A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' ABILITY TO CONTROL THE UNITY AND COHERENCE IN PARAGRAPH WRITING OF MAN 2 JEMBER IN THE ACADEMIC YEAR 2000/2001

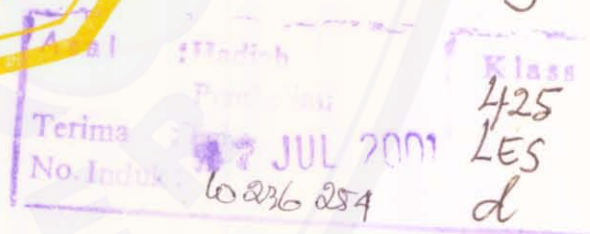## THESIS

Presented as One of the Requirements to Get the Award of
S1 Degree at the English Education Program Language
and Arts Department Faculty of Teacher Training
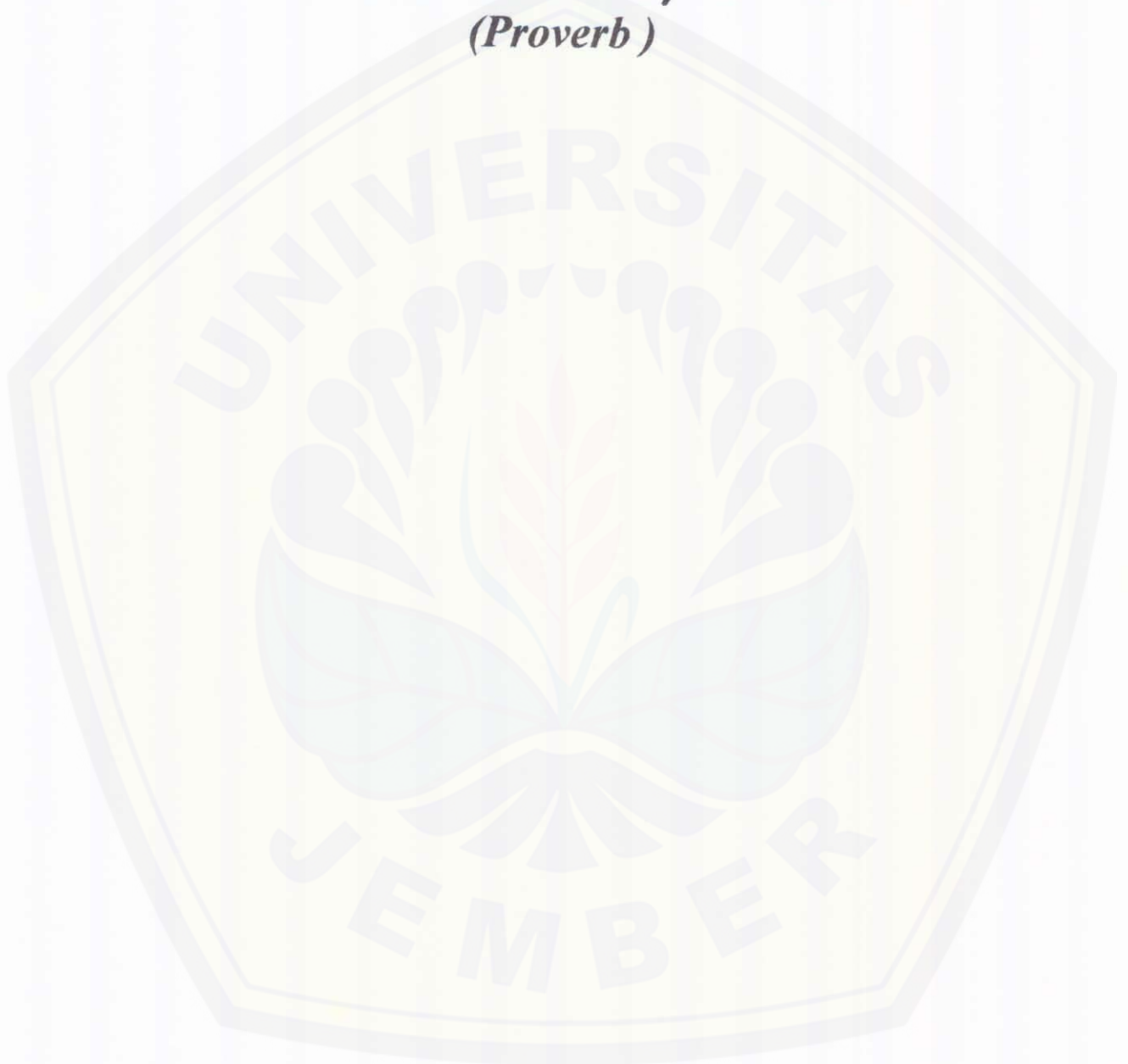and Education Jember University

By

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NIM : 960210401167

ENGLISH EDUCATION PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2001

MOTTO

Science is the key of life
(Proverb)

Devoted to :

- ❖ My beloved father and mother, *Nothing compared to your endless love for me. Thanks for everything you have given to my life.*
- ❖ My beloved brothers and sisters, *Mas Mino, Mbak Wiwin, Dik Supri, Lina, Mbak May.*
- ❖ My dearest nephews and nieces, *Mita, Bergas, Adi, Ade and Armanda. You make my life more colorful*
- ❖ My best friends, *Dita, Sufi', Tedy, Iskandar, Wiwin, Syaif, and Agus. You make me cheerful forever.*
- ❖ My dearest friends in Kalimantan 39 especially, *Dik Wiwin, Fatiye, Lia, Dik Warda', Mbak Ula, Dik Ida and Dik Mia. Thanks for your kindness.*
- ❖ All my friends in 96 level. *Thanks for our friendship.*

