

A DESCRIPTIVE STUDY ON THE ABILITY OF ORGANIZING
THE JUMBLE SENTENCES INTO A GOOD PARAGRAPH
AT THE SECOND YEAR STUDENTS OF MAN I JEMBER
IN THE 2000/2001 ACADEMIC YEAR

THESIS

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JEMBER UNIVERSITY

JANUARY 2001

MOTTO :

Man can hardly even recognize
the devil of his own creation

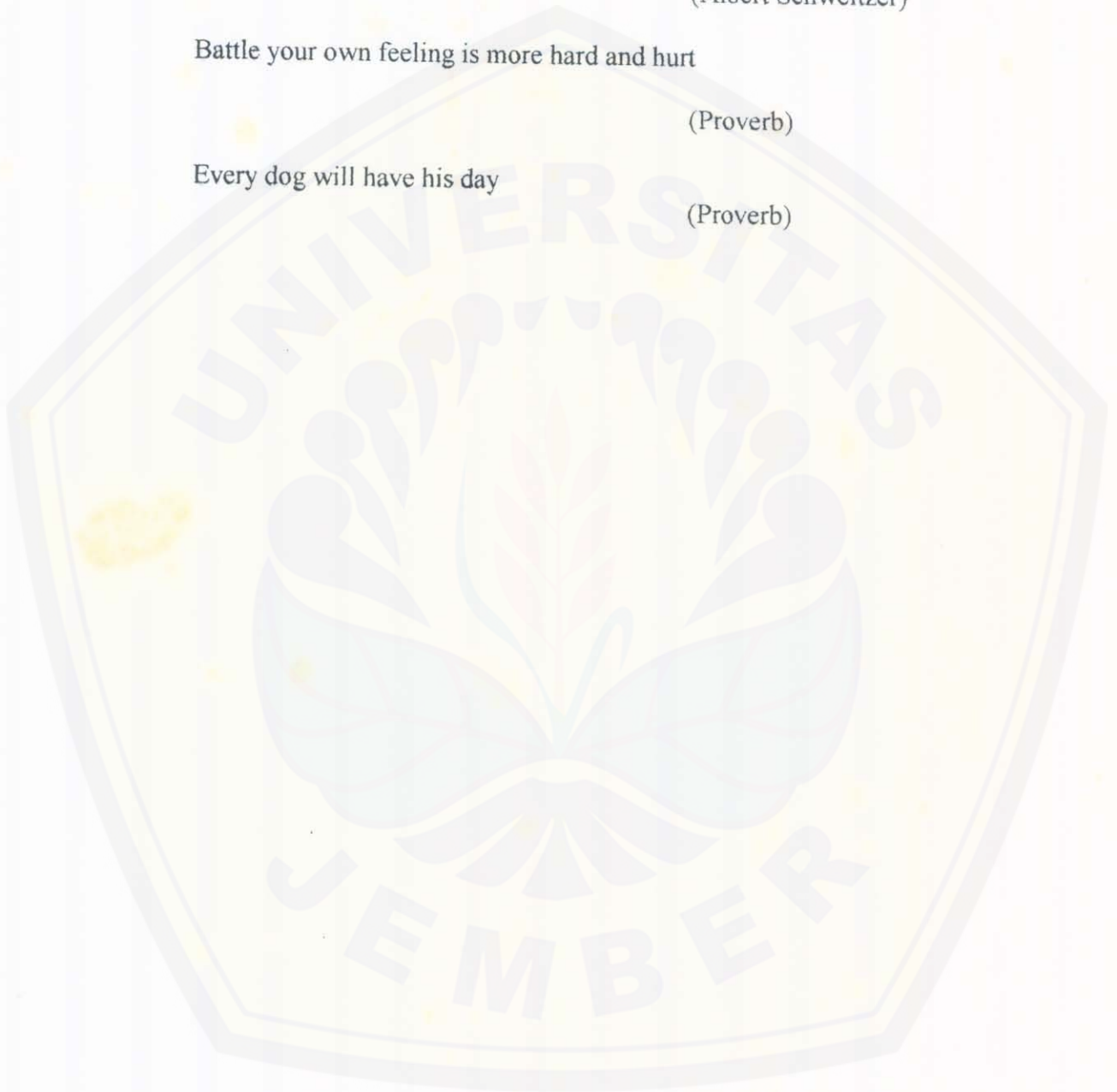
(Albert Schweitzer)

Battle your own feeling is more hard and hurt

(Proverb)

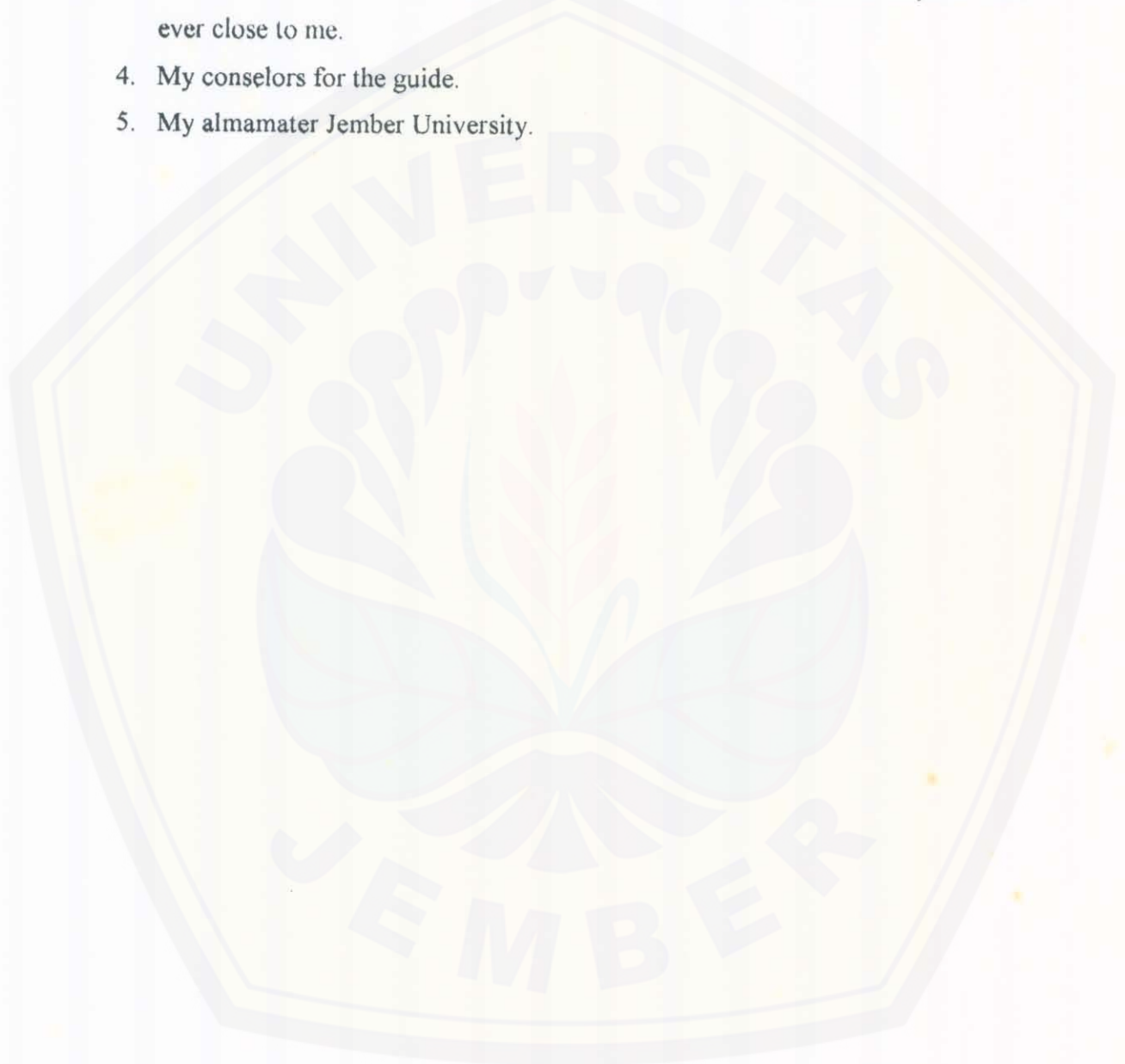
Every dog will have his day

(Proverb)



This thesis is dedicated to :

1. My great beloved and splendid parents, my mother Musyarofah and my father Gunawan for their truly love and sacrifices.
2. My beloved brothers, Dhodhik and Pambudi and my beloved sister Riris for the love and support.
3. All my friends in bad and good time, crew of Jalak Rollas and anyone who ever close to me.
4. My conselors for the guide.
5. My almamater Jember University.



