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ENGLISH DEPARTMENT STUDENT'S SKILL IN DEVELOPING IDEAS IN PARAGRAPH WRITING SUBJECT AT FKIP UNES PADANG

Abstract

Writing is one of important skill that should have be mastered by the students. The Importance of Writing be the motivations of the researcher to compose this research. The research conducted in first year students of English department, FKIP UNES Padang. The sample of this research was 17 students. All of the students have taken Paragraph writing subject at the first-year of 2022/2023 academic year. Paragraph writing is a compulsory subject in English department of FKIP UNES Padang. This research used descriptive research methodology . The instrumentation was a writing test, the paragraphs of descriptive text. This research identified the mistakes often made by the students by analysing the result of the test itself. Research question was How is students' skill in developing the ideas in writing descriptive paragraph. There are 46% of the students got good score for developing ideas. In conclusion, the result shows that students were able to develop the ideas of the paragraph in paragraph writing subject.

Keywords

Paragraph Writing Subject, Developing Ideas, English Department.

A. INTRODUCTION

Writing is often considered as the most difficult skill because it combines thoughts and activities. Writing becomes the most difficult skill when it is learned by the foreign language learners. Regarding of those skills, the students intended to have good English skill written and spoken. Written skill deals with the main idea which gives unity and order to our paragraph. In addition to unity, coherence becomes important role in making a paragraph.

In order to make a good paragraph in writing the students need many requirements and complex skills such as how they are able to determine paragraph content, it's organization, vocabulary, grammar, and mechanics. Therefore, those components or indicators must be mastered by students.

Based on the interview done by the researcher, there are some problems found. First, the students faced some difficulty in developing the ideas of writing the descriptive paragraph.

The curriculum established in English Department of Faculty of Teacher Training and Education in Ekasakti University, it has four compulsory writing courses. The writing courses students should be taken are Paragraph Writing in the first semester, Essay Writing in the second semester, Academic Writing in the third semester, and Article Writing in the fourth semester.

The researchers consider choosing on the first semester in English department of Faculty of Teacher Training and Education, Ekasakti University. Based on the interviews in pre research activities, the researcher found that the students faced difficulty in doing writing a paragraph especially in developing the ideas of the paragraph. Moreover, the students also confused in applying the component of the writing that should be known by them are contents, developing ideas, vocabulary, grammar and mechanics.

A coherent paragraph consists of interrelated sentences which have in such a smooth way. Many mistakes are also frequently found when the students start to write. They tend not to obey the rules in writing and say that writing is a complicated skill, that this skill is concerned with the talent. Writing is not easy. It involves much work and practices. Trying to put our ideas on paper in just the way we want them is never easy.

In addition, writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects Jozsef, (2001:5). According to this view writing is still a complex skill to the writer, because it involved the writer's knowledge and it experience for developing and design idea Besides, Richard stated that writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences Richard (2002:303)writing based on the topic given by the lecturer at that time.

B. RESEARCH METHOD

The type of this research is descriptive research. This research analyzed the ability of the first-year students in constructing good paragraph at English Department in Ekasakti University Padang by giving a writing test about simple paragraph of descriptive text. This

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Moreover, emphasizing that writing is vital component of comprehensive synergy of literacy. Writing deals with three skills, those are reading, listening, and speaking. It means that writing is the way to express the ideas in written form . Hoover (2008:1) From some definitions stated above can be concluded that writing is a complex process of recording of system language by means of visible or tactile marks that result a meaningful text to express writers' ideas by using the writer's knowledge and resources without forgetting the linguistic rule and still pay close attention to the component of writing in order to composing the text.

The process of writing is an approach that encourages English learners to engage in writing even as they are developing the companion literacy skills of reading and speaking. Walter (2004:78) Learning to write is a matter of learning about the stages and efficient methods of working through each stage and combining them into an efficient process. There are four stages in the writing process, they are Renandya (2002:316). from the theory above it can be stated the stages prewriting ,drafting, revising, and editing will be analysed below.

In order to make a good framework, the researcher thinks that finding the problems of the students' writing is the first component to be analyzed. However, the analysis will be based on the five elements of writing, they are content, developing ideas, vocabulary, grammar and mechanics. In order to find the result, the researcher will ask the students to compose the writing and analyze it. In this case the researchers only focused on the developing of ideas in order to find out students skill in paragraph writing subject.

C. FINDING AND DISCUSSION

Findings

Students' Skill in Writing Paragraph in Paragraph Writing Subject of English Department of Faculty of Teacher Training and Education of Ekasakti University.

