are briefly as follow:

1. Irwan (2018), they explained the purpose of this study is to analyze the ability of students in writing an analytical exposition text. This research focused on how is the students' ability in writing the thesis statement, argumentation, organization and writing and the use of evidence of analytical exposition text. The result of this study there are four students who are in excellent level, five students in proficient level, ten students in fair level, and one student in inadequate level. Overall, the ability of third semester English Department students of UNIVERSITAS NEGERI PADANG is in proficient level. To collect data, the students were asked to choose one of the three topics provided to write and their ability in writing analytical exposition text were analyzed by using the scoring rubric of analytical exposition text that contains of four aspects, thesis statement, argumentation organization and writing, and the use of evidence. The population of this research is third semester English department of UNIVERSITAS NEGERI PADANG, and the sample was from educational class, it was K-3 class which consists of 20 students.

2. Siregar (2018), she explained that this study is to encourage students confidently express their ideas in writing process and to measure students'

improvement especially in writing skill. The result of this study referring to five expository text structures, the writer implemented those five as instruments in conducting the research. This five kind of text structures were given to her students as writing exercise in class. In conducting the research, the researcher wanted to describe a long process of students increasing writing skill which leading to a detail understanding of students, comprehension and needs to improve their writing skill. Descriptive qualitative method was implemented in this research since writing is considered as the most difficult skill among four language skill (listening, speaking, reading, writing) so it will take longer time to be analyzed. The population of this research was Economics Students at UNSWAGATI. The sample of the research was 30 students. The research was conducted from November 2017 to February 2018.

3. Nurhayati (2017), the important elements of good paragraphs are unity, coherence in paragraph writing. But sometimes the students fell difficult to write unitedly and coherently. That is why the researcher is interested to conduct the research based on the following problems. This study is aimed at analyzing the unity and coherence of the paragraph in the second semester students of English Department of IAIN PONOROGO in academic year 2016/2017. The result of this research showed that unity of the paragraph writing that was conducted as follows 12 students wrote paragraph is unitedly. And just I student wrote unity at all. While the coherence of the paragraph writing that was conducted for students showed that were 2 students wrote paragraph squinty, 20 students wrote paragraph coherently, and just I student

wrote paragraph not coherently at all. This study used qualitative using documentation in collecting data, and content analysis in analyzing data. The objects of this research were 24 students. To analyze data, the researcher used data reduction, data display, and conclusions drawing/verification.

Based on the result of previous related findings above, the researcher concluded that the three researcher have similarity and dissimilarity. The similarity of the research focus on writing skill, and dissimilarity of the researcher is the researcher focus to develop expository paragraphs that possess good unity, completeness, order, and coherence of the third semester graduated students of English Department of FKIP UNISMUH Makassar.

B. Concepts of Writing

Writing plays an important role in the curriculum of learning English, especially for college students. According to Kriszner and Mandell (2011:3) state that writing is a process, a life skill, and a series of steps to express the personal ideas. Writing can be a single paragraph, an essay, a short paper, a journal, a proposal, and report.

1. Definition of writing

According to Harmer (2004:31), writing is a way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. It means that writing is a

way to produce language that comes from our thought. The idea, felling or opinion produce based on writer activity was done.

There are some factors which influence successful writing. Kellogg (2001:43) argued that successful writing depends on the ability of the writer to retrieve and apply relevant procedures, schemas, facts and episodes through working memory. Writing requires the writers to follow certain rules and procedures to meet the standard of good writing composition. In addition, writing also requires them to consider how the ideas are elaborated and connected one another.

There is no more reason to consider writing as less important than the other language skills.

The usefulness of writing is as stated by Hairston (1986: 2) as follows:

1. Writing is a tool for discovery. We stimulate our thought processes by the unconscious minds.

2. Writing generates new ideas by helping us to make connections and see relationships.

3. Writing helps us to organize our ideas and clarify concepts. By writing downs ideas we can arrange them in coherent form.

4. Writing helps us to absorb and process information, when we write about a topic, we learn it better.

5. Writing enables us to solve problem; by putting the elements of the problem into written forms, we can examine and manipulate them.

6. Writing on a subject makes us active learners rather than passive receivers of information.

Understanding the usefulness of writing stated above, writer needs to know the ways how to produce a good writing, for instance, writing a composition is a piece of writing which is made up of several paragraphs. In other words, several paragraphs form a composition.

2. Genre of writing

Dirgeyasa (2014:17), genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used. There are various genres of text: Narrative, Descriptive, Procedure, Recount, Explanation, Analytical Exposition, Hortatory Exposition, Report, Anecdote, Spoof, Review, and News.

From the variety of genres above, the writer will choose the genre of Analytical Exposition to be applied in writing

C. Definition of Analytical Exposition Text

According to Affan (2015:2), exposition text is a text that discussed an issue or a problem. Exposition text can be divided into two types; they are analytical and hortatory text. Analytical exposition is a text which is not accompanied by suggestion, but hortatory exposition text is a text which is accompanied by suggestion about an issue or something that should or not to do.Rosa, Muryanti, Mulia in Affan

(2015:2), analytical exposition is used to persuade the readers that the idea that the idea is important matter. It means that this text has influencing process to bring the readers to do or to do not something relate to case is happening. In this text, the researcher thinks that analytical exposition text is a text which is telling about the writer's explanation text about the case.Pardiyono (2007:222), the rhetorical structure of analytical exposition text are thesis contains a writer's statement of his or her position about certain a topic or problem, argument contains description of facts to support his or her statement in the thesis, reiteration contains a brief conclusion or resume related to his description to convince that what is stated in the thesis is acceptable, or correct reasonably.

Based on several explanation above the writer conclude that analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

D. Theoretical Concepts of a Paragraph

Basically, paragraph is derived from the words *para* and *graphein*. *Para* means beside, and *graphein*means the writing. In this sense, paragraph refers to a piece of writing in which the paragraph starts to indicate to the reader that a new kind of material will come soon (west, 1980:5). Most of the writing that you will be asked to do in college will be in the form of paragraphs. A paragraph consists of several related sentences that deal with a single topic, or an aspect of a topic. Paragraphs may

stand alone, as in the case of responses to questions on examinations. Usually, however, paragraphs are parts of longer pieces of writing, such as essays, reports, and term papers. In such cases, paragraphs help your reader by breaking down complicated ideas into manageable parts and relating each part to the main idea or thesis of your composition (Mary & Robert 2010:7).

The pressing question now is "Does" every group of sentences set off on a page of text by spacing or indentation conveys a complete unit of thought?" In fact, such marked units do not always convey the total amount of information on a given subject for a certain purpose, rather this amount of information is presented in a series of two or more groups of sentences marked on a page of a text by spacing or indentation in which are so called paragraphs. This definition often confuses the students because it conveys two distinctive things, though, interrelated nations. The first "a group of sentences forming a complete thought" is a conceptual nation, and the second "marked on a page of a text by spacing or indentation" is physical nation.

To gain a unified concept about paragraph, let's consider the following nations or views of some experts. Husna, (2013:3), for example, states that a paragraph needs more than a unified point; it needs a reasonable organization or sequence, Wirantaka, A (2016:35) says paragraphs are useful to deliver theories and findings to be discussed to achieve scientific truth. Oshima and Hogue (2006:2) stated that paragraph is basic unit of organization in writing group-related sentences which consist of two kinds of sentences: a topic sentence and supportive statements. Owl in Wirantaka (2016:36) clarified a paragraph as a group of closely-related

sentences which deal with and develop one idea. According to Mc. Crimmon (1984: 193) says, a paragraph is a set of related sentence that work together to express or develop an idea". Futhermore he says, although it may stand on its on its own and in some writing situation or writer needs but a single paragraph is usually a unit in a complete piece of writing. It function as a unit of develop in that it organizes and advances the writer's ideas-that is, it help develop the writer's thesis, or in the case of narrative or descriptive writing, carries forward a story on provides significant detail. It same as Wren and Martin (1990: 387) say," a paragraph is a number of sentences grouped together and relating to one topic or grouped of related sentences that develop to a single point".

Based on the previous nations, a paragraph can be divided into two main types. The first is physical paragraph; and the second is conceptual paragraph. A physical paragraph is a paragraph which is marked by spacing or indentation showing that new idea will come. This can be set off for many purposes and can be any length. It is always a part of longer piece of writing. A conceptual paragraph is a paragraph in which a writer constructs limits to one single idea, one topic sentence plus supporting details. The sentences within such a paragraph rhetorically hang together and present generalizations and complex information. This is the basic unit of discourse and often made up of more than physical paragraph, as the following illustrations:

Conceptual Paragraph

"People often install kitty door, only to discover that they have a problem. The problem is their cat will not use the kitty door. There are several common reasons why cats won't use kitty doors.

First, they may not understand that it is a little doorway just for them. Second, many kitty doors are dark and cats cannot see to the other side. As such, they cannot be sure of what is on the other side of the door, so they won't take the risk.