APPROVAL

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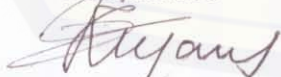
THESIS
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By:

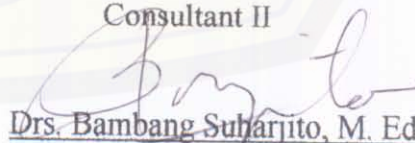|	
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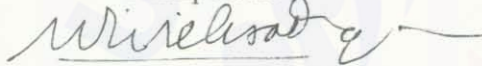Date : June 16th, 2001

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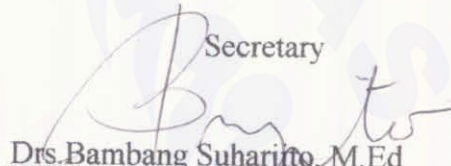
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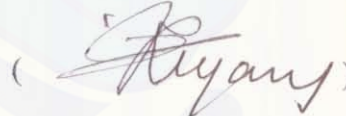
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5. The Headmaster of MAN 2 Jember
6. The English Teachers and the students of MAN 2 Jember

Finally, although I have done my best to write up this thesis, there must be some weaknesses in language forms and contents. Therefore criticisms and suggestions are expected and fully appreciated to improve this thesis.

Jember, June, 2001   The Writer

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ABSTRACT

Endang Lestari, June 2001, A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' ABILITY TO CONTROL THE UNITY AND COHERENCE IN PARAGRAPH WRITING OF MAN 2 JEMBER IN THE ACADEMIC YEAR 2000/2001
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Key Words : Ability in Controling Unity and Coherence, Paragraph Writing

Writing is one of the English language skills that must be practiced by all secondary school students in Indonesia. Unfortunately, in the writing activity, most of the students experienced difficulties to control the unity and coherence in paragraph writing. This might result from the difficult factors to control the unity and coherence in paragraph writing, such as transitional words, coordinate conjunctions, topic sentence, supporting sentences, and concluding sentence. The research problem deals with the unity and coherence in paragraph writing. The research objective is to know to what extent the second year students control the unity and coherence in paragraph writing. The result of this research is expected to give positive contribution for teaching writing. The research design was descriptive study design and it was conducted from 19th up to 30th of March 2001. The research area was MAN 2 Jember, the research instruments used to collect the required data were test, list of structured questions for interview and documents. The data analysis method used (%) percentage formula. The test analysis showed that the average score of the students' ability to control the unity and coherence in paragraph writing is 38.86%. This is categorized very bad (36%-45%). In other words, the students still need to practice paragraph writing by controlling the use of transitional words, coordinate conjunctions, topic sentence, supporting sentences, and concluding sentence. In this way, the second year students can improve their paragraph writing (in MAN 2 Jember in the academic year 2000/2001)

I. INTRODUCTION

1.1 The Background of the Research

Writing skill is relatively difficult for Senior High School (SMU) students to practice since it requires unity of idea organization indicated by some elements, such as coherence and unity. Writing is the most difficult subject in Islamic Senior High School (MAN) 2 Jember. The students can not write well when the teacher asks them to write a paragraph. They can not write their sentences in good order. They also can not develop the main idea in the topic sentence. Consequently, their ability to write a paragraph is still less. The English teachers of MAN 2 Jember do not fully teach writing in the class. They simply ask their students to write sentences when they are teaching reading or speaking. In this case, they do not have much time to teach writing because time is very limited. Consequently, the student's writing performance might still be a problem. This might be caused by the fact that they seldom practice how to write a paragraph. This is supported by Walshe (1975: 32) who says that "The secondary schools have not been teaching writing all these years. What they' ve been teaching is deformed sort of half writing, the one-short draft." However, the above fact presented by Walshe (1975) does not mean to suggest the teachers ignore writing at schools. Rather, this confirms the implication of Byrne's (1984: 5) statement that the students might learn writing from their teacher in the classroom.

> "Writing is learnt through a process of instruction: learners have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, which are important for effective communication in writing."(Byrne, 1984: 5)

Related to the above statements, writing might create problem in learning English. In this case, Senior High School (SMU) students should consider the main aspect in paragraph writing, that is coherence and unity. Muhyidin (1988: 28) notes that" the sentences in the paragraph must be logically arranged, and the movement from one sentence to the next sentence must be smooth." This means that a paragraph

must have coherence and unity in order the movement from one sentence to the next sentence, or from one paragraph to the next, should be smooth and logical. Each sentence should flow smoothly into the next one. This helps the readers follow the idea easily.

Realizing that coherence and unity are important in writing, the study will be focused on the students' ability to control the unity and coherence in paragraph writing.

1.2 The Research Problems

1.2.1   General Problem

In general, the problem of this study is, "To what extent do the second year students control the unity and coherence in paragraph writing?"

1.2.2   Specific Problems

In particular, the specific problems are as follows:

1. To what extent do the second year students control the coherence in paragraph writing?

2. To what extent do the second year students use the grammatical and lexical relationship to control the unity in paragraph writing?

1.3 The Operational Definition

1.3.1   Writing deals with students' activity to express and organize their idea in written work. In this study, the students are asked to rearrange jumbled sentences into good paragraphs that have unity and coherence.

