AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY IN DEVELOPING A TOPIC SENTENCE INTO AN EXPOSITORY PARAGRAPH

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Abstract

The background of the study was that the second year students got difficulties in organizing ideas, using vocabulary, grammar, and mechanics. This study was aimed to describe the students' ability in developing a topic sentence into an expository paragraph. The design of this study was descriptive in nature. The number of population was 102 students who were distributed into class A, B, and C. The writer used cluster random sampling technique in selecting the sample. Class A which consisted of 32 students (31%) became a sample. The data of this study were the students' scores. To collect the data, the writer used writing test in the form of essay. In this test, the students should choose one of the four topic sentences to be developed into an expository paragraph. The result of trying out test showed that the coefficient correlation of two scores was 0.95 which was categorized as very high correlation. It means that the test was reliable. To analyze the data, the writer presented the raw scores; calculated the mean and standard deviation; classified the students into high, moderate, and low ability; and calculated the number and percentage of the students' ability. Generally, the result of this study showed that 22 students (68.75%) got moderate ability in developing a topic sentence into an expository paragraph. Specifically, the result of this study showed that 18 students (56.25%) got moderate ability in organizing ideas, 22 students (68.75%) got moderate ability in using vocabulary, 18 students (56.25%) got moderate ability in grammar, and 17 students (53.125%) got moderate ability in mechanics. In conclusion, the second year students' ability in developing a topic sentence into an expository paragraph was moderate. It means that there were some students who still got difficulties in organizing ideas, vocabulary, grammar, and mechanics.
Key words: analysis, ability, developing, topic sentence, expository paragraph

Introduction

English as international language has important role in many various field likes politics, economics, educations, etc. That is why the students should master four language skills, namely: listening, speaking, reading, and writing. One of them is writing.

Writing is one of intregrated skills in language teaching which has a complex process that needs to be mastered by the students. According to The National

Council of English Teachers in West Leeming Primary School (1985:3), writing is a process of selecting, combaining, arranging, and developing ideas in effective sentences, paragraphs, and often longer units of discourse. It means that writing is process of thinking about the ideas that can be reflected in the form of sentence, paragraph, text, or essay.

Reid and Lindstrom (1985:40) say that a paragraph is a series of sentences about one idea which called topic. In writing paragraph, the writer should be able to arrange the details based on the main idea. The main idea is usually stated in topic sentence. Topic sentence is a general statement about the topic (Oshima and Hogue:1999).

Based on syllabus writing II academic year 2012/2013, the second year students who were in the third semester not only studied how to write a good paragraph but also they studied how to develop a topic sentence into a good paragraph. One of types of paragraph that was taught was expository paragraph.

Expository paragraph is a piece of writing that explains something to the readers (Boardman and Frydenberg, 2002:7). In this case, the writer gives information about something clearly and objectively so that the readers can get clear illustration of something that the writer intends.

Based on the theory above, the writer thought that the students who were studying in the fourth semester had good abilities in developing a topic sentence into an expository paragraph. In fact, the students still have some problems in organizing ideas, using appropriate vocabulary, using correct grammar, and applying mechanics. The writer got these information by doing informal interview with some second year students and the lecturers of writing subject. This interview was held on March, 3rd 2013.

Based on the fact above, the writer was interested in conducting the study on the analysis of the second year students' ability in developing a topic sentence into an expository paragraph.

Generally, the purpose of the study was to describe the second year students' ability at English Department of Bung Hatta University in developing a topic sentence into an expository paragraph. Specifically, the purposes of the study were as follows:

1. to describe the second year students' ability in organizing ideas (writing supporting sentences and concluding sentence) into an expository paragraph.

2. to describe the second year students' ability in using appropriate vocabulary to develop a topic sentence into an expository paragraph.

3. to describe the second year students' ability in using grammar to develop a topic sentence into an expository paragraph.
4. to describe the second year students' ability in applying mechanics to develop a topic sentence into an expository paragraph.

Research Method

The design of this study was descriptive in nature. According to Gay (1987:189), decriptive research is a research that determines and describes the way things are. It was used to describe the second year students' ability at English Department of Bung Hatta University in developing a topic sentence into an expository paragraph.

The population of this study was the second year students who were studying in the fourth semester and registered in academic year 2012/2013. The number of the population was 102 students which were distributed into three classes (class A, B, and C).

Because the number of the population was quite large and it was distributed into classes, the writer selected the sample by using cluster random sampling technique. According to Gay (1987:110), cluster random sampling is a sampling technique in which groups, not individuals, are randomly selected. The

writer chose the sample class randomly because they had same syllabus, teaching materials, time allocation, and teacher.