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ACADEMIC YEAR**

THESIS

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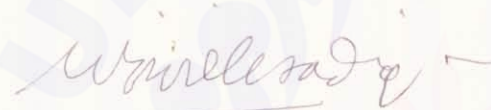
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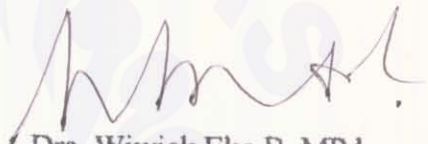
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Finally , I realize that this thesis is not perfect, however, it is expected to be useful either for myself or the readers.

Jember, January 2001

The Writer

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ABSTRACT

Sri Astuti Juana, January 2001, A DESCRIPTIVE STUDY ON THE ABILITY IN ORGANIZING THE JUMBLED SENTENCES INTO A GOOD PARAGRAPH OF THE SECOND YEAR STUDENTS OF MAN 1 JEMBER IN THE 2000/2001 ACADEMIC YEAR

Thesis, English Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

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The Key Term : Descriptive Study, Jumbled Sentences, Paragraph

The knowledge of a paragraph is important to know and master because writing a good paragraph requires the writer develop his sentences and the ways he organizes them to carry the reader from one idea to another are his primary means to convey his intended messages. The students are also given the knowledge of paragraph by the teacher. The aim of this research was to describe students' ability in organizing the jumbled sentences into a good paragraph. The research covers the ability of the students in organizing main parts of paragraph. They are topic sentence, supporting sentences and concluding sentence. A descriptive research design is used in this research. The respondents of this research were the second year of MAN 1 Jember in the 2000/2001 academic year, and only two classes of the population were taken by cluster random sampling. The methods used to collect the secondary data were: interview and documentation while the test used to collect the primary data. The test used was written test. The result of the test was analyzed by using quantitative statistical by percentage. Based on the results of the study, students' ability in organizing the jumbled sentences into a good paragraph was bad (36,78%). In details it can be reported that ; (1) The students' ability in rewriting topic sentence was in the category of fair (63,22%); (2) The students' ability in Supporting Sentences was in the category of bad (49,13%); (3) The students' ability in concluding sentence was in the fair category (60,35%). Finally, it is expected that the students improve the mastery of vocabulary and practice more to improve their paragraph mastery.



CHAPTER I INTRODUCTION

1.1 Background of The Study

Based on the 1994 English curriculum, the objective of learning English is to enable the students to communicate in English both actively and passively. And the students will be able to communicate in English actively and passively if they have acquired major language skills. There are four major language skills; listening and understanding, speaking, reading and understanding, and the writing (Hammer, 1991:16). In addition Alexander (1987: viii) states that the students must be trained adequately in all basic language skills; listening, reading, speaking and writing.

Writing is an active skill besides speaking. Gould et al (1989) say that writing is a creative act that involves repeated attempt to make sense in, with, and through language. Furthermore, it is believed that writing can be one of the most upsetting, frustrating, and exasperating of all human activity (Adelstein and Pival; 1976: xvii). Adelstein and Pival add that in writing we are forced to express our ideas more carefully, because we surely treat the subject more cautiously and comprehensively. Further they states that we must consider the implication of some sentences changes (Adelstein and Pival; 1976: xix).

Referring to the idea, writing is not an easy skill. So, the students must have knowledge about writing including the three main parts of paragraph. The students are motivated to make composition in paragraph seriously and continuously. Therefore, in writing a good paragraph, which covers the three main parts, the students need practices a lot.

In writing, the reader communicates indirectly through the writers' work. In order to make the reader understand the writers' thought; the message sent by the writer must be expressed clearly and effectively. Therefore, the writer should know his audience and also concern with the tone and the purpose of his writing (Oshima and Hogue; 1991: 2)

The writer expresses his ideas in the form of paragraphs, which consist of one single idea only. Relevant to the idea, Oshima (1991: 16) says that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. Further Farbman (1985: 353) mentions that a paragraph is a sequence of sentences in which every sentence contributes toward the expression of a single idea.

To be a good writer, the students should master the language components such as grammar, vocabulary, tenses and mechanics (Hendrickson; 1979: 13). Moreover, Harris (19669: 68-69) divides writing skill into five components:

1. content : the substances of the writing, the idea expressed
2. form : the organization of the content;
3. grammar : the employment of grammatical form and syntactic patterns;
4. style : the choice of structures and lexical items to give a particular tone or flavor to the writing;
5. mechanics : the use of graphic conventions of the language.

In line to the idea Crystal (1992: 212) explains that in writing process, the writers need to follow the normal conventions of graphic expression. Furthermore, Brammer (1981: 104) says:

“The best paragraphs are more than pieces of writing which have their first line indented. Rather, they are the full expression of the parts of your blue print and all together, the full expression of the main idea, like a complete paper, such paragraph should have its own controlling idea and unity, its own full development, and its own solid structure with well ordered part and coherence.”

Following the idea, it is clear that writing a good paragraph require the writer to develop his sentences and the ways he organize them to carry the reader from one idea to another are his primary means to convey his intended messages. Thus, the writer must be certain that words in the sentences constructed cohesively to support the meaning.

Regarding the idea, Taylor (1980: 318) says that a paragraph or essay writing requires knowledge of the rhetorical rules of the language and essay structure. For English, those rules involve knowledge of topic sentence,

supporting sentences, which elaborate on or explain the topic sentence, and concluding statement.

The reason why the writer choose the students of MAN I Jember is because writing is one of the four skills in English that must be learned by the students. And by knowing the knowledge of main parts of paragraph the student can arrange more systematically to express his idea. Furthermore the students can practice the theory they get in the future if they got a job.

From the statements above, it can be restated that in writing a good paragraph it is necessary to express the main idea of the paragraph that is supported by supporting sentences and will be end up by concluding sentence. Therefore, a good paragraph must cover the three main parts of paragraph: topic sentence, supporting sentences and concluding sentence.

1.2 The Problem of The Study

Based on the research background the research problem is formulated as follows: to what extent is the ability of the second year students of MAN I Jember in the 2000/2001 academic year in organizing jumbled sentences into a good paragraph.

1.3 Operational Definition

It is important that the writer gives the operational definition in this research because it used as guideline to grasp the concept and indicator of the research so that it enable both writer and the readers get mutual understanding. This research operationally included: descriptive study, students' ability in organizing the jumbled sentences, a good paragraph.

1.3.1 Descriptive Study

A descriptive study is a study that describes or presents a verbal portrait of what is going on or what happen in real situation about the second year students' ability of organizing the jumbled sentences into a good paragraph at MAN 1 Jember in the 2000/2001 academic year.

1.3.2 Students' Ability in Organizing The Jumbled Sentences

In this study, the ability of students in organizing the jumbled sentences was the students' capability of arranging the jumbled sentences into correct order of a good paragraph.

1.3.3 A Good Paragraph

A paragraph is one unit of expression consisting sentences used by the writer to express his idea (Oshima and Hogue, 1983a : 3). A good paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly (Oshima and Hogue, 1991: 17). A good paragraph is a paragraph that covers the three main parts of a paragraph. They are topic sentence, supporting sentences and concluding sentence (Oshima and Hogue, 1983a : 3).

- (a) Topic sentence is a sentence in a paragraph that states the main idea of the paragraph. Topic sentence contains topic that states the main idea and controlling idea that limits the main idea to specific aspects only.
- (a) Supporting sentences are sentences that support, develop, elaborate, explain or prove the statement make in the topic sentences.
- (a) Finally, Concluding sentence is a sentence that summarizes the important points briefly and signals that the paragraph is about to end.

1.4 The Objective of The Study

The objective of the study is to describe the second year students' ability of organizing the jumbled sentences into a good paragraph at MAN I Jember in the 2000/2001 academic year.

1.5 The Significance of The Study

Conducting research needs a lot of time, as well as expense. Therefore the research conducted must have advantages (Arikunto, 1983: 24). In this case, the research will give a valuable significance to the following people.