1.3.2   Coherence means the relationship, which link the meanings of the sentences in a text (Richards, 1985: 124). In this research, coherence is the sentences concerned with the students' control of transitional words and coordinate conjunctions.

    1   Transitional words, and

    2.   Coordinate conjunctions in the sentences.

1.3.3 Unity is synonymous with oneness. This means all sentences in a paragraph should focus on the one thing expressed in the topic sentence; all of the sentences stick together. (Bram, 1995: 20)

1.3.4 Grammatical relationship is the relationship of the sentences in the paragraph. This means one sentence to the next sentence should relate grammatically in the paragraph.

1.3.5 Lexical relationship is the relationship of the sentences in the paragraph. This means one sentence to the next sentence should relate lexically in the paragraph.

1.4 The Objective of the Research

1.4.3 The general objective is to know the second year students' ability to control the unity and coherence in paragraph writing.

1.4.4 The specific objectives are to know whether or not:

1. The students are able to control the coherence in paragraph writing.
2. The students are able to use grammatical and lexical relationship to control the unity in paragraph writing.

1.5 The Significances of the Research

1.5.1 To the English Teachers

To help the teachers to consider whether they have been successful or not in teaching the material about unity and coherence to the students. Besides, they can also find out what the students' difficulties in paragraph writing.

1.5.2 To Other Researchers

To give useful information for other researchers who will conduct further research dealing with the influence of using transitional words and coordinate conjunction in paragraph writing.

1.5.3 To the Students

The results are useful for the students as information to motivate them in increasing their writing skill.

In other words, the sentences in a bad paragraph do not connect each other. A bad paragraph is not a unified paragraph because the subject and the controlling idea in the topic sentence are not explained thoroughly. Tarigan (1986: 4) notes that "a bad paragraph does not have a good, clear topic sentence."

2.3 The Characteristics of a Good Paragraph

In order to be able to write a good paragraph, students should know the characteristics of a good paragraph. Bram (1995: 13) notes that "since a good paragraph normally focuses on only one central idea that is expressed in the topic sentence, we need to construct a good topic sentence as starting point." This means that a good paragraph has a topic sentence that develops one main idea supported by supporting sentences. Myers (1983:231) says that "it should consist of a group of related sentences and that relations should be clear to the reader as well as the writer." In this case, a good paragraph consists of a group of related sentences that has relation between one sentence to the next sentence. One requirement of a good paragraph is that it must be arranged in some recognizable order. Wishon and Burks (1980: 53) note that

> "There are certain expressions that are frequently used to indicate order or sequence of events. They are especially useful in developing paragraph according to time sequence. They are first, first of all, second, next, presently, now, last of all, finally, at last."

Dealing with this, Mc Crimmon (1967: 109-120) explains that "there are some characteristics of a good paragraph." The following statements are the most widely recognized of a good paragraph:

1. completeness

   A paragraph is complete when it does all. It was intended to do. The writer usually uses details to make his paragraph complete. There are many kinds of details such as: supporting details, descriptive details, and narrative details.

2   unity

A paragraph has unity when it makes clear reading. A writer who sees clearly what he wants a paragraph to do is not likely to have much trouble with unity. Concentration on his purpose controls the sequence of his idea, and he tends to grasp the paragraph idea and its development as a whole.

3   orderly movement (sequence of sentences)

Order in a paragraph is like organization in essay. If a paragraph is to be an organic unit, its movement should follow some clear order. There are various ways in which the material of paragraphs may be arranged, such as: (1) from one time to the next, (2) from one space to an adjoining space, (3) from particular statements to general statement or conclusion, (4) from a general statement to particular statements, and (5) from question to answer or from effect to cause.

4   coherence

A paragraph is said to have coherence when its sentences are woven together or flow into each other. If a paragraph is coherent, the reader moves easily from one sentence to the next without feeling that there are gaps in the thought puzzling jumps, or points not made.

The above explanation shows that a good paragraph should have four requirements, such as: completeness, unity, orderly movement, and coherence. If the paragraph fulfils those requirements, the readers will understand the paragraph easily.

2.4 Coherence and Unity in Paragraph Writing

2.4.1 Coherence

Coherence plays an important role in making a paragraph read well. Every coherent paragraph contains connected ideas and the sentences in the paragraph support each other. Bram (1995:22) notes that "the paragraph is like a well-built high way; vehicles run smoothly on it without encountering too many obstacles." This statement shows that a coherent paragraph makes the readers easily understand the writer's thought. Warriner (1977: 38) notes that "a paragraph is coherent when the

sentences that compose it are clearly and logically related, so that the reader is able to follow the train of thought."

This shows that in a coherent paragraph the sentences connect each other from one sentence to the next sentence, therefore the reader might understand the paragraph easily.

Futhermore, Muhyidin (1988: 28) confirms that "the sentences in the paragraph must be logically arranged, and the movement from one sentence to the next must be smooth." In other words, a coherent paragraph contains the connected ideas that are clear and easy to understand. Therefore, the readers may get the detail of the paragraph idea from one sentence to another sentence. The following is the example of a coherent paragraph.

> Recently, I went to Temanggung, a lovely small town in Central Java, to visit my pen friend, Betty, for the first time. Although the bus was full, I was lucky enough to get a comfortable seat and could enjoy the trip. After about a forty-five-minute ride, I got off at the station and began to look for my friend's address. Unfortunately, I failed completely in my attempt. To cheer myself up, I then window-shopped downtown. Moreover, I had a walk in the town-square park. Nevertheless, I still felt rather disappointed. Therefore, I decided to go home and said to myself, Certainly, I shall 'visit' Betty another time. (taken from Bram, 1995: 22).