One last reason cats won't use kitty doors is because some cats don't like the feeling of pushing through and then having the door drag across their back. But don't worry-there are solutions to this problem."

(Alyssa, 2018)

The text about consists of three group of sentences set off by spacing or indentation, presenting three paragraphs. These three paragraphs share a common generalization that is stated in the first sentence of the first paragraph. In this type of writing, the writer follows his generalization by classifying and phrasing the general information into two sub topics. Thus, for the purpose of revealing this organization, for clarity for completeness, the writer develops the information in three separate physical paragraphs.

E. Main Parts of Paragraph

(Oshima, et al. 2006:3) and Brown, et al.(1984 :279) classify the paragraph into tree main structural parts, namely : a topic sentence, supporting sentences and concluding sentence.

1. A Topic Sentence

A topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. All sentence in the paragraph should develop and related to the controlling idea (Oshima2006 :3 and Brown, 1984 :277).

The topic sentence states both the topic and the controlling idea. Topic is a subject under discussion or consideration. Controlling idea is an idea that controls the sentences in the paragraph.

Example of topic sentence:

Gold, a precious metal, is prized for two important characteristics (Oshima, 2006 :3)

Gold is the topic of topic sentence and is prized for two important characteristics is the controlling idea of topic sentence.

2. Supporting sentences

The topic sentence can be supported by supporting sentences in which they develop and explain the topics sentences by giving definitions, reasons, examples, facts, statistics, comparison, analogy, cause and effect, etc.

The topic sentence about gold as mentioned above can be developed by giving it supporting sentences as shows below:

First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as it important characteristic of gold is its utility in industry and science. The most recent application of gold is in astronauts' suit

(Oshima, et al., 2006:4)

3. A Concluding Sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. As an example, the paragraph about can be completed with a concluding sentence, as follows:

In conclusion, gold is treasured not only for its beauty but also for its utility.

To states the concluding of a paragraph, one needs to remember several points. He must briefly summarize the main point of a paragraph; make an interesting analogy or comparison and ever suggestions for the reader. Normally, this employs phrases such as in short, in brief, to sum up, etc.

F. Four Characteristics of a Good Paragraph

Teresa (2008) states each paragraph is, in essence, a mini-essay and so should contain all the hallmarks of an effective essay: unity, completeness, order, and coherence. A body paragraph will sing if it offers one topic (unity), provides an organizational plan (order), "glues" its sentences to each other through transitions and other means (coherency), and supplies sufficient and specific supporting details (completeness).

1. Unity of Paragraph

Oshima (2006:18), states that the term unity is derived from the Latin Prefix Unit which means one. Thus unity means oneness, and the oneness that a paragraph has derivers from its development of one single idea. The main idea is stated in the topic sentence and then each or every supporting sentence develops and related to that idea. The topic sentence expresses a single idea, tells the readers what a paragraph is about and indicated the types of development that will follow that idea.

Wirantaka (2016:37) say that to have a unity, a paragraph should be developed by only one main idea. This statement corresponds to what Hussen (2015) state that a good paragraph possesses unity when all the sentences develop the main idea. Unity in the paragraph is achieved by the use of a topic sentence with its controlling idea, supporting details, and a clinching sentence. The following is an example of a unified paragraph:

> *Gold, a precious metal, is prized for two important characteristics. First of all, gold has lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins and ornament al purposes. Gold never needs to be polished and will remain beauty forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty but also for its utility*

> *(Oshima, et al., 2006:3).*

The above paragraph exposes gold into two aspects in which they have a closely relation to each other namely the beauty and the utility of gold. So it can discuss two or three aspects of the same idea in a paragraph if they are closely related to each other.

If the writer wants his paragraph is unified, the writer should not include the sentences that do not support the main idea in the topic sentence. The writer can not include the sentence that are really off and digress from the topic. If the paragraph seems to lake unity, the writer must soon divide it separately by beginning a new paragraph and make sure that every sentence in a paragraph belongs in that paragraph.

2. Completeness of Paragraph

Sweeney, (2008:2) state that if a paragraph offers sufficient supporting evidence or reasons to support its topic sentence, then it exhibits completeness. Concerning with sense of completeness, Sepianita (2010:14) says that completeness means that the main idea must be explained and developed fully completeness as comments out that the controlling idea which is developed thoroughly by these of particular information.

Glattorn, et al. (1980:77), also say that a complete or well-developed paragraph uses one or more of the following methods of development. They are:

1. Give the steps in a process. A paragraph explaining how to do or make something is usually developed by explaining the specific steps.

2. Give <u>details</u>. The details are the specific facts that support a general idea. For example, if you are writing about the need for jobs in your town, you might mention the details of unemployment and juvenile crime.

3. Give <u>anexample or illustration</u>. An example is a specific instance. If you are arguing that job reduce crime, then example of a criminal who was helped by a job would be a good addition to the paragraph.

4. Make <u>comparisons</u> and <u>contrasts</u>. You make a comparison when you show how two things are like. A contrast shows the differences.

5. Give <u>reasons</u>. In many paragraph of argument, the main idea is often developed with reasons statements explaining why something is true or should be done.

Canavan (1975:29), states that there is no strict rule used to measure paragraph completeness in terms of length. Even though only 75 words long or 6 sentences in a paragraph but the paragraph has fulfilled its function of developing fully the main idea so the paragraph is complete.

A poor paragraph, on the other hand, is too thin. It does not have much to say. The reader afterward is left with many questions in mind since so little has been said (Glatthorn, et al., 1980:76)

The following is an example of an incomplete paragraph. It is said so because it has insufficient details necessary to explain the topic sentence.

A cat's tail is a good barometer for its intention. By various movements of its tail, a cat will signal many of its words. Other movements indicate its attitudes. An excited or aggressively aroused cat will whip its entire tail back and forth

(Canavan, 1975:54).

At first glance, it would appear that this paragraph is complete. The writer begins with a concise topic sentence, telling us that a cat's tail is a good barometer of its intentions. He adds additional information of general nature in the following two sentences. Then he presents a supporting example concerning with aggressively aroused cat. But the paragraph is not explicit; the writer has insufficient supporting material for the opening generalizations. He leaves us with too much information to fill in. what are some other ways that cats communicate their intention with their tails? How do they communication specific wants? Is such communication effective? If the answers to these question that come into the reader's mind, he must present more supporting information for his beginning generalization. The original paragraph that follows begins with a concise topic sentence that is supported with particular details. Look at the following complete paragraph.

Cat's Tail as a Good Barometer

A cat's tail is a good barometer of its intentions. An excited or aggressively aroused cat will whip its entire tail back and forth. When I talk to Sam, he holds up his of the conversation by occasional flicking the tip of his tail. Mother cats move their tails back and forth to invite their kittens to play. A kitten raises its tail perpendicularly to beg for attention; older cats may do so to beg for food. When your cat holds its tail aloft while crisscrossing in front of you, if is trying to say "follow me" - usually to the kitten, or more precisely to refrigerator. Unfortunately, many cats have lost their tails in the refrigerator. Unfortunately, many cats have lost their tails in the refrigerator doors as a consequence.

(Canavan, 1975:54).

If we examine the supporting information or details, we will see those items that are likely to provide the most effective supports for the controlling idea.

Immediately, create sentences from them which can be utilized in the paragraph as major supporting statement (second to seventh sentence) for the controlling idea in the topic sentence. These sentences serve as major support because within the paragraph, they function as major evidence that the writer provides in support of the validity of the topic sentence of the paragraph. The additional information (last sentence) given to support the major supports is called minor support.

3. Order in Paragraph

Baker (2003:43) States that order is the arrangement of information or details in a paragraph. When a writer arranges the presentation, he decides which information he will put first in his paragraph, which information or details he will give the reader next and so on. The order of development a paragraph sometimes depends the subject matter and sometimes on the purpose for writing or the preference about information to tell the reader first, next and finally.

Saraka (1988:90) says that effective development of a main idea depends upon the skills of the writer to arrange the ideas into a consistent and logical pattern of development (logical order). If a writer wants to expose or explain something to the readers from general to particular information, the write should begin his writing with the main idea and then followed by supporting sentence.

The English paragraph can be arranged according to a variety of different techniques (patterns of paragraph development). Many techniques can be used to arrange paragraph but, in his case, the writer just presents the techniques that can be used to write expository paragraphs. They are chronological order, order of

importance, general to particular order, particular-to-general order, general-particular-general order, and question-answer order.

a. Chronological Order

Chronological order can be used in two kinds of paragraph, narrative and expository. A narrative paragraph deals with the events that are given in the order where hey accured. The expository paragraph part in the process that is described from beginning to end, here is the model below.

Transportation has changed tough the years. In Ancient Times, people were able to travel only on of the wheel occurred about 5.000 years ago. From that time on, changes took place rapidly. The invention of train and automobiles improved lands transportation. Air travel develops rapidly in the first half of the twentieth century. Finally, in the second half of this century, space travel became reality

(Wishon, 1980:36).