1.5.1 The English Teacher

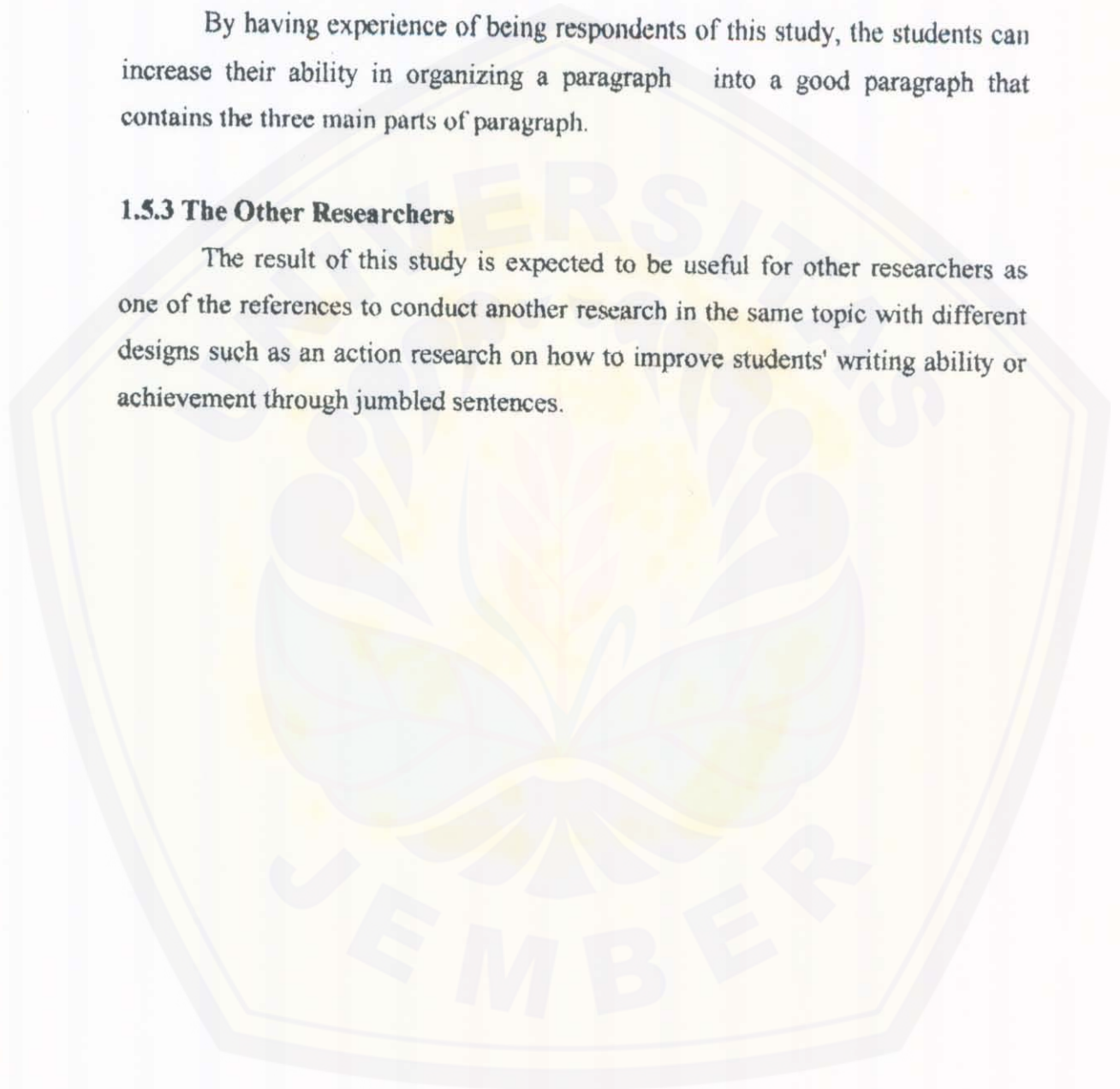
Knowing the students' ability in organizing the jumbled sentences into a good paragraph help the teacher consider how to teach it well.

1.5.2 The Students of MAN I Jember

By having experience of being respondents of this study, the students can increase their ability in organizing a paragraph into a good paragraph that contains the three main parts of paragraph.

1.5.3 The Other Researchers

The result of this study is expected to be useful for other researchers as one of the references to conduct another research in the same topic with different designs such as an action research on how to improve students' writing ability or achievement through jumbled sentences.





CHAPTER II

THE REVIEW OF LITERATURE

2.1 The Nature of Main Parts of a Paragraph

Writing is considered to be very difficult, since it is complex skills (Willis; 1964: 1). Relevant to the idea Goreld (1964: 01) states that writing requires thinking, which is always complicated and hard. Writing is complicated because the writer needs to do it all at once. The writer produces words, sentences, paragraph, and extended composition all at the same time. Thus, in writing people or students need to apply all the components of writing skills.

Furthermore, written expression is one of the highest forms of communication. It reflects a person level of comprehension, concept of development, and abstraction. Written expression requires complex cognitive ability and demonstrates how an individual organizes his idea to convey a message (Merger; 1989: 409). Furthermore, Kretch (1969: 334) says writing skill considered as a verbal skill which differs from motor or manual skill. It is also one of the intellectual skills. Its essential parts are the mental or cognitive performance.

Writing is the use of language for expression and communication. As a result, when writing is started it must be thought that this is an act of communication, and such activity needs at least two participants: a writer and a reader. A writer then should consider the existence of a reader, for it will help him write a composition or essay which will be easily understood and finally, appreciated. And as writers, we appreciate a response to what we have written and usually prefer this to be constructive and tactful.

In writing, the writers should be aware of a clear sense of purpose of writing and realize that writers should decide upon the format and style which are most appropriate for the intended readers of the writing (Davies, 1996:121). In line with the idea, Oshima and Hogue (1991: 3) say that in writing you should have a specific and clear purpose. It may also be to persuade or to convince your audience of the correctness of your point of view on a particular issue.

Furthermore, Dumais (1985:V) says "Writing in English is meant to fill the gap that exist between the ability to express ideas, feelings, opinions, and others in Indonesian and the ability to express the same thing in written form in English". This activity of transferring involves two abilities at the same time, the ability of writing, in Indonesia and the ability of writing in English. To be a good communicator in target language, in this case English someone should have intensive training so he is able to transfer what he means to the reader or listener well. Moreover Wishon (1980: v) states that the training nearly needs to begin at the sentence level, continues to paragraph and the whole text levels. Therefore the students must more often practice to improve their writing ability particularly in writing the main parts of paragraph.

A paragraph is one unit of expression consisting of sentences used by the writer to express his idea to the reader. So, in a paragraph there must be a main idea or main topic; if this idea is stated explicitly in a sentence, the sentence is called a topic sentence. The topic sentence is elaborated by several sentences, which are called supporting sentences. And these elaborations may be summed up in the last sentence, which is called concluding sentence. A topic sentence, supporting sentences, and concluding sentence called the structural parts of paragraph. These structural parts are the devices to achieve a logical and systematical paragraph; they are employed to make the idea of the paragraph understood well (Oshima and Hogue, 1983a: 3).

Furthermore, Chaplen(1970: 1) says that a paragraph is a unit of information unified by a controlling idea. The paragraph is a good one only if the reader completely understands the unit of information, which contains its controlling idea, and it is completely developed. Compromising that idea Muhyidin (1988:1) states that through a good paragraph the writer can make his thoughts clear to his reader. To be able to compose a good paragraph, however, the writer needs some knowledge of what a paragraph is, the features of a paragraph and the structure of a paragraph: topic sentence, supporting sentences, concluding sentence, unity, and coherence.

2.1.1 Topic Sentence

A topic sentence is a sentence in a paragraph that states the main idea of the paragraph. It briefly tells the reader with a complete idea of what the topic is and what aspects of the topic sentence will cover in the paragraph. Its main function not only tells what the paragraph about, but more importantly, also states clearly the topic and the controlling idea of the paragraph. In addition to limiting or narrowing the idea discussed, it also directs the reader's attention to the main idea and serves as the general link for the other sentences in the paragraph (Hartfiel et al, 1985:35). It means that a topic sentence must be clear and specific. In addition, it is a complete sentence.

A good topic sentence contains two main parts; a topic and a controlling idea. The topic of the topic sentence states the main idea and the controlling idea limits the main idea to specific aspects only. The controlling idea makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic (Oshima and Hogue, 1991:2). Dealing with the idea Chaplen (1970: 8) state that, if the controlling idea is contained in one sentence, that sentence is called the topic sentence. To see how a topic sentence states both elements, here is the example:

Gold, a precious metal, is prized for two important characteristics.

In this example, the topic gold states the main idea and tells the reader that the paragraph will discuss about gold. While the controlling idea two characteristics indicates that the paragraph will talk about only two characteristics of gold eventhough it may have other characteristics.

The main idea of a paragraph may not be clearly stated in a topic sentence. In this case the topic sentence is only an implied one (Muhyidin, 1988:6). In such a paragraph, the writer indicates the topic sentence through the ideas stated. He or she expects the readers to understand the topic or the main idea by deducing the whole writing.

Talking about topic sentence is not the same with the topic of an essay. The title of an essay is not always in a sentence, may be in a phrase and its become the main idea of the whole essay. The title of an essay is called thesis statement. And the

main difference between the thesis statement and the topic sentence is that the thesis statement is much broader, much more general, than the topic sentence (Oshima and Hogue, 1991: 13 and 20)

It is very common that the topic sentence position are usually in the first or the last sentence in a paragraph. Basically, there are three position of topic sentences in a paragraph; topic sentence at the beginning, topic sentence in the middle, and topic sentence at the last of a paragraph. Therefore, there is a “sandwich-style” paragraph is especially helpful to your reader if the paragraph is very long. The topic sentence in the “sandwich-style” paragraph also serves as a concluding sentence.