In selecting the sample, the writer wrote the name of each classes on small papers. Then, the writer put them in the box. Next, the writer shake the box and took the paper. After doing several steps, the writer got sample class. That was class A which consisted of 34 students. When the writer did the test, there were just 32 students in the class. It means that there were two students who did come and follow the test. So, the total sample of this study was 32 students and the percentage of that was 31%. This test was held on June, 18th 2013.

To collect the data, the writer used writing test in the form of essay. The students were asked to develop a topic sentence into and expository paragraph. In this case, the writer gave four topic sentences that were taken from english writing book and internet. The students had 60 minutes to do that. These were four topic sentences that coulde be developed by the students:

1. Stroke is a kind of diseases that attacks the human brain.
2. Telephone is a kind of technologies that is used for calling someone.
3. Flood is natural disaster that is very dangerous.

4. Padang is a capital city that becomes centre of government in West Sumatra Province.

To do the test, the writer did trying out test first in out of the sample. It was used to see time allocation was enough or not, the students understood the instruction of the test or not, and to find out the reability of the test.

A good test must be valid and reliable. It was called valid if the test based on syllabus and teaching materials. While, It was called reliable if two scorers gave score objectively and based on the scoring criteria. To find out the reability, the writer used inter-rater technique while to calculate the coefficient correlation of two scorers and its reliability, the writer used Pearson Product Moment Formula by Arikunto (2012:87):

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[(N\sum x^2) - (\sum x)^2][(N\sum y^2) - (\sum y)^2]}}$$

Where :

r_{xy} = the coefficient correlation between variable X and Y

N = the number of students who follow the test

x = the first scorer's score

y = the second scorer's score

$\sum xy$ = the total score of cross product xy

Arikunto (2012:89) states that general coefficient correlation of two scorers is categorized as follows:

$0.81 - 1.00$ = very high correlation

$0.61 - 0.80$ = high correlation

$0.41 - 0.60$ = moderate correlation

$0.21 - 0.40$ = low correlation

$0.00 - 0.20$ = very low correlation

The result of trying out test showed that the students understood the instructions of the test, time allocation was enough, and the coefficient correlation of two scorers was 0.95. It could be categorized as very high correlation. It means that the the instrument was reliable and it could be used as the instrument to collect the data.

The data of this study were students' scores in writing. To gave the score, the writer used scoring criteria modified from Heaton ideas (1988:146). In this case, there are four components that were evaluated. They were organizing ideas,vocabulary,grammar, and mechanics. Each components has different scores.

In analyzing the data, the writer did several steps as follow:

1) The writer presented the raw score from two scorers.

2) The writer counted the average score of two scorers by using this formula:

$$S.s = \frac{Score\ 1 + Score\ 2}{2}$$

Where:

$S_{.s}$ = students' score

Scorer 1 = the first scorer's score

Scorer 2 = the second scorer's score

3) The writer calculated the Mean (M) and Standard Deviation (SD) by using this formula (Arikunto, 2012:299):

$$M = \frac{\sum x}{N}$$

$$SD = \sqrt{\frac{\sum x^2}{N} - \left\{\frac{\sum x}{N}\right\}^2}$$

Where :

M = mean score

$\sum_x$ = sum of all score

SD = standard deviation

$(\sum_x)^2$ = the square of the sum

$\sum x^2$ = the sum of all the square

N = number of students

4) The writer clasified the students' ability into high, moderate, and low ability by using this formula:

>M + 1SD = high ability

M – 1SD → M + 1SD = moderate ability

<M – 1 SD = low ability

5) The writer calculated the number and percentage of the students who get high, moderate, and low ability by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = percentage of the students score

R = the sum of the students who get high, moderate, and low ability

T = the sum of the students

Findings and Discussions

a. Findings

Students' Ability in developing a topic sentence into an expository paragraph

Generally, the result of the data showed that the students' ability in developing a topic sentence into an expository paragraph were moderate. It showed that the highest score of the students' writing was 92 and the lowest score was 60. Futhermore, the writer found the mean was 78.66 while its standard deviation was 8.09. The result of the data analysis can be seen as the table below:

Range Score	Category	Number of Students	Percentage
>86.75	High	6	18.75%
70.57→ 86.75	Moderate	22	68.75%
<70.57	Low	4	12.50%
	Total	32	100%

Students' Ability in Organizing Ideas,

Specifically, the result of the data showed that the students' ability in organizing ideas were moderate. It showed that the highest score of students' writing is 38 and the lowest score is 25. The mean and standard deviation of the students' scores in organizing ideas were 32.58 and 3.94. In detail, the result of the data analysis can be seen at table below:

Range Score	Category	Number of Students	Percentage
>36.52	High	8	25%
28.64→36.52	Moderate	18	56.25%
<28.64	Low	6	18.75%
	Total	32	100%

Range Score	Category	Number of Students	Percentage
>26.07	High	4	12.50%
20.71→26.07	Moderate	22	68.75%
<20.71	Low	6	18.75%
	Total	32	100%