The above passage tells us the chronological order of transportation development, from Ancient time to the second half on this century.

b. Order of Importance

The order of importance is a way of organizing supporting details according to their importance. When one arranges details in this way, he may start it with the most important idea and proceed to the least important idea; he may start it with the least important idea and then proceed to the most important idea. Below is an example of a paragraph using order of important development.

Stamp collecting is an excellent hobby for many reasons. First, every young and old man can participate. Second, it is not expensive. Expensive equipment is not necessary. Third, because an interest in history and geography is important in stamp collecting. It can promote an international friendship. Stamp may be exchanged with friends in other countries. Finally, time, patience and interest are the only requirements of this fascinating and educational hobby. It is probably the most widespread of all hobbies

(Wishon, 1980:84)

c. General-to-Particular/Specific Order

General to particular/specific order is the most common type of organization of an expository paragraph. It states the main idea in the first sentences, and then moves to the supports. This order is sometimes called deductive order. The supporting sentences explain the general idea of the topic sentence in the first sentence. To support the main idea, the writer can use examples, statistics, comparisons or any other form of paragraph development. The following example illustrates how a paragraph developed in this type of order.

The country of Israel is now one of the most progressive countries of the world. It was born in 1948. Jews from all parts of the world came to settle in Israel. They cleared the land, they planted crops, and they built industrial and manufacturing centers. Today, the income per capita of Israel is higher than most countries of the East

(Antonio, 2017:3).

d. Particular/Specific-to-General Order

Another common order in organizing and developing the expository paragraph is particular/specific-to-general order. Sometimes this order is called inductive order, because the write leads the reader through various kinds of supports firs, a writer can drain the readers' interest leading the reader to accept the final conclusion on the strength of the information. The following example paragraph demonstrates:

> *The beginning writer who learns anything about what he is trying to accomplish will fill a great many wastebaskets. That's a part of creative process. As he grows he has to maintain a deep conviction that everything he is writing about matters, that it is essential. Ten years later he will discover that little if any of it did matter, twenty years later, if he is lucky, he may come close to saying something in his own voice. Anybody who thinks, he can achieve that is less time is only kidding himself. For writing well, it is a slow business.*
>
> *(Bergmann, 1986:17).*

e. General-to-Particular/Specific-General Order

In the Following Paragraph, the writer begins with a generalization and then follows with particulars to support that generalization. In the final sentence, he restates the main idea of the topic sentence, but in slightly different words. This type of order is sometimes called "Sandwich Style", because the main idea appears in the first and the last sentence of the paragraph, "Sandwiching" the supporting material. Example:

> *Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words "stingy" and*

"frugal" both mean "careful with money". However to call a person stingy is an insult, while word frugal has much more positive connotation. Similarly, a person wants to be slender, but not skinny, aggressive but not push. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.

(Oshima, et al., 2006:7).

f. Question-to-Answer Order

In the question-to-answer order of development, a writer begins the paragraph with a question, and then answers it with enough facts and other details until he feels that the answer is acceptable to the reader. This kind of paragraph has not stated topic sentence; however, the question itself reveals the writer's purpose. An example of this is as follows:

What does "living mean? A teacher asked his class that question. Discussing the question made the students thoughtful. Living things move by themselves. An airplane can not move by itself. A bird may be in the same tree every day, but it can not grow. Grass is still, but it grows longest. Living things produce other living like themselves. A chair can not produce other chairs. Bird and grass reproduce themselves by means of eggs and seeds. All plants and animals are living things. The students had a lively discussion. They didn't completely answersthe teacher's question, however.

(Wishon, 1980:88)

4. Coherence of Paragraph

Oshima,et al. (2006:27) state that coherence is another element of a good paragraph. Literally, co- is a latin prefix that means that means "together or with". The verb coherence means "hold together". A paragraph is said to have coherence

when its sentence are woven together or flow into each other. If a paragraph is coherent so the reader moves easily from one sentence to the next without feeling that not made. Each sentence should flow smoothly into the next one. On the contras, if the paragraph lacks coherence, the reader will feel that the sentence, not the paragraph, is the unit of writing, and that he is rifling a collecting of separate statements rather than an integrated discussion.

McCrimmon (1984:120), Further, says that a paragraph which lacks unity or orderly movement will not be coherent, since a reader can not move easily from one sentence to the next. But coherence is not simply a matter of unity and consistent order. The following paragraph is an example of it.

(1) I was accepted and started work. (2) My experience and been derived chiefly from books. (3) I mean. (4) I soon became discouraged with myself and so dissatisfied with my job that I was on the point of quitting. (5) My employer must have sensed this. (6) He called me into his office and talked to me about for advancement. (7) I realized there was nothing wrong with me or the job and I decided to stay.

(McCrimmon, 1984:122)

This paragraph is fairly complete, it is unified, its development is orderly; yet it is a poor paragraph. The writer's ideas do not flow from one sentence to the next because the connecting likes between them are not expressed. The sentence are not knitted together, the reader is forced to tackle each one separately, and in hunting the

connections he loses the flow and continuity which are more carefully constructed paragraph would provide. To make the paragraph above coherent, the writer can make a slight alteration, as follows:

I was accepted, and started work. Until that time my experience had been derived chiefly from books, and unfortunately those books had not prepared me for difficult period of adjustment that ever inexperienced secretary must face in a new position. Consequently I soon became so discouraged with myself and so dissatisfied with the job that I was on the point quitting. I think my employer must have sense this, for he called me into his office and talked to me about both the duties of my position and the opportunities it offered for advancement. That talk helped me considerably. From then on, I realized that there was nothing wrong with me or the job that experience could not cure, and I decide to stay

(McCrimmon, 1984:122).

The second version is better than the first, and if read both aloud, the difference between them will be still more obvious. Why? The content is substantially the same, the diction is scarcely changed, and the second version is only slightly more fully developed than first. The general answer is the second paragraph is more coherent because the author has provided transitions-bridge-between the thoughts expressed in the original sentence. These transitions are created by two means; sometimes by filling a small gap in the thought, thus providing better

continuity of statement; sometimes by connecting words and phrases which tie sentences together.

Oshima, et al. (2006:27), say that there are two main ways to achieve coherence. The first way is to use transition signals to show how one idea is related to the next. The second way to achieve coherence is to arrange the sentences in logical order.

Podis, et al. (1995:91) state that a paragraph will confuse the reader if it does not use transition signals even though all the sentences of a paragraph belong together. Thus, transition signals play important roles in text-construction. They can help the readers understand or recognize the text-sense or sentences in a paragraph easily. They can show them the direction of ideas clearly. They can tie one thought to another in a logical way.

Types of Transition Signals as Follows:

a. Logical Signals

Logical Signals (transitional word and phrases) are words or phrase which indicates meaning relationships between or within sentences. Coherent through transitional words and phrase are classified into nine, as follows:

1. To Show Addition

This signals is used to show simple addition to the in the preceding sentences. The word and phrases belong to this type such as: also, in addition, moreover, then, in other words, further firstly, secondly, finally, etc.

Example:

- *The Children do not like one another. Moreover, they often quarrel and start to fight.*

- *I hit Ian andFarid because they disturbed me*

2. To Show Contrast

This signal is used to show contrast or differences in thought. The words and phrases belong to this type such as but, however, on the contrary, even though, on the other hand, etc.

Example:

- *Even though he is funny person, he looks very serious in the classroom.*

3. To Indicate Comparison

This signal is used to indicate comparison or likeness in thought. The words and phrases belong to this type such as similarly, in the same way, likewise, in comparison with, etc.

Example:

- *I used to work fifteen hour a day. <u>In Comparison with</u> that, my present job is more like a holiday.*

4. To Indicate Enumeration

Transition words and phrases are employed to link items in sequence or series, such as first of all, first next, finally, etc.

Example:

- *<u>Firstofall</u>, you need to read the entire selection you intend to summarize.*

5. To Indicate Exemplification

Transition words or phrases in this type are used to introduce illustration or examples, such as for instance, such as, example, in general, etc.

Example:

- *<u>InGeneral</u>, you must consider what you feed could have the same effect on the reader's mind of the message.*

6. To Show Summary or Conclusion

Transition signals that can be used to show summary or conclusion, such as in conclusion, in brief, in short, to summarize, to conclude, etc.

Example:

- *<u>ToSummarize</u>, a word is a basic unit of language used to communicate with others in spoken and written forms.*

7. To Indicate Time

Transition words or phrases that can be used to indicate time or a change of time, such as after a short time, at night, as long as, shortly, etc.

Example:

- *I am forbidden to go out atnight.*

8. To Show Cause and Effect

Transition signals that can be used to show cause and effect relationship, such as because, since, therefore, finally, etc.

