PARAGRAPH ORGANIZATION AND IDEAS DEVELOPMENT IN PARAGRAPHS WRITING MADE BY EFL STUDENTS

Aquilla Fahrani Rahman[1], Yunik Susanti[2]

[1, 2)] Universitas Nusantara PGRI Kediri, Kediri Indonesia
Email[1]: fahrani.rahman123@gmail.com
Email[2]: yuniksusanti@unpkediri.ac.id

ABSTRACT

This research aims to describe organizing paragraphs, developing an idea, and the use of linking phrases in paragraph writing made by the third year of the English Department at Nusantara PGRI Kediri University. This content analysis uses the qualitative approach in which the data were collected using documentation. Qualitative data was used to analyse the data from forty paragraphs. The steps of the data analysis are preparing, reading, and analysing data in detail by coding the data. The results of the data analysis showed that most of the students' paragraph writing (twenty out of forty writing) had not complete paragraph organization. However, most students (twenty out of forty) were able to develop their ideas using descriptive and fact or opinion type of paragraphs. The type of linking phrases used by students was mainly in the form of cause-and-effect type and illustration type. In sum, direct exposure and paragraph organization exercises, and various linking phrases were essential to be practiced in EFL writing class.

KEYWORDS: *paragraph writing, paragraph organization, ideas development, linking phrase, EFL students*

1.0 INTRODUCTION

Writing is a skill that enables students to express their thoughts and ideas. Competence in writing is essential for students whose second and foreign languages are English. Students must be able to write on multiple issues such as content, purpose, audience, vocabulary, and mechanics such as punctuation and spelling. Brown (2004) states that writing is the most challenging skill among language skills since several rules must be mastered by students, such as spelling, grammar, punctuation, coherence, and organization of ideas.

Academic writing is one of the most important types of writing in the academic field. Yakhan-tova (2003), as cited by Wirantaka (2016), says that academic writing is used explicitly for academic purposes. Academic writing focuses on the types of second language learners used in high schools, colleges, or universities. Academic writing is formal, so writers may not use slang or abbreviated language. The writer must write complete sentences and arrange them in a certain way (Oshima and Hogue (2007). In addition, academic writing is more complex than other types of writing. Oshima and Hogue (1998) stated that academic writing is not easy. Academic writing in English differs from academic writing in the student's mother tongue. Words, grammar, and ways of organizing ideas differ from what is usually done. Composing good paragraphs is essential in academic writing. It is essential because it helps readers understand the content of the writing.

A paragraph is a group of related sentences about a single topic. Oshima and Hogue (2006) stated that a paragraph is a group of related sentences that discuss one main idea. Rohmadi and Nasucha (2010:23) stated that a paragraph is part of an essay consisting of

several sentences that express a unit of information with the main idea as a control. To help the reader to understand a paragraph, the writer should know the criteria of a good paragraph. Paragraph organization refers to how sentences are ordered and arranged to create a unified body of text. A writer should know Paragraph process is an explanation of how to do something with the steps that need to be followed to complete an activity (Dorothy E Zemach: 2003). Oshima and Hogue (2006) stated that there are three components of a paragraph topic sentence, a supporting sentence, and: a concluding sentence. A topic sentence has two parts; a topic that tells what the paragraph will be about and a central idea that tells what the paragraph will say about the topic. Supporting sentences explain or prove the ideas in the sentence. A concluding sentence reminds the reader of the main point by restating the topic in different words; sometimes, a concluding sentence summarizes the main points.

In order to maintain the flow of the paragraph linking phrases are essential to be used Swales and Feak (1994). Table 1.1 below shows the type of linking phrase and how it is used.