Students' Ability Using Vocabulary

Specifically, the result of the data showed that the students' ability in using vocabulary were moderate. It showed that the highest score of students' writing is 28 and the lowest score is 17. The mean and standard deviation of the students' scores in organizing ideas were 23.39 and 2.68. In detail, the result of the data analysis can be seen at table below:

Students' Ability in Applying Mechanics

Specifically, the result of the data showed that the students' ability in applying mechanics were moderate. It showed that the highest score of students' writing is 5 and the lowest score is 3. The mean and standard deviation of the students' scores in organizing ideas were 3.84 and 0.74. In detail, the result of the data analysis can be seen at table below:

Range Score	Category	Number of Students	Percentage
>26.07	High	4	12.50%
20.71→26.07	Moderate	22	68.75%
<20.71	Low	6	18.75%
	Total	32	100%

Range Score	Category	Number of Students	Percentage
>4.58	High	6	18.75%
3.10→4.58	Moderate	17	53.125%
<3.10	Low	9	28.125%
	Total	32	100%

Students' Ability in Using Grammar

Specifically, the result of the data showed that the students' ability in using grammar were moderate. It showed that the highest score of students' writing is 23.5 and the lowest score is 12. The mean and standard deviation of the students' scores in organizing ideas were 218.84 and 3.12. In detail, the result of the data analysis can be seen at table below:

b. Discussions

Based on the findings above, some students still have problems in developing a topic sentence into an expository paragraph**.** Their problems as follows:

1) The student's problem in organizing ideas

For example:

Topic sentence:

Telephone is kind of technologies that is used for calling someone

Students' writing:

By using telephone, people also can send a message, chat with other people, and browse something in internet.

The correct one:

By using telephone, people can communicate each other although they live in different cities.

From the example above, the student was not able to develop the main idea of topic sentence corectly. The student had some mistakes in organizing ideas into unfied paragraph.

2) The student's problems in using vocabulary

Students' writing:

Flood means a condition of the land that is *fulfilled* by the *number* of water.

The correct one:

Flood means a condition of the land that is *submerged* by the *volume* of water.

From the example above, the student had mistakes in choosing the appropriate vocabularies. It was *fulfilled* and *number*. The writer thought that these words were not appropriate. She thought that *submerged* and *volume* were more appropriate than *fulfilled* and *number*.

3) The student's problems in using grammar

Students' writing:

Finally, many people interested to use the telephone although the cost expensive.

The correct one:

Finally, many people are interested in using the telephone although the cost is expensive.

From the example above, the student had some mistakes in using correct grammar. He did not understand how to use correct tense, such as: *interested in*. He also forgot to use be, such as: *are* and *is*.

4) The student's problems in applying mechanics

Students' writing:

for this time communication is important for our life**,** because in our daily life we need contact from one person to another.

The correct one:

For this time, communication is important for our life because in our daily life we need to contact from one person to another.

From the example above, the student had some mistakes in applying mechanics, such as: she did not use capital letter for the first abjad, they forgot to use comma after the word "*for this time",* and they also use comma before *"because."*

Conclusion

Based on the result of the data analysis, the writer concludes as follows:

1. the ability of the second year students in developing a topic sentence into an expository paragraph by using organizational *definition* pattern were moderate. It means that there were some students who still got difficulties in organizing ideas (writing supporting sentences and concluding sentence), using appropriate vocabulary, using correct grammar, and applying mechanics (spelling, punctuation, and capitalization). It was proved by the result of the data analysis.

2. the writer just focused on four components of writing paragraph. They are organizing ideas, vocabulary, grammar, and mechanics. Based on the result, the students got moderate ability in each aspects.

Suggestions

Based on the conclusion above, the writer gave some suggestions as follows:

1) for the students, they should make effort to increase their mastery in organizing ideas, vocabulary, grammar, and mechanics since the students got difficulties in developing a topic sentence into an expository paragraph. It can be achieved by doing several exercises.

2) components or elements of writing paragraph that can be analyzed by the writer are not only orginizing ideas, vocabulary, grammar, and mechanics but also many others. Therefore, the next writers are suggested to study another aspects of writing paragraph, such as: unity and coherence.

Then, the writer extends the biggest thanksfulness to her beloved parents, her father Suwardiman, S. Pd. and her mother Dwi Koranti, who have been supporting, encouraging, loving, and praying her. The writer also wants to say thank very much to her beloved brothers, Briptu Sutomo Ardi, S.E and Arman Suwondo, who have given spirit and praying. At last, the writer say thanks to her lovely friends, Maya Rismawanty, Mega Muspita, Muhammad Fauzi, Herda Dewi Ningrum, Rolia Gusta Nery, Yuliatri Novita, Yuyus Nur'aini, and M.Zil Hanip.

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