Example

- *Finally, the beautiful girl became his wife.*

9. To Give Emphasis

Connective words or phrases that are used to reinforce or to emphasis the ideas in a previous clause, such as indeed, undoubtedly, surely, of course, etc.

Example:

- *Indeed, I will always remember you.*

(Podis, 1995:93-94 and Saraka, 1988:100-108).

b. Grammatical Signals

1. Pronouns

Pronouns are substitute for other words; any pronoun that relates to a close antecedent serves a transitional purpose. By using pronouns, a writer can carry his reader back to the thought in a previous sentence.

Example:

- *Welcome to <u>Bali</u>. <u>It</u> is a place as unique and varied as its cultures.*

2. Determiners

Determiners are words such as this, that, the, etc. used to refer back to the noun phrase.

Example:

- *Thieves broke into a jeweler's shop in JenderalSudirman Street last night. <u>Thethieves</u> entered the shop through a small black window.*

3. Synonyms

Too many repetitions, especially of key words, can be boring. Therefore the writer should use different words or phrases to refer to the elements in the preceding sentence. Some common firs are: car/automobile, made/produce, mere words/nonsense, thoughts/ideas, etc.

Example:

- *BeyArifin has great thoughts on Moslem Educations. His <u>ideas</u> have spread out among the Indonesian.*

4. Repetition of Key-Words

Repetition of key words and phrases derived from the same root, such as told/tell, arrive/arrival, deep/depth, rare/rarity, arrested/arrests, etc.

Example:

- *Be careful if you go out at night! There have been seven people arrested so far. The arrests were made last night.*

5. Ellipsis

Ellipsis is a word or phrase necessary for a complete syntactical construction. It is omitted because it is not needed for understanding.

a) Non-Repetition

   - *His pen is broken, but mine is not.*

b) Modified Nouns

   - *Which one is the most beautiful, you think?*

c) To-Infinitives

   - *They tried to pass the test. Then I tried to.*

d) Comparative Forms

   - *Ani's car is satisfactory but my car is less so.*

6. Parallelism

Parallelism refers to grammatical balanced sentence structure. Parallel ideas should be put in parallel structure. In other words, put similar or related ideas in the same kinds of grammatical construction

(Saraka, 1988:111-116).

G. Conceptual Framework

```
                    ┌─────────────────┐
                    │                 │
                    │    Writing      │
                    │                 │
                    └────────┬────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │   Expository    │
                    │   Paragraph     │
                    │                 │
                    └────────┬────────┘
                             │
                             ▼
```

| The Unity of the Paragraphs | The Completeness of the Paragraphs | The Order of the Paragraphs | The Coherence of the Paragraphs |
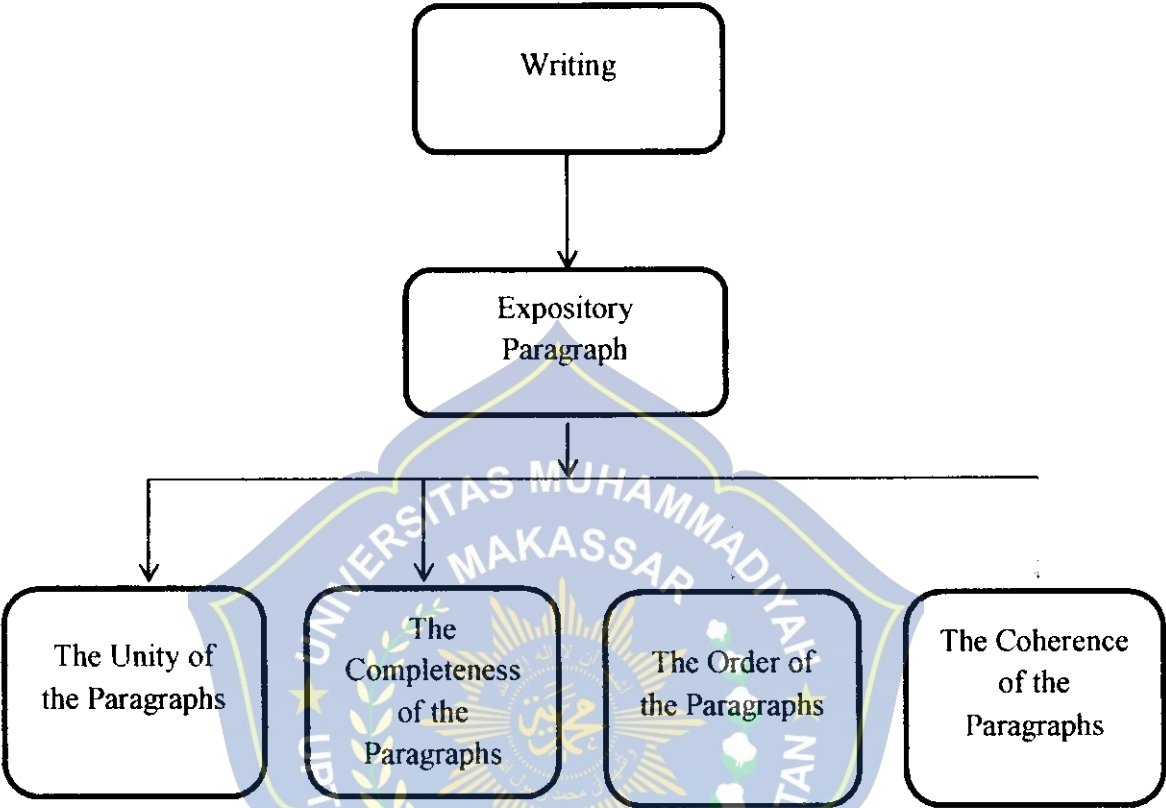
Figure 2.1 Conceptual Framework

In this research the writer takes the writing as the subject of the research. To collect the data of this research the writer will use expository paragraph as the composition test. The students will be given six topics and they will choose one topic in developing some paragraphs. In the end of the research, the writer will investigate and check about the unity, completeness, order and coherence of the paragraphs which will be developed by the students.

CHAPTER III

METHOD AND PROCEDURE

This chapter concerned with the description about Method of the Research, Population, Instruments of the Research, Procedure of Collecting Data and The Technique of Data Analysis.

A. Method

The method of the research was descriptive quantitative. It aimed at giving the description about the students' ability to develop expository paragraphs of students from the third semester English Department of FKIP UNISMUH Makassar.

B. Population and Sample

1. Population

The research population was the third semester from Muhammadiyah University of Makassar in academic years 2020/2021. It consisted of 3 classes. The numbers of population were 64 students. As you can see the table of number population below:

Table 3.1 The List of Population

Class	The Number of Students
A	21
B	20
C	23

(Source: Simakad Prodi Pend. Bahasa Inggris, 2021)

2. Sample

The researcher applied quota sampling technique. The researcher had 1class to be examined as the sample. In this research, the researcher took B class that was consisted 20 students.

C. Instrument

The instrument of this research is a composition test. In this instrument, first the writer will provide six topics. Then, ask the student to select one topic which they think easy, enjoyable, and interesting by using expository details in developing at least three paragraphs. The aim this test is to know the unity, completeness, order and coherence.

D. Procedures of Collecting Data

The procedures of collecting data consist of three steps as follows:

1. The composition test was administered in the class. The students worked in 90 minutes and were permitted to open the dictionary. So they had plenty of time to write at least three paragraphs.

2. After the test was administered, the writer took five minutes to explain how to do the test.

3. In the end, the writer collected the test from the respondents.

E. The Technique of Data Analysis

To collect the data from the students as the sample of research, the writer used descriptive quantitative. Firstly, the writer investigated and check about the unity, completeness, order and coherence of the paragraphs which was developed by the student with scoring criteria according to the experts about four requirement of good paragraph. At lastly, the writer tabulated and analyzed the data into percentage and mean analysis. Analytic scoring of every quality of paragraph can be seen on following figures :

1. The unity quality of the paragraph.

Table 3.2 Scoring of unity quality

Score	Description
10	If the paragraph was about one main idea and all sentences pharagraph relate to that main idea
9	If there was one idea in the paragraph but one of the six sentences in it does not develop or relate to one central idea.
8	If there were five or four sentences in the paragraph but one of them does not fulfilled criteria of unity quality the paragraph
7	If there were six sentences in the paragraph but two of them do not fulfill the criteria of unity quality
6	If there were five or four sentences in the paragraph but two of them do not fulfill the criteria of unity quality
5	If there were six sentences in the paragraph but three of them do not fulfill the criteria of unity quality
4	If there were five or four sentences in the paragraph but three of them do not fulfill the criteria of unity quality
3	If there were six sentences in the paragraph but four of them do not fulfill the criteria of unity quality
2	If there was only one of the sentences in the paragraph but one of them does not fulfill the criteria of unity quality
1	If none of sentences is fulfilled the criteria of unity quality.