1. Topic Sentence at the Beginning of a paragraph

The most common placement of the topic sentence is at the first part of a paragraph. In this type, the writer states the main idea at the beginning of the paragraph and the elaborate on it. For example:

The good listener, in order to achieve the purpose of acquiring information, is careful to follow specific steps to achieve accurate understanding. First, whenever possible the good listener prepares in advance for the speech or lecture he or she is going to attend. He or she studies the topic to be discussed and find out about the speaker and his other beliefs. Second, on arriving at the place where the speech is to be given, he or she chooses a set where seeing, hearing, and remaining alert are easy. Finally, when the speaker is over, an effective listener review what was said and react to and evaluate the idea expressed (Kathleen, 1989:122).

In the example above, the writer first states the specific steps of a good listener to achieve accurate understanding. The rest of the sentences explain the steps. So, the first sentence in the paragraph is called the topic sentence.

2. Topic Sentence in the Middle of a paragraph

If neither the topic sentence is placed in the first nor last then the topic sentence, generally, appear somewhere in the middle of the paragraph. In this arrangement, the sentence before the topic sentence lead up to or introduce the main idea. The rest after the topic sentence, then, usually explains or describes it. For example:

Whenever possible, the good listener prepares in advance for the speech or lecture he or she plans to attend. He or she studies the topic to be discussed and find out about the speaker and his or her beliefs. An effective listener, as you are beginning to see, takes specific steps to achieve accurate understanding of the lecture. Furthermore, on arriving at the place where the speech is to be given, he or she chooses a seat where it is easy to see, hear and remain alert. Finally, when the speech is over, the effective listener reviews what was said and reacts to and evaluates the ideas expressed (Kathleen, 1989:122)

In the example above, the writer begins with an introduction of the preparation of a good listener. He then states his main idea, specific steps to achieve accurate understanding, and continue with the explanation of the steps.

3. Topic Sentence at the Last of a paragraph

The second common position of the topic sentence is in the last of the paragraph. In this type of paragraph, the writer leads or builds up to the main idea and then states it in a sentence at the very end. For example:

Whenever possible, the good listener prepares in advance for the speech of lecture she or he plans to attend. Then she studies the topic to be discussed and find out about the speaker and his or her beliefs. On arriving at the place where the speech is to be given, he or she chooses a seat where seeing, hearing, and remaining alert are easy. And, when the speech is over he or she reviews what was said, reacts to, and evaluates the ideas expressed. Thus, an effective listener, to achieve accurate understands (Kathleen, 1989:122-123).

In this paragraph, the writer provides supporting details or evidents of how the specific steps done by the good listener. Then, the writer concludes with the last sentence as the topic sentence of paragraph.

In addition, Kathleen gives further explanation that sometimes; the topic sentence can be both at the beginning and the last of the paragraph. However, in the beginning, at the middle and at the last of paragraph is the most position in which the topic sentence located.

4. Sandwich-style

A paragraph may have a topic sentence at the beginning and again at the end. So, the supporting sentences develop the first topic sentence and then the other topic sentence sum up the discussion. For example:

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words “Stingy” and “Frugal” both meaning “Careful with money.” However, to call a person stingy is an insult, while the word frugal has a much more positive connotation. Similarly, a person wants to be slender but not skinny, and aggressive but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all (Oshima and Hogue; 1991:20).

2.1.2 Supporting Sentences

A topic sentence is usually is the first sentence in the paragraph. It is, then, followed by several sentences that support, develop, elaborate, explain, or prove the statement made in the topic sentence. These sentences are called supporting sentences (Oshima and Hogue, 1983a: 4).

Supporting sentences tells more about the main idea and develops the topic sentence. The sentences are written to contribute the main idea in the paragraph. Considering the closeness of the idea in the supporting sentences and one in the topic sentence, supporting sentences can be subdivided into major supporting sentences and minor supporting sentences (Saraka, 1988:7).

Major supporting sentences are ones, which directly prove, define, explain, or support, and convince the validity of the main idea stated in the topic sentence. They provide details, facts, statistics, or examples, which directly support the topic sentence. Sentences that provide specific examples or details, or any other extra information illustrating the major supporting sentences are, then called minor supporting sentences. They reinforce every point stated in the major ones by giving details, information, illustration, etc., so as to be convincing and trustable to the readers. In other words, they directly support the major supporting sentences and indirectly support the topic sentence.

Furthermore, Kathleen (1989:116) says that the most common types of supporting details are example, facts or statistics, reason, description, and steps or

procedures. It means that in explaining the main idea of a paragraph, the writer can use one of the five types of supporting details or supporting sentences.

2.1.3 Concluding Sentence

Employing the method of development, a paragraph might be long and complex enough that readers may forget all the things discussed earlier. In such condition, the paragraph needs a sentence to summarize the important points briefly. And if this sentence is written at the end of the paragraph, it is called a concluding sentence. Besides summing up all the important points, it also ties all the sentences in the paragraph, relates them to the topic sentence, and signals that the paragraph is about to end. To signal the end of a paragraph, it may give a final comment on the topic of the paragraph and leave readers with the most important points to remember.

There are two types of concluding sentences (Oshima and Hogue, 1991:26). The first one paraphrases the topic sentence; i.e., the concluding sentence repeats the main idea of the topic sentence in different words. For example:

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words "Stingy" and "Frugal" both mean "Careful with money." However, to call a person stingy is an insult, while the word frugal has a much more positive connotation. Similarly, a person wants to be slender but not skinny, and aggressive but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all (Oshima and Hogue; 1991: 20).

This second example summarizes the two main points of the paragraph, which were not specially stated in the topic sentence.

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, Macedonian coin remains untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside the spaceship. In conclusion, gold is treasured not only for its beauty, but also for its utility (Oshima and Hogue, 1991: 26).

2.2 The Writing Material of Second Year Students of MAN I Jember

The activity of writing in MAN I Jember is based on the curriculum and the basic course outline 1994. The objectives of teaching writing according to the curriculum are:

1. The students can summarize a text based on guidance given such questions, sketch, or table.
2. The students can write a short paragraph in the form of narration and description.
3. The students can write formal and informal letter.

The objectives of writing in MAN I Jember is based on the three objectives above. The activity of writing composition in MAN I Jember is given by the teacher every sub-theme. The teacher asks the students to write a composition by guidance, for example, he gives picture, then explains the instruction to write, if the students have understood the instruction, then the students begin to write.

2.3 Some Factors Affecting Writing Ability

- It is said that learning is a process, therefore there must be an input and the result of the process or output. On the other hand, we know that there are some factors influencing the process and the result of writing ability

As one of the parts of instrumental, the teacher indeed influence the students' ability. How the teacher' act in the teaching learning process, the teacher's capability to stimulate the students positively involve in the class, are the examples of teacher's important role in the teaching learning process. And how the teacher's feedback to the students is also another factor. The feedback of the students' learning result theoretically cover two components, information of cognitive message and affective value to stimulate the feeling (Owen et. Al, 1981:62). There are some ways to give feedback to the students by giving comment to the students' writing work and corrected with the right answer, and also give the reasons why wrong and right. So it can be said that feedback can function as motivation and add information about the result of their writing work, therefore the students can improve their writing ability.

Meanwhile, Goldman and Heirsch (1986:5) say that writing sentence structure and organization is affected by how well your words in expressing the

ideas. It means that the students' writing ability is influenced by the students' master in sentence structure and organization. Moreover, Oshima and Hogue (1991:xiii) state that good writing in English requires good grammar and good organization. Therefore, in order to write well in English the students must learn not only the rules of English, but also the principles of English Rhetoric (the art of writing). Moreover someone can be a good writer if he can compose his mind and express what he meant clearly. This clearness depend on his thought, organization and words usage and sentence structure (Morsey, 1976:122).

One of the important tasks as a writer is to master the principle of writing and thinking that help him to achieve his goals. The most important of these principles are those of invention, arrangement and style (D'Angelo, 1980:5). But it should be realized that the students' resources of English expression are still limited. And it is not a guarantee that a native learner of English, someone who theoretically has a mastery of the syntax and the common vocabulary of the language will be a fair writer. Thus for foreign learners as well as for native learners, the skill of composing sentences together into a unified paragraph requires training and practice. Further, Taylor (1980: 91) emphasizes:

“ The ability to write a clear, concise, logical and convincing paragraph and essay involves more than just the ability to be able to write a grammatical sentence: it also requires knowledge of acceptable English rhetoric”.

It means that to form a well-written paragraph we do not only need the ability to write a grammatical sentence, but we also need knowledge of acceptable paragraph.

