

The Competence of TheFifth Semester Students of English Department FKIP UKI Toraja in Writing Paragraph

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Abstract:

The Competence of theFifth Semester Students of English Department FKIP UKI Toraja in Writing Paragraph. The objective of this research was to find out the competence of the fifth semester students of English department FKIP UKI Toraja in writing paragraph. The writer used quantitative descriptive method. The population of this research was the fifth semester students of English department FKIP UKI Toraja in writing paragraph which consists of 119 students. The writer used random sampling method, which means that not all of the population were taken as respondents. The writer choose 20 students as respondents. The data obtained from the written test were tabulated and analyzed by using the percentage technique. The mean score of the student's competence in writing paragraph was 78.6 falls in good category. While the average of content was 16, the average of organization was 14.9, the average of grammar was 15.15, the average of vocabulary was 16.5 and the average of mechanic was 17.25. It means that the average of mechanic is higher than all of the average of student's competence in component. Based on the result above, the writer concludes that the competence of the fifth semester students of English department FKIP UKI Toraja is good.

Keywords :Competence, writing, paragraph

A. INTRODUCTION

Nowadays, English become an important need. Because every aspect in this life needs English not only in education aspect, but in the business world and culture is also needed English to be able to support aspects of the activity in various aspects. Without English language we cannot communicate, cooperate and connect with each other different language with us. Now, many foreigners who come to Indonesia, we needed English to communicate with them. In the world of language teaching especially in universities, English is needed. Of English, English is essential to support the subject studied.

Based on the reason above, the Indonesian government determines English as the first foreign language and decides English into the curriculum. It is taught start from elementary school until senior high school and even in the university. It is also become a special department at the university. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four “language skills”: listening, speaking, reading, and writing. One of the language skill is writing.

Writing is one of the important skills in teaching English. It has always occupied place in most English language course. Writing is also action process of discovering and organizing your idea, putting them on paper and reshaping and revising them. Writing cannot be separated from paragraph. Paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme. But in fact, for Indonesian learner, learning and mastering English, comprehending paragraph is not easy we sometimes find the students have problem and face difficulties in writing paragraph. Writing paragraph has a good value in teaching English because it can help the students to know easier the story in English. It gives students impression of what they are going to learn. So the students will be happier in learning.

Based on the background above the writer is motivated in conducting the research entitled The Competence of theFifth Semester Students of English Department FKIP UKI Toraja in Writing Paragraph.

B. REVIEW OF RELATED LITERATURE

Writing

According to Nunan (2011:95), writing is a development process that begins with copying familiar letters and words, and moves through to the production a range of text types and genres, such as reports, instruction and narratives.

According to Bridges and Lunsford (1984:7), writing is the stage in which the writer produce a rough draft of the paper.

According to Murcia &Olshtain (2000:142),“ writing is the production of written words that results in a text, and the text must be read and comprehended in order for communication to take place“. The intention of the statement is that communication can take place. Nevertheless, through a text the writer communicates his/her ideas in the form of written text from which the reader would try to catch the core of the ideas and their meaning. By writing, you can express something in your mind to the others through the organized words and communicative sentences. Therefore, the readers are able to understand what you want to convey.

Based on the various definitions above, the writer can conclude that writing is a tool of communication to express our ideas or to transmit the messages through written-form.

Content

The content of writing should be clear to readers so that the reader can understand the message content and gain information from. In order to have a good content of writing, its context should be well unity and completed. This term is usually

known as unity and completeness which become the characteristics of the good writing.

Form

In form of the writing concerns with the ways through writer arranges and organizes the ideas order message in the writing. There are many ways used by the writers to organizes the writing. This form is mainly recognized as order.

Chronological Order. This type of form is commonly use in the narration and exposition: it deals the events with the process that is described from beginning to the end. The first order of importance, this type of form is a way of organizing supporting details according to their importance. When a writer arranges details in this way, how to star the least important ones. The second general to particular order, this types of form is commonly used in the expository writing. In this type the main idea is started in the first sentence and then moves the supporting sentence. This type is usually known as educative order. The supporting sentences explain the general idea of the topic sentence in the first sentence. The third particular to general order, this type of form is usually as inductive order. Here, the writer will lead readers through various kinds of supporting sentences concluding sentences. The topic sentences are placed in the end of writing. the fourth general to particular-general order, this type of form begins with a generalization and then follows with particular statement to support that generalization. In the final sentences, the main idea will be restarted in the topic sentences, but slightly in different words. And the last question to answer order, this type of form with the question and the answer of will follow. The answer should be contained with enough fact and order detail until they are acceptable to readers.

Grammar

Grammar plays important roles in the writing. in the governs utterances that we produces to be right or orderly. Therefore it also has great influence on the quality of writing. in order have a good grammatical in the writing. The writer should pay attention to the use of grammatical rule concerning tenses, preposition,

conjunction, clause, adjective, adverb, articles. The lack of good grammar will make the contain of writing vague and can make misunderstanding.

Vocabulary

Vocabulary is one of language aspects dealing with the process of writing. the writer always think about putting words into sentences, putting sentences into paragraph until they can create a place of writing. It is clear now that we cannot write or express our ideas if we do not have vocabularies. Therefore, we cannot understand the writing passage without having a lot vocabularies.

Mechanics

The use of the mechanics is due to capitalization, punctuation, and spelling appropriately. The use of capitalization in the writing ca clarify the ideas if the sentences are not capitalized correctly, ambiguous, misunderstanding will appear. It also help us to differentiate from sentence to the others. The words which is capitalized at the beginning are: the first word of own word that presents a dialogue the name of people, the name of form. Punctuation can help readers to identify words are to be taken as an unmet of meaning and suggest how the units of it related to each other. There are three important roles follow in using spelling appropriately. They are suffixes addition such as adding (gerund, present participle). Plural formation such as adding 's' or changing 'y' to 'i' if the finally 'y' is preced consonant such as 'fly' becomes 'flies', the handling of 'ie' or 'ai' within words.