(Glatthorn1989:70)

2. The completeness quality of the paragraph.

Table 3.3 Scoring of completeness quality

Score	Description
10	If the paragraph had many details, comparisons, examples or steps and the controlling idea is thoroughly developed by the use of particular information
9	If there were six sentences in the paragraph but it still needed one sentence (the other particular information, example or reason, etc.) to complete the idea mentioned before.
8	If there are five or four sentences in the paragraph but it still needed one sentence (the other particular information, example or reason, etc.) to complete it.
7	If there were six sentences in the paragraph it still needed the other two facts, or comparisons, etc. to complete it.
6	If there were five or four sentences in the paragraph but it still needed the other three facts to make a complete paragraph.
5	If there were six sentences in the paragraph but it needed the other three facts or examples, etc. to complete it.
4	If there were five or four sentences in the paragraph but it needed the other four specific facts or steps, etc. to complete it.
3	If there were six sentences in the paragraph and it needed five sentences to complete it
2	If there were five or four sentences in the paragraph and it needed four or three sentences to complete it
1	If none of the sentences in the paragraph fulfilled the criteria of completeness quality.

(Glatthorn : 1968:71)

3. The order quality of the paragraph

Table 3.4 Scoring of order quality

Score	Description
10	If the paragraph had a consistent and logical pattern of development and the placement of sentences within the paragraph are in appropriate order
9	If the paragraph had fulfilled the first criterion but one of the six sentences is not in an appropriate order
8	If the paragraph had a consistent and logical pattern of development but one of the five or four sentences in paragraph is not in appropriate order
7	If the paragraph had fulfilled the first criterion but two of the six sentences in the paragraph are not put in appropriate places
6	If there were five or four sentences in the paragraph but two of them do not fulfill the criteria of order quality
5	If there were six sentences in the paragraph but three of them did not fulfill the criteria of order quality
4	If there were five sentences in the paragraph but three of them did not fulfill the criteria of order quality
3	If there were six sentences in the paragraph but four of them do not fulfill the criteria
2	If there were four sentences in the paragraph but three of them did not fulfill the criteria of order quality
1	If none of the sentences in it did not fulfill the criteria of order quality.

(Saraka : 1988:90)

4. The coherence quality of the paragraph

Table 3.5 Scoring of coherence quality

Score	Description
10	If it used transition signals correctly and all sentences in the paragraph were woven together or flew into each other
9	If there were six sentences in the paragraph but one of them still needed logical signals
8	If there were five or four sentences in the paragraph but not of them still needed logical signals to make coherent paragraph
7	If there were six sentences in the paragraph but two of them still needed logical signals it
6	If there were five sentences in the paragraph but two of them did not fulfill the criteria
5	If there were six sentences in the paragraph but three of them still needed logical signals
4	If there were four sentences in the paragraph but three of them still needed logical signals
3	If there were six sentences in the paragraph but four of them still needed logical signals
2	If there were five or four sentences in the paragraph but only one of them used logical signal
1	If its sentences were not woven together and none of the sentences used logical signals.

(Oshima : 2006:27)

This research used descriptive quantitative analysis by using SPSS application.

1. The result from the students' score put in the score classification.

Table 3.6. Score Classification of Students' Composition Test

Interval	Classification
9-10	Very Good
7-8	Good
5-6	Fair
3-4	low
1-2	Very Low

(Depdiknas, 2006)

Table 3.7 Classification of Students' Score of Four Qualities of the Paragraphs

Interval	Classification
33 – 40	Very Good
26 – 32	Good
19 – 25	Fair
12 – 18	low
4 – 11	Very Low

2. Calculating the mean score of the students' Composition test used the following formula (SPSS).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The purpose of this research is to find out students' ability in writing expository paragraphs that possess unity, completeness, order and coherence. This research conducted at the third semester of English Department UNISMUH MAKASSAR which consists of 20 students. To know the ability of the students expository paragraphs, the raw score of the students obtained through the test was firstly classified and then tabulated and lastly analyzed into percentage and mean analysis. The result of data analysis can be seen as follow:

a) Students' paragraph in terms of unity

Table 4.1 Students' Unity Score

Statistics
Unity

N	Valid	20
	Missing	0
Mean		8.2000
Std. Deviation		.83351
Variance		.695
Range		3.00
Minimum		6.00
Maximum		9.00

Table 4.1, as clearly presented the mean score is 8.2, the minimum is 6, maximum is 9 and standard deviation is 0.833.

Table 4.2 Frequency and Rate Percentage of the Students' Unity

No	Classifications	Score	Frequency	Percentage
1	Very Good	9 – 10	8	40%
2	Good	7- 8	11	55%
3	Fair	5 – 6	1	5%
4	Low	3 – 4	-	-
5	Very Low	1- 2	-	-
Total			20	100%

Table 4.2 shows the frequency and percentage of the students' unity score from 20 students. As clearly presented, the highest percentages of the students' (55 %) with 11 students are in good classification. And there are 8 students (40%) are in very good classification. Meanwhile, one of the students' (5%) get fair category. In addition there are no students' get poor and low classifications.

b) Students' paragraph in terms of completeness

Table 4.3 Students' Completeness Score

Statistics
Completeness

N	Valid	20
	Missing	0
Mean		6.9000
Std. Deviation		.85224
Variance		.726
Range		3.00
Minimum		5.00
Maximum		8.00

Table 4.3, as clearly presented the mean score is 6.9, the minimum is 5, maximum is 8 and standard deviation is 0.852.

Table 4.4 Frequency and Rate Percentage of the Students' Completeness

No	Classifications	Score	Frequency	Percentage
1	Very Good	9 – 10	-	
2	Good	7- 8	14	70%
3	Fair	5 – 6	6	30%
4	Low	3 – 4	-	-
5	Very Low	1- 2	-	-
Total			20	100%

Table 4.4 shows the frequency and percentage of the students' completeness score from 20 students. As clearly presented, the highest percentages of the students' (70%) with 14 students are in good classification. And there are 6 students (30%) are

in very good classification. In addition there are no students' get very low, low, and very good classifications.

c) Students' paragraph in terms of order

Table 4.5 Students' Order Score

Statistics
Order

N	Valid	20
	Missing	0
Mean		6.8000
Std. Deviation		.83351
Variance		.695
Range		3.00
Minimum		5.00
Maximum		8.00

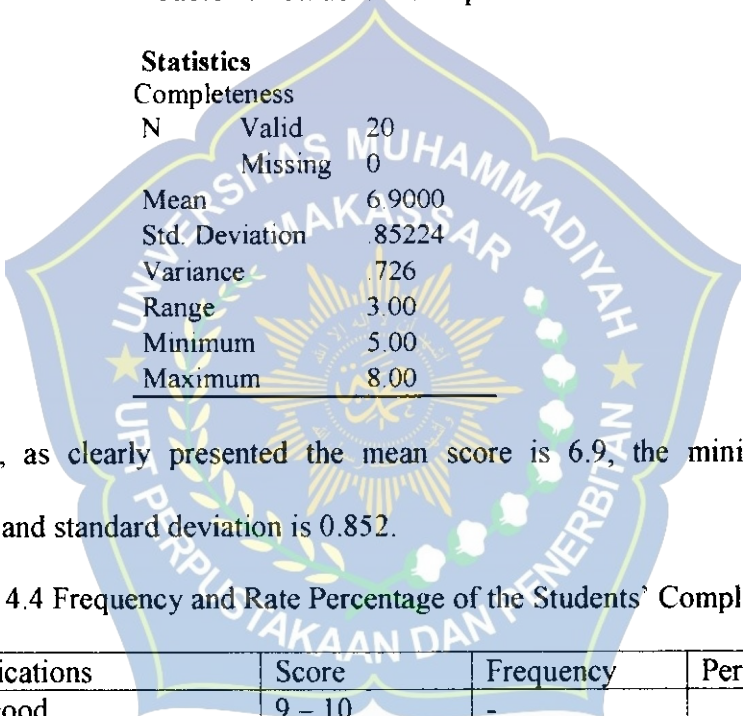Table 4.5, as clearly presented the mean score is 6.8, the minimum is 5, maximum is 8 and standard deviation is 0.833.

Table 4.6 Frequency and Rate Percentage of the Students' Order

No	Classifications	Score	Frequency	Percentage
1	Very Good	9 – 10	-	
2	Good	7- 8	13	65%
3	Fair	5 – 6	7	35%
4	Low	3 – 4	-	-
5	Very Low	1- 2	-	-
Total			20	100%

Table 4.6 shows the frequency and percentage of the students' order score from 20 students. As clearly presented, the highest percentages of the students' (65%) with 13 students are in good classification. And there are 7 students (35%) are in very good classification. In addition there are no students' get very low, low, and very good classifications.

d) Students' paragraph in terms of coherence

Table 4.7 Students' Coherence Score

Statistics

Coherence

N	Valid	20
	Missing	0
Mean		5.3000
Std. Deviation		1.21828
Variance		1.484
Range		4.00
Minimum		4.00
Maximum		8.00

Table 4.7, as clearly presented the mean score is 5.3, the minimum is 4,

maximum is 8 and standard deviation is 1.218.