The above paragraph is coherent because it develops only one topic sentence supported by the other sentences. The topic sentence in the above paragraph is "I went to Temanggung". The next sentences are supporting sentences that support the topic sentence. The last sentence is the concluding sentence that gives conclusion about the paragraph. The paragraph also uses some transitional words such as: "recently", "although", "after", unfortunately", "then", "moreover", "nevertheless", "therefore", and "certainly" that support its coherence.

There are various ways to achieve paragraph coherence. One way is to use transitional devices in the paragraph. For example, connectors such as 'but' and "and" show that two sentences might be in contrast or supplementary to each other in

sense. In other words, transitional devices make the paragraph read well from one sentence to another sentence. Langan (1997:70-77) notes that some ways to organize and connect supporting details are:

1) common methods of organization

   Common methods used to organize the supporting material in paragraph are time order and emphatic order. Time, or chronological order simply means that details are listed as they occur in time such as: first this is done, next this, then this, after that, and so on. Emphatic order is the most important detail is placed in the last part of a paragraph or in the final supporting sentences of the paragraph. For example: finally, last of all, most important, and so on.

2) transitions

   Transitions are signals that help readers follow the direction of the writer's thought. (see on page 9 for the examples of transitional words)

3) other connecting words.

   There are three other kinds of connecting words that help tie together the specific evidence in a paragraph: repeated words, pronouns, and synonyms. Pronouns are used to avoid needless repetition in a paragraph such as he, she, it, you, they, this, that, and so on.

Wishon and Burks (1980: 135) state that "connector is a word or group of words which establish a meaningful relationship between the part of sentences." In other words, connector is a word or group of words that join parts of a sentence and make the paragraph coherent, without using it the paragraph is not coherent. In the following part the writer provides the explanation about connectors, such as coordinate conjunctions and transitional expression.

a. Coordinate conjunction

Coordinate conjunctions such as: "but" and "and" are often used in any paragraph writing. However, some students might experience difficulties to use them properly. Consequently, their paragraphs might not be coherent because of the

improper use of conjunction. For example, the sentences "She is beautiful and she is stupid" are not coherent. This results from the fact that the good quality described in the first sentence is not compatible with that in the second sentence. The incompatible quality causes problem for the readers. Therefore, the above sentences might negatively influence the paragraph coherence. To make the sentences coherent, the coordinate conjunction used in the sentences is "but" so the sentences become "She is beautiful, but she is stupid."

Students need to practice presenting their ideas logically by using appropriate connectors. This activity helps students link their ideas, and improve their paragraph writing. In other words, students develop logical thinking by arranging jumbled sentences in a logical order, showing the relationship between ideas by using appropriate connective. As Richard and White note (1995: 49) "the relationship between ideas in a paragraph is connected by using appropriate connectives." Wishon and Burks (1980: 135) propose that,

> "There are seven coordinate conjunctions: and, nor, or, but, for, so, and yet, which have distinct meaning. When a coordinate conjunction joins two sentences the coordination is normally preceded by a comma."

The following are examples on the use of coordinate conjunctions in sentences taken from Greenberg (1988: 183).

> 'And' indicates that the second idea is in addition to the first idea.
> Example:
> I am writing chapter eight, and I am also trying to revise chapter seven.
> 'But' and 'yet' show contrast.
> Example:
> Her cousin moved away, but she stayed in town.
> Michele is a vegetarian, yet she eats chicken.
> 'Or' shows contrast or alternation.
> Example:
> I can try to write chapter 8, or I can work on revising chapter seven?
> Are you going to the party, or will you stay home?
> 'Nor' indicates that the second idea continuous a negative statements in the first idea.
> Example:

I am too tired to work on chapter eight, nor do I feel like revising chapter seven.

'For' shows reason

Example:

I cannot stop working now, for I have two more chapters to finish by next month.

'So' indicates that the events in the second idea are caused by the even in the first idea.

Example:

I must finish two more chapters soon, so I cannot stop working now.

b. Transitional expression

Appropriate transitional expressions are used to make the paragraph clear and coherent. Langan (1994: 73) states that

"Transitions are signals that help readers follow the direction of the writer's thought. The following words are common transitional words and phrases; grouped according to the kind of signal that give to the readers."

This shows that transitional words help the readers to follow the direction of the writer's thought. In other words, the transitional words are needed to make the paragraph coherent.

The following are the examples of transitional words:

Addition signals: one, first of all.

Time signals: first, then, next.

Space signals: next to, across, on the opposite side.

Change-of-direction signals: but, however, yet.

Illustration signals: for example, for instance, specifically

Conclusion signals: therefore, consequently, thus.

(Langan, 1994: 73)

Text usually uses transitions to relate the ideas within sentences, between sentences, and between paragraphs. The transitions occur not only within the supporting paragraphs. Transitional, or linking words are used to help tie together the supporting sentences in a paragraph. They enable the reader to move smoothly and

clearly from one idea to the next in a paragraph. Here are some examples of paragraph that use transitions:

1. The underlined words are time signals:

> Once you've snagged the job of TV sport reporter, you have to begin working on the details of your image. <u>First</u>, invest in two or three truly loud sport jackets. Look for gigantic plaid patterns in odd color combinations like purple and green or orange and blue. These should become familiar enough to viewers so that they will associate that crazy jacket with that dynamic sportscaster. <u>Next</u>, try to cultivate a distinctive voice that will be just annoying enough to be memorable. A nasal whine or gravelly growls will do it. Be sure to speak only in though, punchy sentences that seems to be punctuated with imaginary exclamation points. <u>Finally</u>, you must share lots of pompous, obnoxious opinions with your viewers. You tone of voice must convey the hidden message, "I dare anyone to disagree with me". When the home teams lose, call them bums. When players strike, talk sarcastically about the good old days. When a sports franchise leaves town, say, "Good riddance".

