

**STUDENTS' DIFFICULTIES IN MAKING COHERENCE
PARAGRAPH IN FIFTH SEMESTER OF ENGLISH
DEPARTMENT IAIN ZAWIYAH COT KALA LANGSA**

THESIS

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ABSTRACT

Name: Riydha Karina / Date of birth: Idi Cut, 7th May 1993. Student's number: 1042011078. Title of Thesis: **“Students’ Difficulties in Making Coherence Paragraph in Fifth Semester of English Department IAIN Zawiyah Cot Kala Langsa”**.

The background of research is based on a case study occurred at students of English Department IAIN Zawiyah Cot Kala Langsa. Most of students cannot write coherent paragraphs well. Coherence paragraph is paragraph that fit every piece with arrange any words, phrases, sentences and paragraphs. Base on SanggamSiahaan theory coherence means clear and reasonable connection between parts and all the parts in a sentence are connected in smooth and logical order. Since the conceptual meaning of English sentences mainly depends on word order, so the arrangement of the parts of a sentence is especially important to accurate expression of ideas. The incoherent sentences, however, would always misguide the readers. In this research, the researcher searched factors in students who cannot write coherent paragraphs well by using descriptive qualitative research. Descriptive qualitative is the research that describe about all occurred during the study. The Purpose of this study is to find out students at fifth semester of English department difficulties in making coherence paragraph. The population was the fifth semester students which consisted of four classes for 80 students in academic year of 2015-2016. In taking sample the researcher wrote four classes in four papers. Then, it was folded and random the papers. After that, the researcher selected one of four papers to get the sample. The sample was unit four in fifth semesters which consisted of 19 students which was selected by using simple random sampling. The instrument to collect the data used interview and documentary. In interview the researcher used open ended interview than asked twelve questions to the students about their difficulties in making coherence paragraph. The researcher took examination papers for finding out the students' problem in writing, especially, in making coherence paragraph. To analyze document and interview, the researcher used Milles and Hubberman formula. There are three steps in analyzing qualitative data, namely: reducing data, data display, and concluding or verification. In reducing data, the researcher classified, organized and selected students' difficulties in making coherence paragraph. Then, the researcher displayed the result data from documentary in the table and the result data from interview in diagram. Finally, the researcher concluded all the difficulties students in making coherence paragraph. The researcher hoped this study will give some useful information about the factors of students' difficulties in making coherence paragraph. Giving information about students' difficulties in making coherence paragraph, it was transcript on instruments. Therefore, the lecturers can implement appropriate teaching techniques in teaching coherence paragraph and this research would be additional information for other researcher who planned to do a research about the similar topic. From this research the researcher found many factors students' difficulties in forming the coherences.

The researcher found that the students difficult in organizing ideas in paragraph, having problem with tenses and acquiring problem lack vocabulary.

Key Words: Writing, Paragraph, Coherence Paragraph.

CHAPTER I INTRODUCTION

A. The Background of Study

Language is the media of communication that is important in daily life. Language is a set of rules used by human as a tool of their communication. The use of language is governed by conventional rules shared by the speakers. Each of them must obey the rules. Otherwise, they can not use it effectively for the sake of their communication and can not communicate well. Even worst, they can not understand one another.¹

The language skill is the performance of the speakers of a language in using their language as a tool of the communication in their daily routines. It is the ability to use their language according to the set of the conventional rules they shared among themselves. It refers to the correct use of the rules of their language. People having a good language skill are those who can apply the rules of their language in transferring information in their communication effectively. One of the language used to communicate is English.²

English is regarded as a foreign language in Indonesia. It is a compulsory subject taught from elementary up to university. There are four major skills which are important to be learnt in learning English, they are: listening, speaking, reading, and writing. Reading and listening are said to be receptive skills

¹Anna Shyrnkiw and David Larbalestier, *Study English Ielts Preparation Series One* (Jakarta: Pt gramedia pustaka utama. 2010), 170.

²Anna Shyrnkiw and David Larbalestier. *Study English Ielts....*,170.

because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. For instance, in the process of learning a new language, learners begin with receptive understanding of the new items.³ Writing and speaking are said to be active and productive skills because learners doing these need to produce language. They are also known as active skills. For instance, learners have already spent time practising receptive skills with a shape poem by listening speaker and reading.⁴

Writing is a media to communicate writers' idea to reader. Writing ability is defined as the ability to respond to a given stimulus according to some authority's definition of the correct response with adhere to style-guide prescriptions concerning grammar, arrangement and punctuation. It helps us catch our ideas, realize our thoughts, and as fluent persuasive people on paper.⁵ In writing, student will learn how to describe ideas into a paragraph, essay, story and other kinds of writing product.