Table 4.8 Frequency and Rate Percentage of the Students' Coherence

No	Classifications	Score	Frequency	Percentage
1	Very Good	9 – 10	-	
2	Good	7- 8	4	20%
3	Fair	5 – 6	10	50%
4	Low	3 – 4	6	30%
5	Very Low	1- 2	-	-
Total			20	100%

Table 4.8 shows the frequency and percentage of the students' coherence

score from 20 students. As clearly presented, the highest percentages of the students'

(50%) with 10 students are in fair classification. And there are 6 students (30%) are in

low classification. Meanwhile, 4 of the students' (20%) get good category. In

addition there are no students' get very low and very good classifications.

e) Four Qualities of the Paragraphs

Table 4.9 Students' Score on Four Qualities of the Paragraphs

Statistics
Four Category

N	Valid	20
	Missing	0
Mean		27.2000
Std. Deviation		1.98945
Variance		3.958
Range		6.00
Minimum		24.00
Maximum		30.00

Table 4.9, as clearly presented the mean score is 27.20, the minimum is 24, maximum is 30 and standard deviation is 1.989.

Table 4.10 Frequency and Rate Percentage of the Students' Four Qualities of the

Paragraphs

No	Classifications	Score	Frequency	Percentage
1	Very Good	33 – 40	-	-
2	Good	26 - 32	17	85%
3	Fair	19 – 25	3	15%
4	Low	12 – 18	-	-
5	Very Low	4 - 11	-	-
Total			20	100%

Table 4.10 shows the frequency and percentage of the students' four qualities of the paragraphs score from 20 students. As clearly presented, the highest percentages of the students' (85%) with 17 students are in good classification. And there are 3 students (15%) are in fair classification. In addition there are no students' get very low, low and very good classifications.

The total score on the four qualities of the paragraphs is 544 (Appendix B) with mean score 27.20. It means that in average the students' ability to develop paragraph that contain four qualities namely unity, completeness, order and coherence is good.

B. Discussion

Based on the percentage and mean analysis on table 4.9 and 4.10, we can infer that "The third Semester of S1 Students of English Department of FKIP Unismuh Makassar have good ability to develop paragraphs that possess unity, Completeness, Order and Coherence".

a. Four qualities of a good paragraph in terms of Unity

After analyzing the data of this quality so that we have known that the third semester of S1 students have a good ability to develop paragraphs that possess unity. Most of their paragraph had fulfilled the criteria of unity quality.

Glatthorn and Allan A (2012:70) defined "the paragraph is about one idea."

According to Janis (1977:459) "every sentence in the paragraph develops or relates to one central idea which is in a topic sentence."

The following is an example of the students' paragraph that indicates disunity:

Example 1. Disunity of the Paragraph

> *Air pollution is a condition when air quality decreases due to the influence of polluting substances or particles. Pollutants are commonly called pollutants. Now these pollutants also contain chemicals such as carbon monoxide, hydrocarbons and other compounds that are harmful to health. Air pollution does not just appear. There are many reasons that make the news worse. Like vehicles, vehicles generally use fuel and if the use of excessive fuel causes carbon monoxide (Co).*

Even though the paragraph is about are main ideas but it still lacks of unity because not all the sentences in the paragraph develop or support the central idea (first sentence). The third sentence above does tell us that air pollution is harmful to health, it does not tell about the cause of air pollution. Thus, the paragraph scored 8.

The following paragraph is unified because every sentence in the paragraph develops, supports and relates to one central idea.

Example 2. Unified Paragraph

Watching Television has positive impact to the increase of the children knowledge. By watching TV, they can study many lessons concerning what they have studied at school. Through the TV Program that they have watched can widen their general knowledge. From the western films, beside can entertain them, also can make them study English.

b. Four qualities of a good paragraph in terms of completeness

This quality seemed rather difficult. It is proved by the total score is only 138 (see Appendix B) so that the mean score of the students is 6.9 which is classified as fair. Thus, the third semesters of S1 students have fair ability to develop complete paragraphs. It happened because the students always expressed an idea in which the idea still needed the other facts or addition-al information to make a complete paragraph but it was not given.

Glatthorn and Allan A (2012) said the paragraph has many details (specific facts), comparisons, examples, reasons or steps.

According to Baker (1986) the controlling idea is thoroughly developed by the use of particular information.

Let's see the sample of the student's paragraph that shows incompleteness as follows:

Example 3. Incomplete Paragraph

> *A teacher is a person who imparts knowledge to his students. Teacher in the community's view are people who carry out education in certain places, not necessarily in formal, educational institutions, but can also be in mosques or prayer rooms and at home. A good teacher is a teacher who is able to teach, guide and provide useful knowledge for this students. A good teacher is a teacher who does not neglect his obligations, and is disciplined with his work, how he should teach his students with the time and day that has been determined. Good teacher are able to choose innovative learning models to make students enthusiastic about learning.*

The above paragraph is unified but it is not complete because it does not have many details/facts, or examples and also the controlling idea are not thoroughly developed. In the second sentence states that carry out education in certain places and also it does not mention the kinds of formal and educational institutions such as SMP, SMA, SMK, etc. And the last sentence states that good teacher are able to choose innovative learning models to make students enthusiastic about learning but it does not inform about the kinds of innovative learning which are suitable for them. So, the paragraph still needed the other three particular information's to make it complete. Thus, it got score 5.

Example 4. Complete Paragraph

> *A teacher is a person who imparts knowledge to his students. Teacher in the community's view are people who carry out education in certain places such as school, college, etc. there are many necessarily in formal educational institutions such as SMP, SMA, SMK, etc. but can also be in mosques or prayer rooms and at home. A good teacher is a teacher who is able to teach, guid and provide useful knowledge for this students. A good teacher is a teacher who does not neglect his obligations, and is disciplined with his work, how he should teach his students with the time and day that has been determined. Good teacher are able to choose innovative learning models to make students enthusiastic about learning such as project based learning like drawing, game based learning for example guessing the names of heroes in Indonesia, etc.*

c. Four qualities of a good paragraph in terms of order

As mentioned in the previous page that the third semester of S1 students still have fair ability to develop paragraphs especially order. This happened because a few of the students' paragraphs had not ful-fulled well the criteria of good order of the paragraphs.

The paragraph has a consistent and logical pattern of development (Saraka, 2015:90).

The placement of sentences within the paragraph are in appropriate order.

Let's see the sample of the student's paragraph that shows incompleteness as follows:

Example 5. Disorderly Paragraph

Television is a medium of communication that greatly affects the lives of Indonesian children. There are many impacts that television has on the lives of Indonesian children. Television is also one of the media that provides a lot of education for children if the broadcasts that are broadcast are beneficial for their lives, not negative impacts. Television has a good or bad impact on Indonesian children. The impact of watching television on the lives of Indonesian children is that it creates an attitude of wanting to get or achieve something as quickly as possible, lack of respect for the process and only want instant results, less able to distinguish fantasy from reality, there is also a behavioral impact because children like to imitate, they will imitate their behavior there is on his idol good about his behavior.

The technique or pattern of development of the above paragraph is general to particular order. The sentences within the paragraph are not arranged well. The fourth sentence should become the second sentence of the paragraph. Thus, the score of the paragraph is 8.

See the logical order the sentences above in the following paragraph:

Example 6. Well-ordered Paragraph

> *Television is a medium of communication that greatly affects the lives of Indonesian children. Television has a good or bad impact on Indonesian children. First, a good impact television is also one of the media that provides a lot of education for children if the broadcasts that are broadcast are beneficial for their lives, not negative impacts. Second the bad impact of watching television on the lives of Indonesian children is that it creates an attitude of wanting to get or achieve something as quickly as possible, lack of respect for the process and only want instant results, less able to distinguish fantasy from reality, there is also a behavioral impact because children like to imitate, they will imitate their behavior there is on his idol good about his behavior.*

d. Four qualities of a good paragraph in terms of coherence

Among the four qualities of a good paragraph. This quality was the most difficult for the students. This is proved by the lowest total score is only 106 (see Appendix B) so that the mean score of the students on the coherence quality is 5.3 which is classified as fair. It means that the third semester of S1 students of English Department of FKIP of UNISMUH Makassar have fair ability to develop coherent paragraphs. It happened because the students lacks of using the logical signals in developing paragraphs.

The paragraph is coherent if it uses transition signals (Oshima, et al., 2006:27):

a. Uses logical signal such as first, so, secondly, finally, on the contrary, besides, etc.

b. Grammatical signals: pronouns, key-words, determiners, synonyms and parallelism.

According McCrimmon (1967:120) "its sentences are woven together or flow into each other."

The following is an example of the student's paragraph that shows incoherent paragraph.