> <div align="right">(Langan, 1994: 74)</div>

The above paragraph uses time signals such as first, next, finally. These time signals connect one sentence to the next one. The paragraph is talking about TV sport reporter's performance. The second sentence uses "first" to connect the sentence to next sentence. This shows that the idea in the second sentence still relate to the idea in the next sentence. The fourth sentence uses "next" to show that the idea in the sentence is the continuation of the previos sentence. The seventh sentence uses "finally" to show that the idea in the sentence is the last idea in the paragraph. In this case, the paragraph is clear and coherent because it uses some time signals that make the paragraph understanable. Consequently, the reader can understand the paragraph easily.

2. The underlined words are change-direction signals

> Taking small children on vacation, for instance, sounds like a wonderful experience for the entire family. <u>But</u> vacations can be scary or emotionally overwhelming times for children. When children are taken away from their

usual routine and brought to an unfamiliar place, they can become very frightened. That strange bed in the motel room or the unusual noises in Grandma's spare bedroom may cause nightmares. On vacations, too, children usually clamor to do as many things in one day as they can and to stay up past their usual bedtime. And, since it is vacation time, parents may decide to give in to the children's demands. A parental attitude like this, <u>however</u>, can lead to problems. After a sixteen-hour day of touring the amusement park, eating in a restaurant, and seeing a movie, children can experience sensory and emotional overload. They become cranky, unhappy, or even rebellious and angry.

(Langan, 1994: 74)

The above paragraph uses change-direction signals such as "but" and "however". These change- direction signals connect two or more sentences that are in contrast. The paragraph is talking about the small children experience on vacation. The first sentence uses "but" to show that the idea in the first sentence is contrast to the idea in the next sentence. The seventh sentence uses "however" to show that the idea in the sentence is contrast to previous sentence. In this case the paragraph is clear and coherent because it uses some change-direction signals that make the paragraph understanable. Therefore, the reader can understand the paragraph easily.

3. The underlined words are conclusion:

<u>Finally</u>, my grandmother was extremely thrifty. She was of those people who hoard pieces of used aluminum foil after carefully scraping off the cake icing or beef gravy. She has a drawer full of old eyeglasses that dated back at least thirty years. The lens prescriptions were no longer accurate, but Grand couldn't bear to throw away "a good pair of glasses." She kept them "just in case," but we could never figure out what situation would involve a desperate need for a dozen pairs of old eyeglasses. We never realized the true extent of Grand's thriftiness, though, until after she died. Her house was to be sold, and <u>therefore</u> we cleaned out its dusty attic. In one corner was a cardboard box filled with two- and three-inch pieces of string. The box was labeled, in Grand's spidery hand, "String too short to be saved.

(Langan, 1994: 75)

The above paragraph uses conclusion words such as "finally" and "therefore". These conclusion words indicate the events in the second idea are caused by the even in the first idea. The paragraph is talking about grandmother's thriftiness.

2.4.2 Unity

Unity is needed to make a good paragraph. This is one of requirements to make a good paragraph. Each paragraph should have unity, because if a paragraph lacks unity the ideas are not closely related to each other. Consequently, the readers might not understand it. Unity can be achieved if a paragraph consists of topic sentence and supported by supporting sentences. Bramer and Sedley (1981:109) note that "unity in a paragraph is secured by establishing topic sentence, select material which is closely related to the topic sentence to truly develop or support it."

To write a good paragraph, the author should develop the topic sentence well, the supporting sentences need to be well supported. If the paragraph contains irrelevant information and sentences, they must be omitted.

This example is a unified paragraph:

> The BBC World Service radio station broadcasts various highly selected programmes. New Hour might be worthwhile mentioning first. Listening to this 60-minute report from around the world, listeners can catch up with the important latest events. Good Book is another concrete example. The producer of this programmes always chooses a new and high quality book to review. Rock Salad certainly should not be excluded from this list because a great number of listeners enjoy this music show. Next, we might as well mention Drama by Radio. Finally, we ought to consider in Praise of God as one of the highly assorted programmes, too. Indeed, the BBC in Bush House has been admired far and wide.

> (taken from Bram, 1995: 18)

The above paragraph is talking about the BBC programmes. The topic sentence of the above paragraph is the BBC World Service radio station broadcasts

various highly selected programmes. The next sentences are supporting sentences that support and develop the topic sentence while the last sentence is concluding sentence.

Students may experience difficulties when they write a paragraph. They do not understand how to make a unified paragraph. They might not know about the requirements of a unified paragraph. Therefore, they make a paragraph without thinking about unity. In other words, unity is needed to make a good paragraph. If the paragraph is unified, the reader will understand the paragraph easily, but on the contrary if the paragraph is not unified the reader will be difficult to understand the paragraph. Bram (1995: 20) notes that

> "a paragraph is unified by mutually supported sentences. All sentences in the paragraph should focus on the one thing expressed in the topic sentence; all of the sentences stick together. Unity can be achieved as long as the paragraph has a good, clear topic sentence."