Table 1.1
Connecting words and phrases in general

TYPE OF LINK	SUBORDINATORS	SENTENCE CONNECTORS	PHRASE LINKERS
ADDITION		Furthermore In addition Moreover	In addition to
ADVERSATIVITY	Although, That Even though Despite the fact	However Nevertheless	Despite... Inspite of...
CAUSE AND EFFECT	Because Since	Therefore As a result Consequently Hence Thus	Because...
CLARIFICATION		In other words That is	That is....
CONTRAST	While Whereas	In contrast However On the other Conversely	unlike...
ILLUSTRATION		For example For instance	
INTENSIFICATION		On the contrary As a matter of fact	In fact…

Linking words and phrases can help a writer maintain flow and establish transparent relationships between ideas Swales and Feak (1994). There have been several previous studies that have examined organizational writing. Amnuai, Pengamam, Nawatmongkonlkorn, and Pimpa (2021) found that students cannot write paragraph structures well. In more specific results, Togatorop, Napitupulu, and Simanjuntak (2015) found that students' paragraph writing could not meet the requirements of writing a good paragraph. As stated by Husna, Zanil, and Rozimela (2013), students faced difficulties in organizing and developing ideas in descriptive texts. The difficulty of writing paragraphs, especially in developing paragraphs, was also found by Wirawan (2016) and Syisdiawati (2012). Students were not able to develop ideas in the form of comparison-contradictory paragraphs.

Researchers focused on paragraph writing by third-year students of the English Department at Nusantara PGRI Kediri University. The difference between those researches

with this study was in the types of students' paragraphs being studied. This research studied all types of paragraphs such as descriptive and process paragraph, opinion paragraph, comparison or contrast paragraph, and problem or solution paragraph. By conducting the research in all types of paragraph development, the researchers hoped that the results are more comprehensive to see the students' paragraph writing condition.

Previous research that describes the linking word or phrases conducted by Kaddafi, Riza, and Sesmiyati (2021) found that students used the wrong type of linking word; students did not use the linking word type of time relationship sequentially. Students also did not vary in using linking words. Apse and Farneste (2018) stated that more advanced students tend to use linking words and phrases appropriately.

The differences between those researches with this study was on what type of linking phrase was used by third-year students of the English Department at Nusantara PGRI Kediri University. Because students often do not care about the presence or absence of a linking phrase in their writing. Students also do not vary in linking phrases, so this study examines this topic.

Based on the background above, the researchers were interested in researching, organizing paragraphs, and developing ideas for third-year students of the English Department at Nusantara PGRI Kediri University. This study also analyses the linking phrase used in paragraph writing for third-level students of the English Department at Nusantara PGRI Kediri University.

2.0 METHOD

This study used a qualitative research method with a document study because the researchers wanted to find the paragraph organization, development of ideas, and linking phrases in the paragraph writing made by fourth four students in the third year of the English Department at University Nusantara PGRI Kediri. The documents of students' writing paragraphs are taken from the result of the academic writing final exam.

The qualitative data analysis proposed by (Creswell: 2003) was used in this research. The steps were as follows: 1) processing and preparing data for analysis, 2) reading the entire data, and 3) analyzing in more detail by coding the data. Coding is processing material/information into writing segments before interpreting it Rossman and Ralls (1998:171). The researcher analyzed the data by reading and observing the student's paragraphs and coding the data. The researcher gave the code *TS (Topic sentence), CI (Controlling Idea), T (Topic), SS (Supporting sentence), and CS (Concluding Sentence)* to get the data to answer the first research question. Then, to get the data for answering the second research question, the data were coded as follows: *DI (Development idea), D (Descriptive), FO (Fact Opinion), CC (Comparison and Contrast), and PS (Problem and Solution)*. To analyse the linking phrases used by the students in their paragraph, the researcher assigned *AD (Addition), ADV (Adversativity), CE (Cause and Effect), CL (Clarification), CTR (Contrast), IL (Illustration), and IN (Intensification)*.

3.0 RESEARCH RESULTS AND DISCUSSIONS

3.1 Paragraph Organization in Students Paragraph Writing

The result of the data analysis showed variation in the students' paragraph writings, paragraphs with entire paragraph organization, and paragraphs with incomplete ones. Complete paragraph writing refers to the paragraphs with the entire organization that meet the rules for writing good paragraphs in academic writing, as stated by Oshima and Hogue (2006). Table 3.1 shows the analysis result of the paragraph organization in the forty students' writing.