Example 7. Incoherent Paragraph

> *One of the attitudes that reflect oneself as a good student is for example speaking and behaving properly as a student. In the teaching and learning process, students should not arbitrarily speak a word if the teacher who is bringing the material has not allowed it. The current teaching and learning process is called online learning. Students usually immediately turn on the audio without any instructions given. Events like this can usually interfere with the teaching and learning process taking place. That's where a student can show the personality that is embedded in him.*

The about paragraph is a paragraph development by contrast, so the student should use logical signals which shoe contrast such as while, but, besides, therefore, on the other side, especially, indeed, etc., but he/she lacked of using them. He only used the (determiner) and "they" (pronoun) many times (grammatical signals) cause the above paragraph is lack of coherence. The above paragraph consists of six sentences but three of the sentences still need logical signals to make a coherent paragraph. Thus, the score of the paragraph is 5.

The following is a coherent paragraph because its sentences have used logical signals. The logical signals are underlined.

Example 8.Coherent Paragraph

> *One of the attitudes that reflect oneself as a good student is for example speaking <u>and</u> behaving properly as a student. <u>Therefore</u> in the teaching and learning process, students should not arbitrarily speak a word if the teacher who is bringing the material has not allowed it. <u>Especially</u> the current teaching <u>and</u> learning process is called online*

learning. Students usually immediately turn on the audio without any instructions given. <u>Indeed</u> events like this can usually interfere with the teaching and learning process taking place. That's where a student can show the personality that is embedded in him.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Considering the result of the data analysis and the discussion of the result in the previous chapter, the writer would like to put forward some conclusions as follows:

The third semester of S1 students of English Department of FKIP UNISMUH MAKASSAR has "good" ability to develop expository paragraphs that possess unity, completeness, order and coherence. The students' mean score of four qualities of the paragraphs is 27.20, the minimum is 24, maximum is 30 and standard deviation is 1.989. As clearly presented, the highest percentages of the students' (85%) with 17 students are in good classification and there are 3 students (15%) are in fair classifications. Thus, the students are able to develop paragraph having good unity, completeness, order and coherence.

B. Suggestions

Finding out that the students have good ability to develop paragraphs the writer will give some suggestions for the sake of improving the students' ability as follows:

1. Realizing the importance of having ability to develop paragraphs well so the instructors or lecturers of writing especially who teach paragraph should take

much time to teach the four qualities of a good paragraph namely unity, completeness, order and coherence.

2. In teaching the four qualities, the instructors should revise (perfect) their teaching techniques applied now in order to find the best so that the students can possess a good ability to develop paragraphs.

3. Before teaching the four qualities of a good para graph, the lecturer should first teach about the topic sentence because without a topic sentence in a para-graph so it is very difficult to know whether the paragraph is unified, complete, ordered, coherent or not. It controls what we are going to write in a paragraph.

4. Concerning with the statement of number 3 at the conclusion, the lecturers should focus more on teaching coherence of the paragraph than the other qualities.

5. The lecturers should give more exercises/assignments to the students by asking them to apply the four qualities above in developing paragraphs. It is tended to know whether the students have had a good ability to develop paragraphs or not. Consequently, the lecturers will know the causes why they can get achievement like that. Thereby, the lecturers can take further steps in teaching paragraph.

6. For further researcher, it is recommended to make an investigation concerning with the topic of this research such as the students' ability to develop coherent paragraphs.

BIBLIOGRAPHY

Affan, Hasbi Muhammad,(2015). *Students' Ability In Writing Analytical Exposition Text (A Study at Eleventh Grade Students of SMA 4 Negeri Padang)*.Sumbar: English Department, STKIP PGRI SUMBAR. p.2.

Alyssa, McMillon. 2018. *None Human Biology &Physological*. English Teaching Forum: Murphy Middle SchoolQuora Expository Paragraph.

Antonio, Ramelo. 2017. *General And Specific Statement*. (https://www.slideshare.net/rameloantonio/general-and-specific-statement?qid=784531c8-61b0-4dea-bebe-e064de210093&v=&b=&from_search=1, diakses 5 Januari 2020). p.3.

Bergman, Fred. L. 1986. *Paragraph Rhetoric*.A Prograrm in Composition. USA: Alyyn and Bacon, Inc. p.17.

Brown, Ann Cole, et al. 1984. *Grammar and Composition*. Boston: Houghton Mifflingcompany. p. 277-279.

Canavan, P. Yoseph. 1975. *Paragraph and theme*. Lexington: D.C. Heat and Company.p.29-54.

Dardjowidjojo, S. (2000).*English teaching in Indonesia*. EA Journal.p.23.

Dirgeyasa, (2014).*College Academic Writing: A Genre-Based Perspective*, Medan: Unimed Press, p. 17.

Gandana, I. S. S. (2014).*ELT, interculturality and teacher identity: An inquiry into Indonesian university teachers' beliefs and practices*. Monash University, Unpublished PhD Dissertation.p.229-230.

Gazhali, Muhammad Farid. 2018. *Students' Difficulties in Learning Reading Comprehension (at the third Grade of SMPN 31 Makassar)*. Makassar: FKIP. UNISMUH Makassar.

Glatthorn, Allan A., et al. 1980. *Composition Skills*. USA: Science Research Associates, Inc. p.70-76.

Hairston, Maxine. 1986. *Contemporary Composition*. USA: Houghton Mifflin Company.p.2.

Harmer, Jeremy.2004.*How to teach Writing*. Harlow: Pearson Education Limited. p.31.

Husna,Lailatul. Zainil and YenniRozimela.2013. *An Analysis Of Students' Writing Skill In Descriptive Text At Grade XI Ipa 1 Of Man 2 Padang*, Padang: UniversitasNegeri Padang. p.3.

Hussen, Mohammed Amin 2015.*Assessing Students' Paragraph Writing Problems*.Haramaya: HARAMAYA UNIVERSITY.

Irwan, AnisaFitri. AnFauziaRozaniSyafei and LeniMarlina. 2018. *Students Ability In Writing An Analytical Exposition Text At English Department Of UniversitasNegeri Padang*. Journal Of English Language Teaching Volume7 Issue 1.

Kellogg, R. T. (2001). *Long-term working memory in text production*.Memory & cognition, 29 (1).p.43–52.

Khairini, Rizka. 2017. *The Effect Of Image Streaming Method On Students'Ability In Writing Narrative Paragraph*. Medan: Department of English Education Faculty of Tarbiyah Science And Teachers Training State Islamic University Of North Sumatera.

Kriszner and Mandell. 2011. "Focus on writing paragraphs and essays". United States of America: Bedford ST Martin's.p.3.

Marry, L.Yarber& Robert, E. Yarber. 2010. "A Guide To Writing Sentences And Paragraphs" (8th ed.). Emeritus: San Diego Mesa College.

McCrimmon, J.M. 1984. *Writing With a Purpose (8th ed)*. Boston: Houghton Mifflin Company.p.120-122.

Mistar, J. (2005).*Teaching English as a foreign language (TEFL) in Indonesia. In G. Braine (Ed.)*, Teaching English to the world: History, curriculum and practice. Hoboken: Taylor and Francis. p.75-85.

Nurhayati, 2017.*An Analysis On Unity In Paragraph Writing Of Second Semester Students Of English Education Department At IAIN PONOROGO In Academic Year 2016/2017*. Ponorogo: Faculty Of Teaching And Education English Department The Institute For Islamic Studies Of PONOROGO.

Oshima, A and Hogue. (2006). *Writing academic English*. Pearson Education: Longman. p. 2-27.

Pardiyono, 2007.*PastiBisa! Teaching Genre-Based Writing*. Yogyakarta:Andy Offset. p.222.

Podis, Leaonard, et al. 1995. *Rethinking Writing: Invention From and Style*. USA: Illionis. Scott Foresman and Company. p.91-94.

Roswita, Ida. 2012. *The Ability In Writing Expository Paragraph Of The Second Year Students At MA Kampar Timur Of Kampar Regency*. Riau, Pekanbaru: Department At English Education Faculty Of Eucation Teacher Training State Islamic University Sultan SyarifKasim.

Saraka. 1988. *From Paragraph to Essay*. Jakarta: DepikbudDitjenDikti P2LPTK.p.90-116.

Sepianita, Sri. 2010. *Submitted in partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan in English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin*, Makassar: UIN Alauddin. p.14.

Septiani, Puput. (2018). *Improving Students' Writing Skill By Using Four Square Writing Technique (A Collaborative Classroom Action Research)*. Lampung: TarbiyahAnd Teacher Training Faculty Islamic University Of RadenIntan Lampung. p.18.

Siregar, NeliaFariani. 2018. *Increasing Students' Writing Skill Through Expository Structured Text / Paragraph. Syntax Literate*.JurnalIlmahIndonesia: Volume 3 Issue 4.