Paragraph

According to Zemach "Paragraph is a group of about 6-12 sentences about one topic. All of the sentences explain the writer's main idea about the topic .

According to Advanced American Dictionary (2008), paragraph is a group of several sentences in a piece of writing, the first sentences of which state on a new line.

Based from some definition above the writer concludes the paragraph is a text where can give information, tell a opinion, explain something or even tell a short story.

Structure of Paragraph

Hogue (1996:105) a paragraph has three basic parts, they are: Topic sentence, this is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of paragraph. Supporting sentence, these are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence. Concluding sentence, this may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic. this paragraph tries to convince the reader of something. This type of paragraph may star with a phrase like : “I think that...” the support section may include sentences that star with, “one reason is....” It may end with something like.

C. METHOD

This research carried out by quantitative descriptive method were the writer used written test to find out the competence of the fifth semester students of English Department of FKIP UKI Toraja. The sources of the data taken from the fifth semester students of English Department of FKIP UKI Toraja through written test and the secondary data sources from library, article, journal, and internet that suitable to the title of the research. The students who are selected as the respondent of this research from 5 classes of the participants, the writer taken 20 students and chose 4 students of every class. The instruments of the research in collecting data used written test. The obtained data was analyzed in three major phases: collecting data, analysis data and conclusion.

D. RESULT

Table 4.1 The data findings are reported as follows:

Student's Number	Score	Total score
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	Content	Organization	Grammar	Vocabulary	Mechanic	
1	16	12	15	15	19	77
2	19	15	14	16	19	83
3	19	16	15	16	20	86
4	17	15	14	17	19	82
5	13	14	14	15	19	75
6	13	13	15	16	17	74
7	17	16	16	17	19	85
8	20	17	16	16	13	82
9	13	17	16	17	17	80
10	17	17	16	16	17	83
11	16	13	16	16	17	78
12	17	16	16	17	17	83
13	13	13	13	17	17	73
14	19	17	16	17	13	82
15	17	16	16	17	17	83
16	13	13	17	16	17	76
17	9	9	9	9	13	49
18	19	17	16	16	19	87
19	13	13	16	16	17	75
20	20	19	17	19	19	94
Total	320	298	303	321	345	1,587
Average	16	14.9	15.15	16.5	17.25	79.35

Table 4.1 shows that the student's competence in writing paragraph was 79.35 out of 100 as maximum score . The score indicated that students have good score in writing paragraph. Specially, the student's competence in composing content was

16 out of 20 as maximum score, it is indicated that students have good. The score of student's competence in component of organization was 14.9 out of 20 as maximum score, it s indicated that students also have good. The score of student's competence in component of grammar was 15.15 out of 20 as maximum score, it s indicated that students also have good. Then, the score of student's competence in component of vocabulary was 16.5 out of 20 as maximum score, it is indicated that good. In the term of using the mechanics, the students writing competence was averaged 17.25 which indicates good.

Table 4.2 : The criteria and percentage of the student's competence

Score	Classification
80-100	Very good
70-79	Good
50-69	Poor
00-49	Bad

Table 4.2 shows that the score 80-100 it means that the score is classified very good, score 70-79 is classified good, score 50-69 is classified fair and score 00-49 is classified bad.

Table 4.3 The frequency and percentage in written test

Category	Score	Frequency	Percentage
Very good	80-100	12	60%
Good	70-79	7	35%
Poor	50-69	-	-
Bad	00-49	1	5%
		20	100%

The table above shows that out of 20 students. There were 12 students or 60% got "very good score", there were only 7 students or 35% got "good score", there were

1 student or 5% got “bad score”. It means the highest percentage of the students got very good.

From the previous study in this research, theory by Jacobs (as cited Weigle, 2002: 116) state that there are five components of writing. they are the content, organization, grammar, vocabulary, mechanic. The writer comparing the previous study with this research . They are:

Lagay (2015), the result showed that the mean score of the student was 82.44 it is very good category. And the result of this research showed that the mean score of the student was 79.35 it is poor category. It means that the mean score of Lagay is higher than the mean score of this research.

Siappa’ (2010), the result show that the mean score was 5.95 it is bad category. And the result of this research showed that the mean score of the student was 79.35 it is poor category. It means that the mean score of this research is higher than the mean score of Siappa’.

Limbong (2010), the result of the data the data analysis to showed that the mean score was 66.41 it is fair category. And the result of this research showed that the mean score of the student was 79.35 it is poor category. It means that the mean score of this research is higher than the mean score of Limbong.

Another word, we described that the comparison between the mean score of Lagay (82.44), Siappa’ (5.95), Limbong (66.41) and this research 79.35. It means that the mean score of Lagay is higher than the mean score of Siappa’, Limbong and this research.

From the result of data analysis as has been pointed by in the previous, it can be inferred that average mean score of the fifth semester students of English Department of UKI Toraja for academic year 2016/2017 in 60.35 which falls on “good” category. From this point, the writer can conclude that the competence of the fifth semester students of English Department of UKI Toraja for academic year 2016/2017 in writing paragraph is good.

E. CONCLUSION

From the analysis and the discussion in the previous chapter, the writer concluded that the result of the data analysis showed that the competence of the fifth semester students of English Department FKIP UKI Toraja in writing paragraph is good. This can be provided by their mean score 79.35 categorized as good score.

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