This shows that in a unified paragraph contains a topic sentence supported by supporting sentences. A topic sentence and supporting sentences support each other. In other words, paragraph develops only one topic sentence supported by supporting sentences. This is an example of the student's writing which appears in Suryana et. al.(1996:54)

> Rainy season is good for planting crops because farmers do not make extra work to flow water from ditch to irrigate the young crops. For crops which do not need a lot of water for the growth up to the harvest farmers begin to plant when the rainy season is almost over. During the rainy season the earth is easy to plough then the seeds is easily inserted in the earth. Rain water fulfill the need of water for the growth and by the beginning of dry season sunshine will have given heat needed for ripening grains or maturing the products.

In a unified paragraph, the subject and the attitude in the topic sentence must be explained thoroughly. Unity can be achieved if the paragraph has a good, clear topic sentence. On the other hand, good and clear topic sentence is important to make unified paragraph. Topic has function for narrowing the general topic into the specific

one. While controlling idea has function to describe the topic in some sentences. Any sentence that does not support the topic sentence is irrelevant. Therefore, the sentence should be removed from the paragraph.

A paragraph can be said unified if it has three elements, that is a topic sentence, supporting sentences, and conclusion. This agrees with Oshima and Hogue (1991: 17) who note that "a paragraph has three major structural parts: a topic sentence, supporting sentences, and conclusion". Topic is a part of the paragraph, which plays an important role to help the reader to understand what the writer wants to say. The topic sentence is the most general statement of the paragraph. Bram (1995: 16) notes that "a topic sentence is the summary of all information in the paragraph." Determining the subject of a topic sentence is a process of drawing down an idea from general to specific. The topic sentence of paragraph must also have a controlling idea. The controlling idea is the main point, opinion, or feeling that are about the subject and it controls or limits what the author will write about the paragraph.

Supporting sentences develop the topic sentence by giving specific details about the topic. In this case, the specific details are examples, reason, and facts. The writers are responsible to develop the topic sentence. The writer develops it by using supporting sentences. The supporting sentences should clarify, illustrate, explain, and prove the point that stated in the topic sentence. There are two kinds of supporting sentences, namely:

1. major supporting sentences
   Major supporting sentences back and develop the topic sentence directly. They add some relevant, new information about the main idea.
2. minor supporting sentences
   Minor supporting sentences contribute useful information to the paragraph. They support the major supporting sentences directly and Minor supporting sentences contribute the topic sentence indirectly.
   (Bram, 1995: 18)

Paragraph needs a concluding sentence, it is usually a restatement of the main idea. The concluding sentence gives summary or final statement for the readers.

Butler notes (1978: 165) that "a conclusion is a full summary or brief final statement." The conclusion has function to offer an opportunity for any final suggestion or warning the writer wants to add. It also must recall the whole paragraph, the central idea.

2.5 Paragraph Writing at SMU

The Basic Course Outline of 1994 English Curriculum for SMU states that teaching of English covers reading, listening, speaking and writing skills which should be taught in integrated way with the main focus on reading skills (Depdikbud, 1995: 1). Based on this idea, the implementation of teaching paragraph writing at the second year students of MAN 2 Jember is integrated in teaching of reading. The Basic Course Outline of the 1994 English curriculum for SMU states that students are asked to write short paragraph in a narrative or a descriptive paragraph. But, the students seldom practise to write a paragraph. Since the English teachers do not fully teach writing in the class. Therefore, the students seldom practice to write in the class.

Islamic Senior High School (MAN) 2 Jember uses the Basic Course Outline of 1994 English Curriculum for SMU. English is taught in MAN 2 Jember twice a week. Teacher usually asks the students to write a short paragraph after teaching reading in the class. In this case, the teacher asks the students to write a short paragraph with their own sentences concerning with the topic that given by the teacher. The students develop the topic by writing their idea in some sentences. The students may use dictionary to find some difficult words that they do not know.

2.6 Summary

As one of the productive skills, writing deals with the students' activity to express and organize their ideas in written form. In writing they may write not only words but also sentences in order to express their ideas. One way to make a good or understandable paragraph is to control the unity and coherence in paragraph writing.

After knowing what a good paragraph is, it is necessary to know what a paragraph is and what makes a bad paragraph. A paragraph is a written organization of ideas consisting of topic, supporting, and concluding sentences. In a paragraph the supporting sentences support the topic sentence. Supporting sentences give information about the topic sentence in detail. While the concluding sentences give conclusion about the main point of the paragraph. (Oshima and Hogue, 1991: 17)

A bad paragraph is a group of sentences, containing irrelevant sentences, and it does not develop one main idea. In a bad paragraph, the sentences do not connect each other. This makes the bad paragraph unorganized because the subject and the controlling idea in the topic sentence do not support each other.

A good paragraph has a topic sentence that develops one main idea supported by supporting sentences. It consists of a group of related sentences that has relation between one sentence to the next sentence. A good paragraph has four requirements, such as: completeness, unity, orderly movement (sequence of sentences), and coherence.

A coherent paragraph contains connected ideas and the sentences in the paragraph support each other. If the paragraph is coherent which is shown by the readers might easily understand the writer's thought. A unified paragraph contains a topic sentence supported by supporting sentences. In a unified paragraph, a topic sentence is supported by sentences that follow it.