From the statement above it can be concluded that the result of the students' writing ability is influenced by the knowledge of their language and paragraph writing and also the instrumental input which is very important to determine the target results.

CHAPTER III RESEARCH METHOD

3.1 Research Design

Research Design is not highly specific plan to be followed without deviations, but rather a series of guidepost to keep one headed in the right directions (Young, 1982:131). Arikunto (1993:41) has stated that Research Design is a design of a research made by the researcher as the guideline to carry out a research.

In this study, a descriptive research design is used. The variable of this study is students' ability in organizing jumbled sentences into a good paragraph. To collect the data, an achievement test, interview and documentation methods were used. To classify the students' ability in organizing the main parts of paragraph, especially their ability in organizing a topic sentence, supporting sentences, and a concluding sentence. The data were analyzed by using the percentage formula. Finally, after the data were analyzed, the conclusion were drawn and some suggestions based on the results of the research were given.

3.2 Area Determination Method

According to Suryadi (1978:26) research area is the place or location where the research is conducted. Based on this definition, area refers to the place or location to the most research activities from the beginning until the end of the research. The researcher chose MAN I Jember as the research area of this study. It was chosen by applying purposive method as Hadi (1993:82) says that it is the method to determine research area to achieve certain goals. It was done based on the consideration that the writer has known about the condition of the research population because one of the writer's friend taught in the school. In addition the facilities available enabled the researcher to conduct the investigation.

3.3 Respondent Determination Method

In conducting the research, the data needed can be obtained from respondents or informants. A respondent is a person who responds or answers the researcher's questions, either orally or writtenly (Arikunto, 1993:102). In addition Hornby (1984:641) states that an informant is a person who gives information needed. Following the idea, the respondents were taken from the second year students of MAN I Jember in the 2000/2001 academic year. The informants were the headmaster, the English teacher, and the administration staffs of MAN I Jember.

The respondents of the research can be in the form of population or sample of population. The researcher may make a generalization from sample as far as the sample can represent the characteristics of the population. Further, Hadi (1986:140) explains that because of certain reason a researcher does not investigate all the research subject, instead carried out an investigation to certain objects which are called as research sample. In other words, the researcher is not necessary to put all of the population because of certain reason. However, he may take a sample of population as far as it can represent the characteristic of population.

In line with this, the second year students of MAN I Jember in the 2000/2001 academic year were chosen as the population. However, only two classes of the population were taken randomly. Furthermore, Arikunto (1993:123) says that cluster is sampling in which groups not individuals, are randomly selected. To sum up, cluster random sampling is determined the large and spread of population in a sample of groups or area in which the sample is selected randomly.

Based on the explanation above, cluster random sampling method was applied to get the respondents.

3.4 Data Collection Method

An essential part which must be considered is the method of collecting data. In this research two kinds of data were collected; primary and supporting data. The primary data dealt with the scores of the students' ability in organizing the jumbled

sentences into a good paragraph were gathered by using written test. In addition, the supporting data in this case were collected by interview, observation and documentation.

3.4.1 Interview

Guided freely interview was applied. In this research the headmaster, the English teacher, and the staff of MAN I Jember were the persons to be interviewed.

The expected data in interview were related to the following points.

1. The activities of teaching Learning process of Writing
2. The condition of MAN I Jember
3. The implementation of curriculum
4. The material of English especially in writing
5. The sources of the students' and the teacher's references

3.4.2 Test

In this case the type of the test used was objective test because the students were ask to rewrite the jumbled sentences into correct order into a good paragraph. In addition, the kind of test used was an achievement test and the test used to measure the students' ability in organizing the jumbled sentences into a good paragraph of MAN I Jember. And also teacher made test was applied, so that the test covered the elements of main parts of paragraph and related to GBPP. Furthermore, the data of the student' s ability in rewriting the jumbled sentences into a good paragraph can be gained.

3.4.3 Documentation

Documentation method was used to get the data from the document available about the following information.

1. The total number of the students and the name of the students

2. The location and the general description of MAN 1 Jember
3. The list of facilities

3.5 Data Analysis Method

Data analysis method is a way of analyzing the data obtained. All data collected must be analyzed in order to provide accurate solution for the problem proposed in this study. In conducting the research, the researcher can apply either statistical or non-statistical analysis (Hadi, 1990:221). It means that the data obtained from conducting research can be analyzed by statistically and non-statistically. Considering the idea this study dealt with quantitative data, the statistical analysis, descriptive statistic, was used to analyze the data obtained. Ali (1987:156) explains that the formula used in analyzing data in descriptive statistic can be central tendency measurement, percentage, or correlation analysis. In relation to this study the following formula was applied to analyze the data.

$$E = \frac{n}{N} \times 100 \%$$

- E = The Percentage of Total Scores
n = The Score which is obtained by The Student
N = The Total Score of The Items

(Muhammad Ali, 1987: 184).

After analysing the data by applying the formula, the results were consulted to the following table of classification.

Table of Classification

No	The Score	Classification
1	96% – 100%	Excellent
2	86% – 95%	Very Good
3	76% – 85%	Good
4	66% – 75%	More than Enough
5	56% – 65%	Fair
6	46% – 55%	Bad
7	36% – 45%	Very bad
8	26% – 35%	Poor
9	<25%	Very poor

(Depdikbud,1990:10)



IV. RESEARCH RESULT AND DISCUSSION

4.1. The Supporting Data

4.1.1 The Result of Documentation

It has been stated in the previous chapter, that documentation was used to get data about the school facilities and the name of respondents in this research (see page 18). The results are reported as follows.

a. The General Description of MAN I Jember

MAN I Jember is located at jalan Imam Bonjol 54 Jember. This school has a language laboratory that supports the English teaching and learning process. Many English books are also available in the school library to help the students who want to improve their English. In addition, this school has some computers and a science laboratory. The detail about the facilities can be seen in Appendix 6.

There are 42 classes, every level has 14 classes. The third year students are distributed into three programs: one class for the language program, six classes for the science program, and seven classes for the social program. However, the first and the second year students are in the general program. MAN I Jember also offers extra lessons to the students such as automotive, electronics, sewing, computer and agriculture subject.

b. The Personnel of MAN I Jember

To develop the teaching and learning process MAN I Jember has an adequate number of human resources. It has 76 teachers and 23 administration staffs. Most of the teacher were graduates from university so they have good competent in their own field of study.

4.1.2. The Result of Interview

The interview was conducted to get supporting data about English teaching, mainly teaching of paragraph. Based on the interview that has been done with one of the English teachers, the English teaching at MAN I Jember was based on the English curriculum by applying Meaning Based Approach. The teacher asked the students to express their ideas in English orally and writtenly. However, most of the students found difficulty in doing the task. Moreover, text book used had been adjusted with the English Basic Course Outline. English for Senior High School written by Ali Saukah and Arwiyati Wahyudi from Depdikbud was used as the compulsory book. Besides the book written by Intan Pariwara and another one written by Tiga Serangkai were also used.

In the English teaching, main parts of paragraph were thought integrately with Reading and Writing skills. In presenting the writing materials the teacher asked the students to do the writing tasks by organizing words and sentences into a good paragraph. Then, the students were asked to determine the main parts of paragraph: topic sentence, supporting sentences and concluding sentence. The teacher used pictures, charts, scramble words, and jumbled sentences in the teaching and learning process. Discussion, explanation, question answers methods were applied in giving the materials.

4.2. The Primary Data

4.2.1. Data Analysis

The purpose of giving test in this research was to get the main data about the students' ability in organizing the jumbled sentences into a paragraph. The test was administered once and conducted on 6 January 2001. The test was given in the form of written test. The students were asked to rewrite the sentences and put the sentences into correct order in a good paragraph.

The scores were based on the number of the correct answer done by the students. It means that the more correct answer the students had, the better scores they got. There were four test items with twenty sentences in the test. Each test item had one topic sentence and one concluding sentence. The others were the supporting sentences. When every sentence which had been placed appropriately it was scored five, so the total scores of the test was one hundred.

The students' test scores were analyzed to know their ability in organizing the jumbled sentences into a good paragraph by applying the formula written by Mohammad Ali, 1987 (see chapter III).