Sweeney, Teresa. 2008. *How to make Paragraph Sing*. Writing Specialist. (https://www.fontbonne.edu/wp-content/uploads/2015/11/FourComponents.pdf, diakses 17 Desember 2019).

West, William W. 1980. *Developing Writing Skills*. New Jersey : Englewood Cliffs Prentice Hall.p.5.

Wirantaka, Andi. 2016. *Paragraph Writing of Academic Texts in an EFL Context*. Yogyakarta: UniversitasMuhammadiyah.

Wishon, George E.,et al. 1980. *Let's Write English*. New York: American Book Company.p.36-88.

Wren, and Martin. 1990. *High School English Grammer and Composition*. Printes (put) ltd,New Delhi: Ram Vagor.

APPENDICES

Appendix A

<u>Composition Test</u>

Direction:

1. Write or develop at least<u>Three good expository paragraphs</u> by selecting one of

   the topics below that you find enjoyable and interesting:

   a. The Impact of Television on Indonesian Children life.

   b. Air Pollution

   c. Traffic Accidents

   d. How to be a good Teacher

   e. How to be a Good Student

   f. Vocational School and Public School

2. You may open your dictionary.

3. Write your composition on the paper prepared!

4. Write your name and registration number (NIM) on the top of your paper!

5. You have 90 minutes to write your composition.

Appendix B

The list name of B class of third semester S1 students of English Department UNISMUH MAKASSAR

NO	CODE	Name
1	S-1	LIZA AIN
2	S-2	MUTMAINNA ANWAR
3	S-3	SELVI
4	S-4	VERA HIDAYATI
5	S-5	NINDI JULIA ANGGRENI
6	S-6	SRI AGUSTINA P
7	S-7	SITI SAKINAH M S
8	S-8	SALMA
9	S-9	SAHRA RAMADANA
10	S-10	RIRIN ASTARINA
11	S-11	RATNA
12	S-12	NURUL FADILLA
13	S-13	MUH RAFLI
14	S-14	ANANDA PRATIWI BAHAR
15	S-15	ISMUL INAYAH SYAM
16	S-16	HERLINA
17	S-17	HENI INDRAYANI
18	S-18	SHEILA TASYA WARDHANI
19	S-19	ANDI ISNAENI
20	S-20	AGUS SALIM

Appendix C

Score of Paragraph of Third Semester of S1 Students of English Department of FKIP of UNISMUH Makassar.

No.	Unity	Completeness	Order	Coherence	Total
1.	9	7	7	5	28
2.	8	6	6	6	26
3.	9	5	7	5	26
4.	7	7	7	5	26
5.	9	7	7	7	30
6.	8	6	6	4	24
7.	8	8	8	6	30
8.	8	8	8	4	28
9.	9	7	7	7	30
10.	6	8	6	4	24
11.	8	6	8	4	26
12.	8	6	6	4	24
13.	9	7	5	5	26
14.	9	7	7	5	28
15.	7	7	7	7	28
16.	8	8	6	6	28
17.	9	7	7	5	28
18.	8	8	6	4	26
19.	9	7	7	5	28
20.	8	6	8	8	30
Total					544

Appendix D

SPSS

1. Unity

Statistics

Unity

N	Valid	20
	Missing	0
Mean		8.2000
Std. Deviation		.83351
Variance		.695
Range		3.00
Minimum		6.00
Maximum		9.00

Unity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	1	5.0	5.0	5.0
	7.00	2	10.0	10.0	15.0
	8.00	9	45.0	45.0	60.0
	9.00	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

2. Completeness

Statistics

Completeness

N	Valid	20
	Missing	0
Mean		6.9000
Std. Deviation		.85224
Variance		.726
Range		3.00
Minimum		5.00
Maximum		8.00

Completeness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	1	5.0	5.0	5.0
	6.00	5	25.0	25.0	30.0
	7.00	9	45.0	45.0	75.0
	8.00	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

3. Order

Statistics

Order

N	Valid	20
	Missing	0
Mean		6.8000
Std. Deviation		.83351
Variance		.695
Range		3.00
Minimum		5.00
Maximum		8.00

Order

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	1	5.0	5.0	5.0
	6.00	6	30.0	30.0	35.0
	7.00	9	45.0	45.0	80.0
	8.00	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

4. Coherence

Statistics

Coherence

N	Valid	20
	Missing	0
Mean		5.3000
Std. Deviation		1.21828
Variance		1.484
Range		4.00
Minimum		4.00
Maximum		8.00

Coherence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	6	30.0	30.0	30.0
	5.00	7	35.0	35.0	65.0
	6.00	3	15.0	15.0	80.0
	7.00	3	15.0	15.0	95.0
	8.00	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

5. Four Category

Statistics

Four Category

N	Valid	20
	Missing	0
Mean		27.2000
Std. Deviation		1.98945
Variance		3.958
Range		6.00
Minimum		24.00
Maximum		30.00

Four Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	3	15.0	15.0	15.0
	26.00	6	30.0	30.0	45.0
	28.00	7	35.0	35.0	80.0
	30.00	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Appendix E

Student Activity

12

Name : Nurul Fadilla

Nim : 105351103320

Class : BG3B

How to be a good teacher

Teachers are generally known to refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Formally, a teacher is a teacher in a public or private school who has the ability based on a formal educational background of at least a bachelor's status. Having a valid legal provision as a teacher based on the applicable teacher and lecturer laws in Indonesia can be said to be a teacher. Teachers are also role models for students or those taught by teachers.

Becoming an ideal teacher is the hope of all teachers. A good teacher in my opinion is a teacher who is able to master the material, is able to master the class, has broad insight, is creative, innovative, and has other positive characters. Based on my experience when I was in school, there are still teachers whose teaching method is one-way communication or tends to be teacher-centered. In my opinion, the reason is that the learning model used by these teachers is not innovative and is dominated by lectures.

Being a good teacher must also have the principle of acknowledging the differences in the potential of individual students and treating them according to the level of differences that students have.
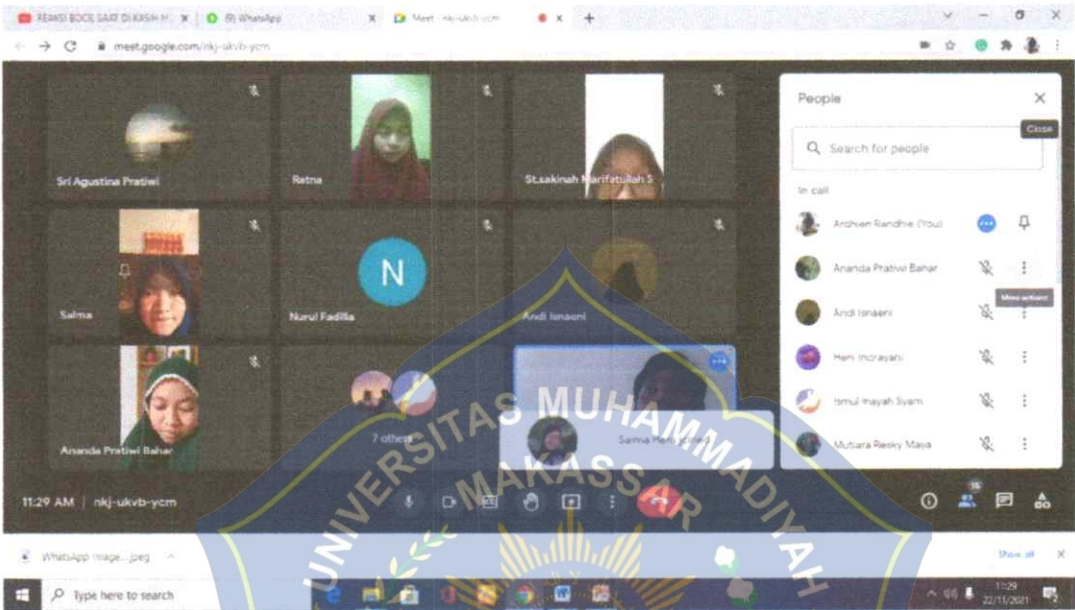
Unity : 8
Completeness : 6
Order : 6
Coherence : 4

Appendix F

Classroom Activity

CURRICULUM VITAE

Ardhien Randhie Ra'uuf is a student of the English Department at the Muhammadiyah University of Makassar. He was born on May 8, 1997 in Balikpapan. He is the first son of four siblings from marriage of Ramodding and Ariyanthie. He began his study at SDN 043 Balikpapan in 2003-2009. Then, he continued his study at SMPN 11 Balikpapan in 2009-2011. Afterwards, he continued his education at SMKN 3 Balikpapan in 2012 and graduated in 2014. In the next year (2015), he was registered as a student of English Education Department of Teacher Training and Education Faculty at Muhammadiyah University of Makassar. At the end of his study, he could finish his thesis by the title **"Students' Ability In Writing Expository Paragraph (A Descriptive Research Design At The 3th Semester Of English Department Unismuh Makassar)".**