The students' scores in writing paragraph were presented in the following description. The real score from each scorer divided into two and the result of those scores were the results from students total score. After scoring the students writing the paragraph, the real scores of the students are presented in the table below:

No	Students	Scorer 1	Scorer 2	Average
1	Student 1	70	75	73
2	Student 2	75	80	78
3	Student 3	65	70	68
4	Student 4	50	50	50
5	Student 5	65	55	60
6	Student 6	65	70	68

7	Student 7	80	95	88
8	Student 8	50	55	53
9	Student 9	85	80	83
10	Student 10	75	85	80
11	Student 11	80	75	80

Table 1. is showing the raw score for each student. The highest score for the excellent score is reached by student no.7, it is 88. The lowest raw score has reached by student no 4, it's in poor category with 50 point. There are 4 students got very good score; they are the student number 7,9 10 and 11. The students who got the good score are 4 students by the range 66-79 point, they are the students number 1,2,3 and 6. The raw score in table 4 are put into percentage and frequency as can be seen in table below:

Table 2 Range of Students Score

Range of Real score	Category
80-100	Very Good
66-79	Good
56-65	Fair
46-55	Weak
0-45	Poor

Elvera Rosa(2008:16)

The Range of the real score derived from the points that the students get according to the real score. Here the deacription of the range of students' score.

Table 3. The Percentage of the real Score

From the table above, it can be seen that 4 students got very good score. It means 36,3% of the students have good writing skill. In addition there are 4 students got good

No	Category	Score	Frequency	Percentage
1	Very Good	80-100	4	36,3%
	Good	66-79	4	36,3%
	Fair	56-65	1	9,1%
	Weak	46-55	2	18,2%
	Poor	0-45	0	0
Total score			11	100%

score the percentage is 36,3%. There is only student who got fair score, 2 students got weak, and none of the students got poor score. In conclusion students skill in paragraph writing is very good.

(2). The Students' Problems In Writing Paragraph In Paragraph Writing Subject

In this section, the researcher shows the students ability in each component in paragraphs writing. The component of writing are Developing the ideas, Organizing The ideas, Grammar, Vocabulary and Mechanics.

Table 7. Students Score For Each Component Of Paragraph

No	Category	Developing Ideas		Organizing Ideas		Grammar		Vocabulary		Mechanics	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
1	Very Good	2	18%	1	9%	0	0%	0	0%	0	0%
2	Good	5	46%	7	64%	7	64%	9	82%	4	36%
3	Fair	3	27%	3	27%	4	36%	2	18%	5	45%
4	Weak	1	9%	0	0%	0	0%	0	0%	2	18%
5	Poor	0	0%	0	0%	0	0%	0	0%	0	0%
		11	100%	11	100%	11	100%	11	100%		100%

Table 4 present the students' score for each component on writing a paragraph. It can be seen that only two of the students got very good for developing ideas component. There are 46% of the students got good score for developing ideas, 64% students got good for organizing idea and grammar component while in vocabulary there 82% got good scores. For mechanics component there are 45% students got fair score. So it can be concluded that the lowest score is in organizing ideas. So the students's biggest problem is in organizing their ideas.

Discussion

a. Students' skill in developing ideas

Developing ideas is the most important thing for the students in writing descriptive text. By developing the ideas, the students can make a good writing text and developing their ideas clearly on each paragraph. In the topic sentence, the students have to identify the topic first; they can identify the phenomenon related to their topic. In developing the ideas, the students have to describe about the place by describing parts, qualities and the characteristics of the place.

The developing ideas is started by choosing a good topic, and topics sentences, it called paragraph unity. Based on the findings the students described the place without organizing it well, and they didn't give specific information about the place. They did not provide any additional information or appropriate explanation to maintain the main ideas as can be seen in students 4 writing (see appendix), where the students only gave a short explanation without organized the ideas.

b. Students' skill in organizing the ideas

In organizing the ideas the students have to write the text with the correct coherences. In writing descriptive text, the students have to describe about the place well, in order to inform the reader. The sentences must be understandable and hold together. In the identification part the student has to identify the object very well. It will develop into good paragraph with good description. The student has to describe about the object very well, the quality and the function of the object itself. Furthermore, the students have to mention the complete features of the place. For example, when they are choosing the topic about their school, they have to explain the parts of the school and explain the characteristics of the place. The students can write the additional information in the supporting paragraph. They may mention two or three features about that place.

In organizing the ideas, the students were able to use the chronological order. The chronological order is order by time; it uses to explain processes, such as where is Padang beach taken place. The students can use; first, second, next, etc to explain the place. Chronological order is also used to describe events of period of time. Beside the chronological order, a logical division is also part of organization ideas of writing. a logical division of ideas is a form of essay organization that is used to group related items according to some quality they have in common. The large topic is divided into smaller subtopics, each of which can be discussed in a separate paragraph. The introductory paragraph introduces the main topic, and the thesis statement may give the number of subtopics. Each body paragraph discusses one subtopic. The concluding paragraphs the essay to a close by reminding the reader of the essay's main points.

D. CONCLUSION

Based on findings, it can be concluded that the quality of the students test is good. The but the students still have problem in composing the text.

1. Students skill in writing paragraph is good, where the students got good score in each components. They already know the rules of writing but still unable to apply it. Those problems make their writing skill is still weak.
2. Students problem in writing paragraph is in grammar and mechanics. The students faced the problems in using the correct grammar and punctuation.

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