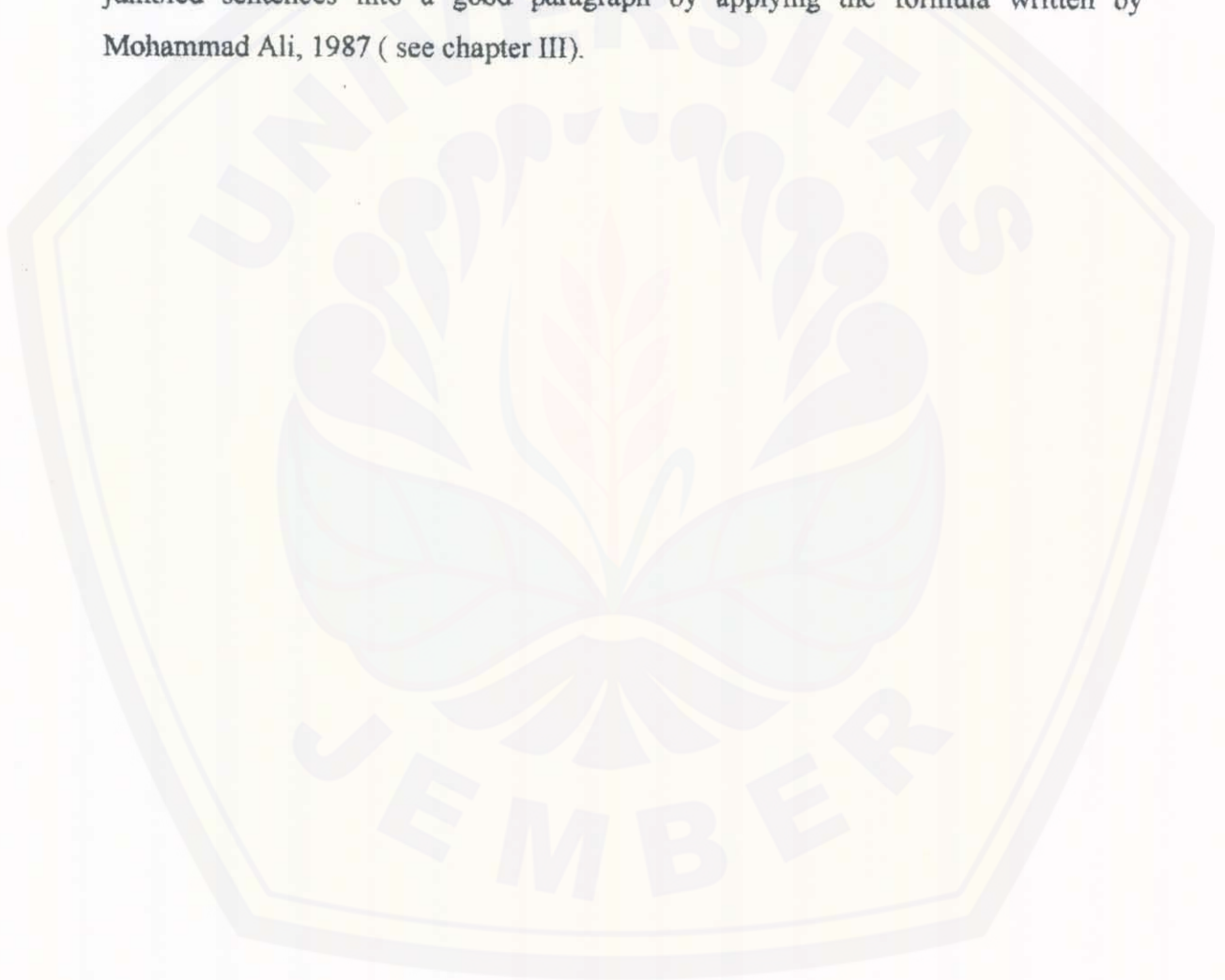


Table 1. 'The Result of the Students' Ability in Organizing the Jumbled Sentences into a Good Paragraph II- K MAN I Jember in the 2000/2001 Academic Year

No	The Component of Paragraph			Total	Score %
	Topic Sentence (4)	Supporting Sentences (12)	Concluding Sentence (4)		
1	3	4	2	9	45
2	3	6	2	11	55
3	2	7	4	13	65
4	1	5	3	9	45
5	3	4	2	9	45
6	3	5	3	11	55
7	4	8	2	14	70
8	1	6	1	8	40
9	3	8	1	12	60
10	3	6	2	11	55
11	2	6	2	10	50
12	3	8	4	15	75
13	4	4	3	11	55
14	2	6	4	13	65
15	2	6	2	11	55
16	3	6	1	10	50
17	2	5	3	10	50
18	4	8	2	14	70
19	3	5	1	9	45
20	2	5	3	10	50
21	1	6	3	10	50
23	2	7	2	11	55
23	2	7	3	12	60
24	3	5	3	11	55
25	2	4	1	7	35
26	3	7	2	12	60
27	2	5	1	8	40
28	2	4	3	9	45
29	3	8	3	14	70
30	2	4	2	8	40
31	3	7	3	13	65
32	3	9	4	16	80
33	1	3	2	6	30
34	2	4	2	8	40
35	4	7	4	15	75
36	2	6	3	11	55
37	2	5	2	9	45
38	4	8	2	14	70
39	1	6	3	10	50
40	3	5	2	11	55
41	1	4	1	6	30
42	4	6	4	14	70
43	3	8	2	13	65
	108	255	104		

Table 2. The Result of the Students' Ability in Organizing the Jumbled Sentences into a Good Paragraph II- L MAN I Jember in the 2000/2001 Academic Year

No	The Component of Paragraph			Total	Score %
	Topic Sentence (4)	Supporting Sentences (12)	Concluding Sentence (4)		
1	3	8	3	14	70
2	2	5	2	9	45
3	1	6	3	10	50
4	4	8	2	14	70
5	2	3	3	8	40
6	4	4	1	9	45
7	3	4	3	10	50
8	2	5	2	9	45
9	3	5	2	10	50
10	2	4	1	7	35
11	3	4	1	8	40
12	3	6	3	12	60
13	2	7	1	10	50
14	3	3	2	8	40
15	2	6	2	10	50
16	2	5	1	8	40
17	3	7	3	13	65
18	2	6	3	11	55
19	3	6	2	11	55
20	3	5	2	10	50
21	4	8	2	14	70
22	2	3	2	7	35
23	2	6	2	10	50
24	2	6	3	11	55
25	2	5	2	9	45
26	2	7	2	11	55
27	3	8	2	13	60
28	2	5	4	11	55
29	3	8	3	14	70
30	2	6	2	10	50
31	4	7	3	14	70
32	4	6	3	13	65
33	3	6	1	10	50
34	2	5	2	9	45
35	2	5	3	10	50
36	2	8	4	14	70
37	3	9	2	14	70
38	1	6	3	10	50
39	4	6	3	13	65
40	1	6	2	9	45
41	3	8	4	15	75
42	2	5	2	9	45
43	3	5	2	10	50
44	2	7	3	12	60
	112	258	106		

From the two tables above the analysis of the students' ability in organizing the sentences into a good paragraph in general can be seen as follows.

a. Topic Sentence $\frac{220}{348} \times 100 = 63,22 \%$

b. Supporting Sentences $\frac{513}{1044} \times 100 = 49,13 \%$

c. Concluding Sentence $\frac{210}{348} \times 100 = 60,35 \%$

In other words the students' ability in re-writing topic sentence was the highest position with 63,22 %. This figures was followed by the ability of re-writing concluding sentences (60,35 %). Finally the lowest ability was in organizing supporting sentences (49,13 %).

a. Data Obtained from the Test of Re-writing the Topic Sentence

The test of re-writing the topic sentence consisted of four points of four sets of jumbled sentences. Since there were 4 topics sentences in the test, so the highest score was 4 and the lowest score was 1. The complete data are reported in the following table.

Table 3. The Data of the Students' Ability in Re-writing Topic Sentence

The Score	Frequency	%
4	12	13,79
3	31	35,63
2	35	40,23
1	9	10,35
Total	87	100

From the table above it can be seen that the highest number of students in class II-K and II-L got score 2 for re-writing topic sentence (40,23 %). It was followed by score 3 (35,63 %), score 4 (13,79 %) and score 1 (10,35 %) respectively.

b. Data Obtained from the Test of Organizing the Supporting Sentences

The test of organizing the supporting sentences had 12 points of four sets of jumbled sentences. Therefore, the highest score was 12 and the lowest score was 1. The complete data are in the following table.

Table 4. The Data of the Students' Ability in Organizing Supporting Sentences

The score	Frequency	%
12	0	0
11	0	0
10	0	0
9	2	2,30
8	14	16,09
7	13	14,94
6	22	25,29
5	20	22,99
4	12	13,79
3	4	4,60
2	0	0
1	0	0
Total	87	100

From the table above it can be seen that the highest number of students in class II-K and II-L got score 6 for organizing supporting sentences (25,29 %). It was followed by score 5 (22,99 %), score 8 (16,09 %), score 7 (14,94 %), score 4 (11,79 %), score 3 (4,60 %) and score 9 (2,30 %).

c. Data obtained from the Test of Re-writing the Concluding Sentence

The test of re-writing the concluding sentence consisted of four points of four sets of jumbled sentences. As a result, the highest score was 4 and the lowest was 1. The complete data are presented in the following table.