A paragraph is a piece of written text. It contains several sentences that must be coherence each other. It can be classified into three parts; the first is topic sentence contains of main idea of the paragraph. The second is supporting sentences contains of develop, explain and give details about the idea of the topic. The third is concluding sentence containsthe topic sentence restatement,

³*Receptive Skills*, British council, <https://www.teachingenglish.org.uk/article/receptive-skills>, Accessed on September, 13, 2015.

⁴*Productive Skills*, British council, <https://www.teachingenglish.org.uk/article/productive-skills>.

⁵Jyi-yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools." *Pan-Pacific Association of Applied Linguistics* 13, No.1 (2009): 53.

paragraph summary, prediction, or gives advice or suggestions. A paragraph can give information, tell an opinion, explain something, or even tell a short story.⁶

Coherence in writing means that all of sentences is interrelated among topic sentence, supporting sentence and concluding sentence. In connecting all of them, a writer need to link the elemens by using with use transition. Transition can be words, phrases or sentences. So the writing move smoothly from one point to the next.⁷

Generally, students at higher education learn writing skill. Particularly at English Department of IAIN Zawiyah Cot Kala Langsa the students have writing subjects, such as: Writing I, Writing II, Writing III and Academic Writing . Ideally, the students are able to make a coherence paragraph. Nevertheless, most of them can not write coherent paragraphs well. Presumably, this is because they rarely write paragraph by using logical arrangement , lack of vocabulary, do not use signal words in their writing and lack of practice to make a paragraph.

Based on the problems above, the researcher is intrested in conducting a research to find out students of English department difficulties specially at fifth semester in making coherence paragraphs. The tittle of this research is **“Students Difficulties in Making Coherence Parahrapp At fifth Semester of English Department IAIN Zawiyah Cot Kala Langsa ”**.

⁶ Dorothy zemach and carlos islam, *Writing in paragraph* (United Kingdom: Macmillan. 2006), 9.

⁷ Susan Anker, *The Real Writing With Readings Paragraph And Essay For Collage, Work , And Every Day Live* (New York: Bedford St. Martin's, 2010), 112.

B. The Research Question

The question of this research is:

What are students at fifth semester of English department difficulties in making coherence paragraph ?

C. The Purpose of Research

The Purpose of this study :

To find out students at fifth semester of English department difficulties in making coherence paragraph.

D. The Significance of Research

This study will give some useful information about the factors of students' difficulties in making coherence paragraph at fifth semester of English department IAIN Zawiyah Cot Kala Langsa, namely:

1. For the lecturer

To give information for lecturers about students' difficulties in making coherence paragraph. Therefore, the lecturers can implement appropriate teaching techniques in teaching coherence paragraph.

2. For other researcher

This research will be an additional information for other researcher who plan to do a research about the similar topic.

E. Terminology

1. Paragraph

A paragraph is a piece of written text. It contains several sentences. It can be classified into three parts; there are the beginning, the body, and ending. The first part of a paragraph is called the beginning. Commonly it only has one sentence. It is most important sentence in the paragraph. It functions as the inductive sentence. Technically it is also called the topic sentence. The second part is called the body. It contains several supporting sentences. Each of these elaborates the topic sentence. The third part is called the ending. It is a complete sentence. It concludes the development of the paragraph. It closes the paragraph. As the ending it is always at the end of the paragraph. Technically, it is also called the concluding sentence.⁸

2. Coherence paragraph

Coherence means clear and reasonable connection between parts and all the parts in a sentence are connected in smooth and logical order. Since the conceptual meaning of English sentences mainly depends on word order, so the arrangement of the parts of a sentence is especially important to accurate expression of ideas. A coherent sentence is easy to understand and does not contain any ambiguity with its conformity to grammar rules and usage. The

⁸ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu. 2008), 5.

incoherent sentences, however, would always misguide readers and present rather ambiguous meanings and can be interpreted in different ways.⁹

⁹ Li Fengjie, Yuan Xiuying, Zhang Chuanze, "Analysis of the Problems on Coherence in College English Writing." *International Journal of Language and Linguistics* 2, No.6 (2014):18.