III. RESEARCH METHOD

3.1 Research Design and Procedures

The research design was descriptive quantitative study design because it described the students' ability to control the unity and coherence in paragraph writing. In this case, the English teacher should teach writing in the class when teaching learning process occured because this was stated in the Basic Course Outline of 1994 Curriculum for SMU that teaching writing was taught integratively with reading , listening and speaking.

This research was conducted through the following procedures:

1. studying the references about language learning especially paragraph writing and the curriculum for secondary schools.

2. formulating the problem

3. choosing the research design

4. determining the variable and data resources

5. constructing the research instrument

6. collecting the data

7. analyzing the collected data especially in the primary data

8. concluding the results of the research

9. writing the research report.

3.2 Research Area

The research area was MAN 2 Jember. The determination of the research was based on purposive method (Arikunto, 1990: 126). This was based on the consideration that the school provided most of the data required for this

research.This is because of the fact that it provided the students with sufficient and suitable facilities for the students to practice their English writing.

3.3 Research Respondent

The research respondents were the second year students of MAN 2 Jember in Cawu 3 in the academic year 2000/2001. The population (295) was divided into 7 classes, II-1 up to II-7. The respondents were determined based on proportional random sampling by lottery. They were taken randomly from 15% of the student number in each class of the second year students (Arikunto, 1990: 120). Each class was taken six up to seven students. Thus, the number of the respondents for this research was 44 students or 15% of the population.

3.4 Research Instruments

In this research, the research instruments used to collect the required data were test, list of structured questions for interview and documents.

3.4.1 Test

In this research, the test was used to measure the students' ability to control the unity and coherence in paragraph writing. The test materials taken from the textbook of senior high school, Barli's book, and Fadloeli's book. These were consulted to the English teacher.

The test consisted of 15 items with different distribution of each indicator. The test items cover the following components: transitional words and coordinate conjunctions. In this test, there were 5 right answers for transitional words, 5 right answers for coordinate conjunctions, and there were 5 right answers for unity. The time given was 60 minutes. The test item can be seen in Appendix 3.

3.4.2 List of Structured Questions for Interview

Structured interview questions were used to obtain the supporting data about the English teaching, mainly in teaching writing. The interview was conducted with the English teachers and the students. In other words, this research used structured interview by setting the questions before the interview was conducted (Arikunto, 1990: 145). The interview guide was provided in Appendix 2.

3.4.3 Documents

In this research, the documents such as the Curriculum 1994, English textbooks and the students' work sheet (LKS) were used to measure how the students practiced their paragraph writing.

3.5 Data Analysis Method

The formula used to analyze the research data was as follows

$$E = \frac{n}{N} x100\ \%$$

Notes:

E= The percentage of the total score

n= The score which is obtained by the students

N= Total score of the items

(Taken from Ali, 1993: 186)

The steps in analyzing the data were as follows:

1. Identifying the data or respondents' answers from the test given both right and wrong answers.

2. Classifying both right and wrong answers for each respondent.

3. Finding out the percentage of each classification.

The result of the data analysis was analyzed descriptively based on the following classification of the score levels.

Table 2: The classification of the score levels:

Scores in percentage	Category
96%-100%	Excellent
86%-95%	Very good
76%-85%	Good
66%-75%	Fairly enough
56%-65%	Enough
46%-55%	Poor/Bad
36%-45%	Very bad
≤ 35	Failed

(Adapted from Depdikbud, 1995:10)

IV. RESULTS AND DISCUSSION

This chapter describes and discusses the research results dealing with the data from documents, interview, and test.

4.1 The Result of Documentary Study

The documentary study was conducted on the 19th March 2001, and the documents studied were the Curriculum 1994, English textbooks and the students' worksheet. The result showed that according to the Curriculum 1994 for Senior High School writing was taught integratively with reading, speaking, and listening. Islamic Senior High School (MAN) 2 Jember also used this Curriculum in teaching the target language (English). In the Curriculum 1994 stated that in writing, the students should be able to write a short paragraph in the narrative or descriptive form. Both the teachers and students used English textbooks (Communicative and Meaningful English for SMU 2 and PISTA), and the teacher did not use any syllabus for teaching the target language. Besides, the students could practice writing their paragraphs by using the given worksheet that is called "Lembar Kerja Siswa" (LKS).

4.2 Interview Result

The interview was conducted on the 23rd of March 2001, and the interviewees were two English teachers of the second year students. The teachers informed that Meaning Based Approach was applied in the English teaching learning process, in which the four English skills: reading, listening, speaking, writing were taught integratively with the following procedures:

The teachers gave a topic to the students to practice writing. The teachers asked the students to write some sentences by using their own words and they had to arrange the sentences into a good paragraph. Therefore, the students asked to write or arrange some sentences in the sequence order. However, they experienced difficulties to develop their idea. In this case, they could write topic sentence only, but they could not develop their idea easily. To activate the students in writing, the teacher usually gave the exercises stated in the students' worksheet. The students did the exercises not only in the class, but also at home as their homework. While taking the simple exercises, the students had good responses, but they needed the teacher's control.