Table 5. The Scores of the Students' Ability in Rewriting Concluding Sentence

The score	Frequency	%
4	9	10,35
3	31	35,63
2	34	39,08
1	13	14,94
Total	87	100

From the table above it can be read that the highest number of students in class II-K and II-L got score 2 for re-writing concluding sentence (39,08 %). It was followed by score 3 (35,63 %), score 1 (14,94 %) and score 4 (10,35 %).

After finding the above calculation the results were consulted to the table of classification level (see chapter III). Based on the table classification in general the students' ability in organizing the jumbled sentences into a good paragraph was bad (36,78 %). In detail of all the components the students' ability in re-writing topic sentence was in the category of fair (63,22 %). The supporting sentences was in the category of bad (49,14 %). And the concluding sentence was in the category of fair (60,35 %).

The following section presents the analysis of the numbers of students for each score of the three components. The highest number of the students (40,23%) in rewriting topic sentence got score 2. Whereas the highest number of students (25,29%) in organizing supporting sentences got score 6. Finally most of the students (39,08%) in rewriting concluding sentence got score 2.

4.2.3 Discussion

From the results of the data analysis, it was known that the highest level of the students' ability was dealing with re-writing topic sentence. The students' ability in

re-writing topic sentence was in the category of fair (63,22%). This might happen because topic sentence is the main idea of the paragraph that tells what a paragraph is about. For organizing supporting sentences the students got more difficult ability (49,13%) compared to the ability of other components. It happened because the students might have limited vocabulary so they could not put the sentences in the correct order. Meanwhile the students' ability in re-writing concluding sentence was in the fair category (60,35%). It might happen because concluding sentence is the sentence that sum up all the important points in the paragraph

As a whole, the students' ability in organizing the jumbled sentences into a good paragraph at MAN I Jember in the 2000/2001 academic year was bad (36,78% or between 46 to 55%). This showed that the students have big problem in doing the test. Generally their ability and their difficulties were influenced by the mastery of vocabulary to understand the sentences. In addition, the students might have low frequency in doing exercises of organizing paragraph. Finally the way of teaching English could be uninteresting to the students.

V. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the data analysis and the discussion above the following points can be drawn.

1. The students' ability in organizing the jumbled sentences into a good paragraph was bad (36,78%).
2. The students' ability in re-writing topic sentence was fair (63,22%).
3. The students' ability in organizing supporting sentences was bad (49,13%).
4. The students' ability in re-writing concluding sentence was fair (60,35%).

5.2. Suggestions

Some suggestions may be useful concerning to the topic of this current study goes to the teachers, the students and anyone who want to do further research in writing composition.

5.2.1. The English Teacher

The English teacher is suggested to :

- a. Give more attention to the students' difficulties and always gives much more motivation to the students to improve their English.
- b. Enrich the students' vocabulary to master the sentences of the paragraph.
- c. Apply supportive activities to attract the students' interest in learning writing.
- d. Give more practices to the students about paragraph.

5.2.2. The Students

The students are advised to :

- a. Motivate themselves to improve the mastery of vocabulary.
- b. Practise more to make and compose a paragraph.
- c. Improve their paragraph mastery.

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RESEARCH MATRIX

PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
<p>To what extent is the ability of organizing the jumbled sentences into a good paragraph of the second year students of MAN I Jember in the 2000/2001 Academic Year.</p>	<p>Organizing the jumbled sentences into a good paragraph</p>	<ul style="list-style-type: none"> - Topic Sentence - Organizing Supporting Sentences - Concluding Sentence 	<ol style="list-style-type: none"> 1. Respondents: The second year students of MAN I Jember in the 2000/2001 Academic Year 2. Informants: - The English Teacher - The Headmaster - The Administration Staffs 3. Documents 	<ol style="list-style-type: none"> 1. Area Determination Method purposive sampling 2. Respondent Determination Method Cluster Random Sampling 3. Data Collection Method - Achievement Test - Interview - Documentation 4. Data Analysis Method Descriptive Statistics $E = \frac{\sum X}{N} \times 100\%$ E = The Percentage of Total Scores n = The Score Which is Obtained by the Students N = The Total Score of the Items

RESEARCH INSTRUMENT

Guide of Interview

No	The Data Taken	Data Resources
1.	The general description of the school	The Head Master
2.	The students' participation in joining writing class	The English teacher
3.	The method used to teach writing	The English teacher
4.	The teaching of main idea, supporting details and concluding sentence	The English teacher
5.	The sources of students' and teacher's references	The English teacher

Guide of Documentation

No	The Data Taken	Data Resources
1.	Data of the students including the total number of the students and the names of respondent	Document
2.	The location and the general description of MAN I Jember	Document
3.	The school facilities	Document

WRITTEN TEST

Subject : Writing Paragraph (three main parts of paragraph)

Time : 45 minutes

Read the instruction carefully

Instruction

- Study the following set of jumbled sentences carefully.
 - Rewrite the jumbled sentences into a good paragraph. The paragraph must cover the three main parts of paragraph.
- a.
- Our house was in the middle of the street, on the opposite side from the elementary school and the drugstore.
 - I really love the house where I grew up.
 - I'm really glad that I was able to grow up in a nice home in safe neighborhood not everyone is so lucky.
 - It was located on a very pleasant, friendly street that was mostly residential but had an elementary school on the one corner and drugstore on the other.
- (Karim, 1996 : 128)
- b.
- Scientists now say that children can be adversely affected by constantly watching television.
 - Television is the most popular form of entertainment in many households.
 - This is due to the fact that they participate less in physical activities, spend less time reading and studying, and see a world of violence that can affect their own feelings of security.
 - People of all ages use this medium to entertain themselves for an average of four hours a day.
- Thus, television has had a tremendous influence on its viewers, especially children.
- (Karim, 1996 :)

- c. - Second , most of the kings are great ones that have succeeded in leading their people and country to prosperity.
- Thailand is ruled by a king
 - Fourth, the king can do no wrong.
 - The Thais have sincere respect to their king because, first, kingdom is the oldest institution in Thailand.
 - Third, the king is the protector of Buddhism, the national religion.
- (Karim, 1996 : 135)

- d. - Facsimile, a method of sending pictures over telegraph wires, was developed.
- This system can send written material faster than a skilled operator.
 - The facsimile transmitter covers about 100 square inches per minute.
 - Pictures, drawings, maps, documents, and any other material that can be put on a written or printed page can be sent by wire.
 - This current control apparatus at the receiving station, making a reproduction of the material in the precise form of the original.
 - What it “sees” is changed into electrical current.
- (Pista, 1997 : 41)

The Answer Key

- a. I really love the house where I grew up. It was located on a very pleasant, friendly street that was mostly residential but had an elementary school on the one corner and drugstore on the other. Our house was in the middle of the street, on the opposite side from the elementary school and the drugstore. I'm really glad that I was able to grow up in a nice home in safe neighborhood not everyone is so lucky.
- b. Television is the most popular form of entertainment in many households. People of all ages use this medium to entertain themselves for an average of four hours a day. Scientists now say that children can be adversely affected by constantly watching television. This is due to the fact that they participate less in physical activities, spend less time reading and studying, and see a world of violence that can affect their own feelings of security. Thus, television has had a tremendous influence on its viewers, especially children.
- c. Thailand is ruled by a king. The Thais have sincere respect to their king because, first, kingdom is the oldest institution in Thailand. Second, most of the kings are great ones that have succeeded in leading their people and country to prosperity. Third, the king is the protector of Buddhism, the national religion. Fourth, the kingdom can do no wrong.
- d. Facsimile, a method of sending pictures over telegraph wires, was developed. Pictures, drawings, maps, documents, and any other material that can be put on a written or printed page can be sent by wire. The facsimile transmitter covers about 100 square inches per minute. What it "sees" is changed into electrical current. This current control apparatus at the receiving station, making a reproduction of the material in the precise form of the original. This system can send written material faster than a skilled operator.