Table 3.1
Result of analysis about organizing paragraph

NO	Student's	TS		SS	CS	NO	Student's	TS		SS	CS
		T	CI					T	CI		
1.	SRN	V	-	-	V	21.	PFK	V	V	V	V
2.	RMS	V	V	V	V	22.	FZ	V	-	-	-
3.	VEF	V	V	-	V	23.	ALC	V	V	V	V
4.	RN	V	V	-	-	24.	WHS	V	V	V	V
5.	EAP	V	V	V	V	25.	LDW	V	V	V	-
6.	AREP	V	-	-	V	26.	IPP	V	V	V	V
7.	MW	V	V	V	V	27.	AS	V	V	V	-
8.	CUL	V	V	V	-	28.	AMMT	V	V	-	V
9.	PWF	V	V	V	-	29.	YL	V	-	-	-
10.	KA	V	V	V	V	30.	RTG	V	V	V	V
11.	AHI	V	-	-	V	31.	AEP	V	-	-	-
12.	YF	V	V	V	V	32.	RHH	V	V	-	-
13.	JAP	V	V	V	-	33.	FAS	V	V	V	-
14.	DNIHF	V	-	-	-	34.	MWD	V	V	V	V
15.	EM	V	V	V	V	35.	SMJ	V	V	V	-
16.	AR	V	V	V	-	36.	MFR	V	-	-	-
17.	IAS	V	V	V	-	37.	MKP	V	V	V	V
18.	NNH	V	-	-	-	38.	MBK	V	V	V	-
19.	DCIS	V	V	-	-	39.	AYTW	V	-	-	-
20.	SMAH	V	-	-	-	40.	NA	V	V	V	V

Table 3.1 above shows that fourteen paragraphs have complete organization and meet the rules for writing good paragraphs in academic writing. However, almost double the number of paragraphs, twenty-six paragraphs, were incomplete organization. It means more paragraphs have not met the requirements of a good paragraph.

It can be concluded that many students did not understand the rules of writing paragraphs. Oshima and Hogue (2006) stated that good paragraph organization is used to help readers understand paragraph writing. The reader has no difficulty understanding the contents of the paragraph if it is written in good paragraph organization. Here are some examples of the presence and absence of the component of good paragraph in the students' paragraph writing.
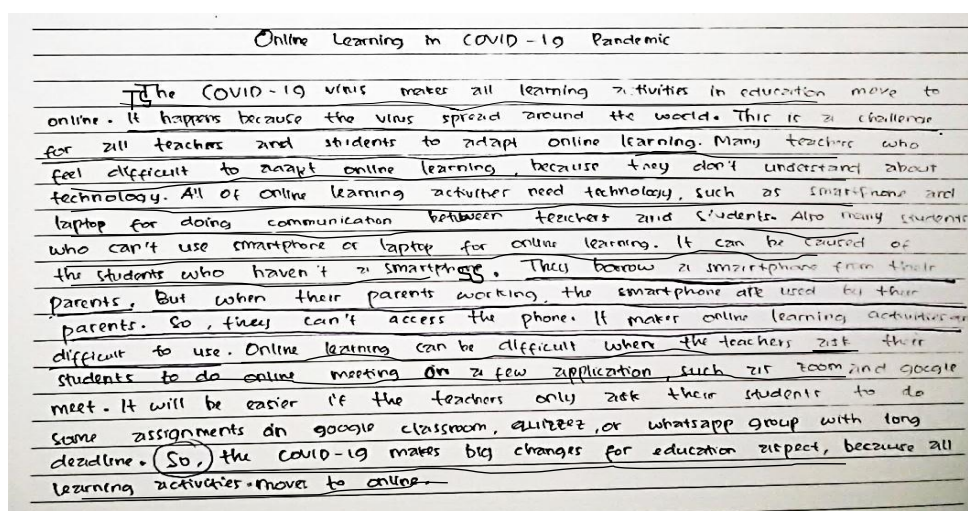

Image 3.1
Student's paragraph with complete components of good paragraph

A good topic sentence contains a main idea. In image 3.1, we can observe that the above paragraph has a topic: "*Online Learning in the COVID-19 Pandemic*". In that paragraph, we can find a controlling idea: "*The COVID-19 virus makes all learning*

activities in education move to online. It happens because the virus spreads around the world. This is a challenge for all teachers and students to adapt to online learning".