The Facilities of MAN 1 Jember

No	Kinds of Facilities	Total
1.	The room of principal	1
2.	The room of teachers	2
3.	The room of guidance and concelling	1
4.	Library	1
5.	Physic Laboratory	1
6.	Langauge Laboratory	1
7.	Classroom	21
8.	The room od adminitration	1
9.	The room of treasoure	1
10.	The room for music	1
11.	The room for automotive	1
12.	The room for electronic	1
13.	The room for sewing	1
14.	The room for computer	1
15.	Mosque	1
16.	The room of OSIS	1
17.	The room of SK	1
18.	The room of PMR	1
19.	Gardeneer's housse	1
20.	The room for cooperative activity	1
21.	Toilet	3
22.	Meeting hall	1

The Respondents of II-K MAN 1 Jember

NO	Name	Gender
1.	Abdul Aziz	Male
2.	Abdul Rouf	Male
3.	Abdul Rouf Hidayanto	Male
4.	Alam Syahid	Male
5.	Alvin Ni'mah	Male
6.	Amin Aini	Male
7.	Andayani	Female
8.	Arin Sumarsih	Female
9.	Diah Wiwik Ely Ernawati	Female
10.	Erna Widyawati	Female
11.	Eti Rahmawati	Female
12.	Faizal Arif Rahman	Male
13.	Fathur Rozi	Male
14.	Fatimah Al-Hadar	Female
15.	Hendrik Zainul Hasan	Male
16.	Hoiriah	Female
17.	Holifatus Sa'diah	Female
18.	Imroatul Mudrikah	Female
19.	Ita Ulfatimah	Female
20.	Khalid	Male
21.	Laila	Female
22.	Lailatul Rosida	Female
23.	Lela Kasif Harreni	Female
24.	Lina Muzdalifah	Female
25.	Lutfi Yasir	Male
26.	Masyur Asyik	Male
27.	Naning Sugiarti	Female

28.	Nurin Muslimah	Female
29.	Nurul Arobiyah	Female
30.	Nurul Erviani	Female
31.	Rifan Hidayat	Male
32.	Rizal Teguh Arifianto	Male
33.	Romli	Male
34.	Samsul Arifin	Male
35.	Siti Muthaharoh	Female
36.	Slamet Haryadi Fachrudin	Male
37.	Sugianto	Male
38.	Titik Hidayati	Female
39.	Ulfah Rifatul Hasanah	Female
40.	Umi Maghfiroh	Female
41.	Yuli Romadhona	Female
42.	Yundina Al-Afifa	Female
43.	Yusron Abdillah	Male

The Respondents of II-L MAN 1 Jember

NO	Name	Gender
1.	Abdul Malik	Male
2.	Ahmad Mukhlis	Male
3.	Ahmad Nailatul Huda	Male
4.	Ahmad Zainudin	Male
5.	Akhmad Marshushis S.	Male
6.	Bagus Kurniawan	Male
7.	Eko Agus Sulistiyawan	Male
8.	Faizatul Laili	Female
9.	Fitriatus Laili	Female
10.	Ghazinatul Asror	Female
11.	Henny Rifoania	Female
12.	Husnul Wahyudi Fatah	Male
13.	Ihwanul Muslimin	Male
14.	Jakfar Ubaidulah	Male
15.	Jeniwati	Female
16.	Kamsiani	Female
17.	Kholifatur Rohman	Male
18.	Khusnul Khotimah	Female
19.	Maisaroh	Female
20.	Meilisa Siti Aminah	Female
21.	Miftahul Taufik	Male
22.	Mochammad Fiqih Fathur R	Male
23.	Moh. Husein Tajudin	Male
24.	Muhammad Bahruroji	Male
25.	Muslimah	Female
26.	Nur Holidatur Rofi'ah	Female
27.	Nuril Fitri	Female

28.	Nurul Hidayati	Female
29.	Prapti Suryani	Female
30.	Pudji Hartono	Male
31.	Roudhotul ulya	Female
32.	Rudi Cahyono	Male
33.	Shoffi Hidayati	Female
34.	Sirotol Mustaqim	Male
35.	Siti Hozijah	Female
36.	Siti Masruroh	Female
37.	Sitti Rohmatullah	Female
38.	Titik Muspaita	Female
39.	Triyas Tutik Indriyati	Female
40.	Tutuk Ika Ratnawati	Female
41.	Uyunur Rohmah	Female
42.	Yanik Nurul Hidayah	Female
43.	Yeni Maisaroh	Female
44.	Zaki Mahbub	Male



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
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Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988 Fax. 334988 Jember

LEMBAR PEMBETULAN/PERBAIKAN SKRIPSI

Nama Mahasiswa : Sri Astuti Juana
 N I M : 9202107126
 Judul Skripsi : A Descriptive study on the ability of Organizing the Jumbled Sentences into a Good Paragraph at the Second year Students of FAN I Jember in the 2000/2001 Academic Year
 Tanggal Ujian : 31 January 2001
 Pembimbing :

Materi Pembetulan/Perbaikan

No.	Halaman	Hal-hal Yang Harus Diperbaiki
1	1	The Title
2	4	Operasional Definition, A Good Paragraph
3	19	Table of Classification
4		Bibliography
5		Written Test
6		
7		
8		
9		
10		

Persetujuan Tim Penguji

Jabatan	Nama Tim Penguji	Tanda Tangan dan Tanggal
Ketua	Dra. Wiwiek Istianah, M.Kes., M.Ed.	14/02/01
Skretaris	Dra. Wiwiek Ebo Bindarti, M.Pd.	9/2-01
Anggota	1. Drs. Budi Setyono, MA 2. Dra. Zakiyah Tasnim, MA 3.	14/02/01

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Jember, Februari 2001
Mhs. Yang Bersangkutan

Sri Astuti Juana
NIM. 9202107126

Mengetahui

Ketua Jurusan Bahasa dan Sastra

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Nama : SRI ASTUTI ILIANA
 NIM/Angkatan : 9202107126
 Jurusan/Program Studi : PBS / Pend. Bhs. Inggris
 Judul Skripsi : A DESCRIPTIVE STUDY ON THE ABILITY IN ORGANIZING
 THE JUMBLE SENTENCES INTO A GOOD PARAGRAPH AT
 THE SECOND YEAR STUDENTS OF MAN 1 JEMBER IN THE
 '2000 / 2001 ACADEMIC YEAR.
 Pembimbing I : Dra. ZAKIYAH, TASNIM, MA
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	21 MARET 2000	MATRIX	
2.	15 APRIL 2000	CHAPTER I	
3.	28 MEI 2000	CHAPTER II	
4.	31 Juli 2000	CHAPTER III	
5.	26 Januari 2001	CHAPTER IV	
6.	26 Januari 2001	CHAPTER V	
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

- PETUNJUK :**
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : SRI ASTUTI JUANA
 NIM/Angkatan : 9202107126
 Jurusan/Program Studi : PBS /Pendid. Bhs. Inggris
 Judul Skripsi : A DESCRIPTIVE STUDY ON THE ABILITY IN ORGANIZING THE JUMBLE SENTENCES INTO A GOOD PARAGRAPHS AT THE SECOND YEAR STUDENTS OF MAU 1 JEMBER IN THE 2000 /2001 ACADEMIC YEAR
 Pembimbing I :
 Pembimbing II : Dra. WILHE ELO B. MPD

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.		RESEARCH MATRIX	
2.		CHAPTER I	
3.		CHAPTER II	
4.		CHAPTER III	
5.		CHAPTER IV	
6.		CHAPTER V	
7.			
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15.			

- CATATAN**
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
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Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988

Nomor : 1422 /J25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

10 JUN 2000

Kepada : Yth. Sdr. KEPALA MAN I JEMBER

di.

JEMBER

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Sri Astuti Juana

Nim : 920.210.7126

Program/Jurusan : Pead. Bhs. Inggris / PBS

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY OF
WRITING MAIN PARTS OF PARAGRAPH AT THE SECOND GRADE
OF MAN I JEMBER IN THE 1999/2000 ACADEMIC YEAR

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan

Pembantu Dekan I,



OKO SUHUD
30 355 407



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DEPARTEMEN AGAMA

MADRASAH ALIYAH NEGERI 1 JEMBER

Jl. Imam Bonjol 50 Po Box 168 Telp. (0331) 485109 Fax. 484651
J E M B E R 68101

SURAT – KETERANGAN

Nomor : MA.m-9/TL.00/597/2001

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 1 Jember menerangkan dengan sebenarnya bahwa :

N a m a : **SRI ASTUTI JUANA**
Tempat/Tanggal Lahir : Lamongan, 05 Januari 1974
N I M / N I R M : 920 210 7126
Pekerjaan : Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan (FKIP)
Universitas Jember
Program / Jurusan : Pendidikan Bahasa Inggris / PBS

Telah mengadakan penelitian untuk penyusunan Skripsi di Madrasah Aliyah Negeri 1 Jember pada tanggal 4 – 10 Januari 2001 dengan Judul :

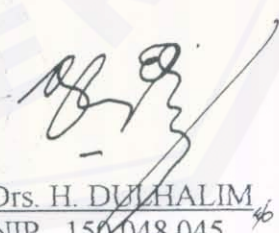
“ A DESCRIPTIVE STUDY ON THE ABILITY OF ORGANIZING THE JUMBLE SENTENCES INTO A GOOD PARAGRAPH AT THE SECOND YEAR STUDENTS OF MAN 1 JEMBER IN THE 2000/2001 ACADEMIC YEAR”

Demikian, Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 11 Januari 2001

KEPALA




Drs. H. DULHALIM
NIP. 150 048 045