A *supporting sentence* is a sentence that supports or develops the main idea of a paragraph. In that paragraph, there was also a supporting sentence "*Many teachers who feel difficult to adapt online learning, because they don't understand about technology. All of online learning activities need technology, such as smartphones and laptops for doing communication between teachers and students. Also, many students who can't use smartphone or laptop for online learning. It can be caused of the student who hasn't a smartphone. They borrow a smartphone from their parents. But when their parents working, the smartphone are used by their parents. So, they can't access the phone. It makes online learning activities difficult to use. Online learning can be difficult when the teachers ask their students to do online meetings on a few applications, such as zoom and google meet. It will be easier if the teacher only asks their students to do some assignments on google classroom, quizzez, or whatsapp group with long deadline*".

In the supporting sentence, we can see the development idea: "*They borrow a smartphone from their parents. But when their parents working, the smartphone are used by their parents. So, they can't access the phone. It makes online learning activities difficult to use.*"

Oshima and Hogue (2006) stated that sometimes a concluding sentence reminds the reader of the main point by restating the topic sentence in different words. Sometimes a concluding sentence summarizes the main points. The Concluding sentence also uses a conclusion signal to show their readers that this is the end of the paragraph. We can get a concluding sentence in the students' paragraph "*So, the COVID-19 makes big changes for education aspect, because all learning activities move to online*". There was also a conclusion signal in the concluding sentence.

Unlike that paragraph, image 3.2 shows the example of the students' paragraph with incomplete components of a good paragraph.
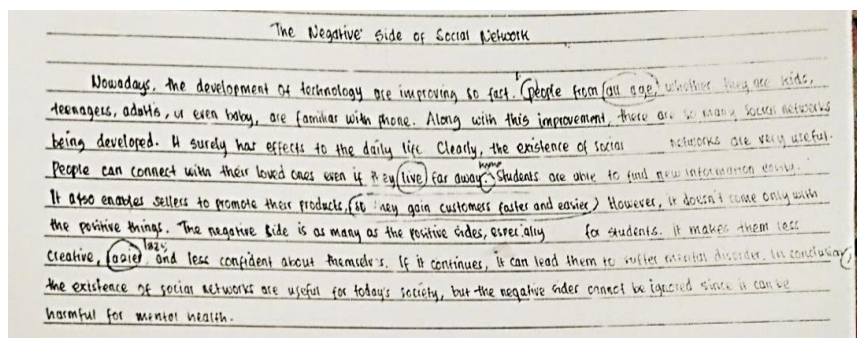

Image 3.2
Students' paragraph with incomplete components of good paragraph

We cannot find supporting and concluding sentences in the students' paragraph shown in image 3.2 above. The paragraph only consists of a topic sentence.

3.2 The development of the ideas found in the paragraph writing made by third year of English Department at University Nusantara PGRI Kediri in Academic Writing

A paragraph can be developed by explaining or describing a topic sentence Wijayanti (2013:107). Based on the data analysis, 26 student paragraphs write development ideas in supporting sentences. While 14 students' paragraphs were not found developing an idea. Here are some examples of the presence and absence of development ideas in student paragraph writing.

Image 3.3
Student's paragraph with development ideas feature

There is a development idea in Image 3.3 on paragraph writing KA. KA wrote, "*Instagram also has various information to offer and it's not only in writing-text information but displayed with pictures or video. From tutorial to education, Instagram offer the related topics people prefer with pictures or videos. From tutorial to education, Instagram offer the related topics people prefer with pictures or videos. This is the other reason why people used Instagram. They can follow the video of cooking tutorial if they want to cook or looking pictures or quotes, they are interested in killing time. Another example is students can use Instagram to find about college scholarships and many more education related.*" Dorothy and Zemach (2013) develop the main idea after choosing a topic and writing a topic to explain what is meant by adding more information. Developing an idea means the content of a detailed message that is poured into writing to develop a theme or theme to achieve the purpose of writing a paragraph that contains an example or reason. Wijayanti (2013:107) states that developing an idea is a sentence explaining or describing a topic sentence.

Different from that paragraph, image 3.4 show that in writing the paragraph, there is no development idea.

Image 3.4
Students' paragraph without development idea feature

Wijayanti (2013:7) wrote that the development idea is a sentence explaining or describing a topic sentence. Development idea means the content of a detailed message that is put into writing to develop a theme or theme to achieve the purpose of writing a paragraph that contains an example or reason. In this paragraph, students do not have sentences that prove this definition.

Also found that 24 students writing paragraphs used descriptive paragraphs, 12 wrote using fact and opinion type, and one wrote using comparison and contrast type. Three students wrote using problem and solution.

3.3 Linking phrases Used in Students Paragraph Writing

Based on the type of linking words and phrases, Swales and Feak (1994). The researcher found that the linking phrases of Cause, clarification, intensification, and illustration are the linking phrases that students use in academic writing paragraphs in the third semester of the English language study program, Universitas Nusantara PGRI Kediri. The linking phrases that students often use are the linking phrases Cause, clarification, and illustration. None of the students used that type of linking phrase for adversative type linking phrases.

Table 3.3
Analysis Type Linking Phrases

Name	Linking Phrase							Name	Linking Phrase						
	AD	ADV	E	CL	CTR	IL	IN		AD	ADV	E	CL	CTR	IL	IN
SRNS								PFK							
RMS		V						FZ			V	V			
VEF		V			V			ALC							
RN		V						WHS			V			V	
EAP	V						V	LDW			V				
AREP								IPP			V				
MW						V		AS							
CUL								AMM							
PWF								YL			V			V	
KA					V			RTG			V			V	
AHI								AEP			V				
YF			V					RHH							
JAP								FAS			V				
DHIHF					V			MWD			V				
EM					V			SMJ						V	
AR		V						MFR			V				
IAS		V			V			MKP							
NNH								MBK			V	V		V	
DCIS								AYTW			V				
SMAH		V						NP							

Based on the data analysis, we found that one paragraph used linking phrases of the addition and intensification types. While another nineteen paragraphs used linking phrases of the cause-and-effect type. Two paragraphs used linking phrases of the clarification type, and then ten paragraphs used illustration type. We also found that twelve student paragraphs did not write linking phrases. There are two types of linking phrases that students do not use; those linking phrases are adversativity and contrast types.

We can conclude that students only express their thoughts in paragraphs. They use a particular type of linking phrase because the linking phrase is appropriate when placed in the student's paragraph writing. Some linking phrases were not used because they are not

appropriate when placed in their paragraphs. In several previous studies with this research, Togatorop, Napitupulu, and Simanjutak (2015), there are similarities in the results; students did not write down the organization entirely.

4.0 CONCLUSION

This study describes the paragraph writings of third-semester students of the English Language Department at Nusantara University PGRI Kediri. This study provides the results of paragraph writing. The results of the data analysis showed that most of the students' paragraph writing (twenty six out of forty writing) had not complete paragraph organization. However, in general (twenty six out of forty writing), students could develop their ideas using descriptive and fact or opinion-type paragraphs.

It can be seen that many students have not been able to write a complete paragraph organization and have not been able to put development ideas into paragraphs. The paragraph that students mostly wrote was descriptive paragraph. It means descriptive paragraph was the most common type of paragraph writing.

The type of linking phrases used by students mainly causes and effect type and illustration type. It means the linking phrases that were familiar for the students were not vary. Therefore, direct exposures and exercises about paragraph organization and various linking phrases were essential to be practiced in writing class.

For the further researchers who are interested to study about the students' paragraph can conduct an interview to the students to know more about the reasons of choosing certain ways of paragraph ideas development and linking phrases in their paragraph writing. So, the data and knowledge about the students' paragraph writing can be more reliable and complete.

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