Table 1. The Data of the Students' Scores to Control the Unity and Coherence in Paragraph Writing

No	Name	Paragraph Writing					Total
		Coherence		Unity			
		Transitional Words	Coordinate Conjunctions	Topic Sentence	Supporting Sentences	Concluding Sentence	
1	Sofyan Sauri	15	5	10	20	0	50
2	Febri Santoso	15	5	10	20	0	50
3	Moh. Erfan	20	0	0	0	0	20
4	Khusnul. K	15	10	10	20	0	55
5	Siti Hasanah	10	5	10	0	0	25
6	Sholehatin	15	10	10	20	0	55
7	Soni Arif	10	5	0	10	0	25
8	Umi Masruroh	10	5	10	10	0	35
9	Nurwahidah	15	5	10	20	0	50
10	Ahsan Mukti	25	5	0	10	0	40
11	Dian Yuliana	25	5	0	10	0	40
12	Emiatus Soleha	10	10	0	0	10	30
13	Sriningsih	10	10	0	0	10	30
14	Yuni Ikawati	10	5	10	30	10	65
15	Dian Mulyasari	15	5	10	20	0	50
16	Umamik	10	0	10	20	0	40
17	Diana Fajriati	25	5	10	10	0	50
18	Sri Wahyuni	15	5	10	10	0	40
19	Indah Purwanti	0	15	10	10	0	35
20	Veny Fitriana	10	15	10	0	0	35
21	Siti Halimatus	15	15	10	0	0	40
22	Yuli Suhemi	10	20	0	10	0	40
23	Sugianto	15	5	10	10	0	40
24	Sumarni	15	5	10	10	0	40
25	Lailatul Khonia	15	5	10	0	0	30
26	Ainur Rohmah	10	15	10	0	0	35
27	Isti Toatin	10	5	10	10	0	35
28	Rodiatun	10	10	0	0	0	20
29	Siti Muzayanah	15	5	10	0	0	30
30	Junaida	15	5	10	0	0	30
31	Lailatus	10	0	10	10	0	30
32	Miftakhus Saada	15	5	10	20	0	50
33	Duriyatul	15	15	10	10	0	50
34	Nafisah Izzatun	15	5	10	10	0	40
35	Siti Rumini	10	10	10	0	0	30
36	Lilik Puji. A	15	25	0	10	0	50
37	Maman Hermansah	20	0	0	0	0	20
38	Agus Pramono	15	5	0	0	0	20
39	Evi Nur Waidah	10	10	10	20	0	50
40	Ila Palupi	15	10	10	20	0	55
41	Dwi Astutik	5	5	0	10	0	20
42	Mursid	15	25	10	10	0	60
43	Ervina	10	10	0	0	0	20
44	Moh. Hasan	10	25	10	10	0	55
	TOTAL	590	370	310	410	30	1710

The students' scores of the items consisting of the transitional words, coordinate conjunctions, topic sentence, supporting sentences, concluding sentence can be seen in the table 2.

Table 2. The Students' Scores on Elements of Coherence (Transitional Words, Coordinate Conjunctions) and Elements of Unity (Topic Sentence, Supporting Sentences and Concluding Sentence).

NO	INDICATORS	GAINED SCORES	STANDARD SCORES	MEAN SCORES
1.	Transitional words	590	1100	53.63%
2.	Coordinate conjunctions	370	1100	33.63%
3.	Topic sentence	310	440	70.45%
4.	Supporting sentences	410	1320	31.06%
5.	Concluding sentence	30	440	6.81%

The table shows that the students' control of topic sentence has the highest mean score, that is 70.45%. In contrast, their control of concluding sentence has the lowest mean score, that is 6.81%. This means that the students' control of unity and coherence is 38.86%. This is categorized very bad (36%-45%).

Table 3. The Classifications of the Students' Score Levels.

NO	INDICATORS	MEAN SCORES (%)	INTERVAL SCORES	CLASSIFICATION
1.	Ability in unity and coherence	38.86%	36%-45%	Very Bad
2.	Ability in unity	34.09%	≤35	Failed
3.	Ability in coherence	43.63%	36%-45%	Very Bad

(Adapted from Depdikbud, 1995: 10)

4.5 Discussion

In general, the students' performance to control the coherence of the text is relatively poor. The fact can be seen from the result of the test that the students mostly fail to control the coherence of the text. For example the mean scores of both the control of transitional words was 53.63% and coordinate conjunctions was 33.63%. This means that most of the respondents' control of these important indicators of coherence was 43.63%. Therefore, the students' performance to control the coherence of the text is very bad. Similarly, the students mostly fail to control supporting and concluding sentences by having the mean scores 31.06% and 6.81% for respectively supporting and concluding sentences.

However, the students' control of the topic sentence is still good in the sense that they still have a single idea to develop the text paragraph. This fact is from the students' experience when they practise writing. The students were already familiar with using topic sentences when their teacher asked them to practice writing (see the result of interview on page 21). For example the mean scores of the respondents' control of topic sentence was 70.45%. This means that most of the students relatively perform well to control the topic sentence.

The students experienced difficulties to rearrange the jumble sentences into a good paragraph, because they could not rearrange the topic sentence, supporting sentences and concluding sentence in a good order. Therefore, the test result of controlling the unity and coherence in paragraph writing were (38.86%). This was categorized very bad (36%-45%). Consequently, the students should practice their writing in order to make their paragraph writing good.

V. CONCLUSIONS AND SUGGESTION

5.1 Conclusions

Based on the result of data analysis and discussion the students' ability to control the coherence and unity of the text paragraph varies in the category of very poor. Therefore, they still need to practice;

1. using transitional words, such as "although", "unfortunately", "moreover", "nevertheless", and "therefore".
2. using coordinate conjunctions such as "but' , "so", and "and".
3. writing supporting and concluding sentences in their paragraph writing.

However, they can still manage to express their ideas in the topic sentence. The students' ability to control the coherence is much better than the students' ability to control the unity.
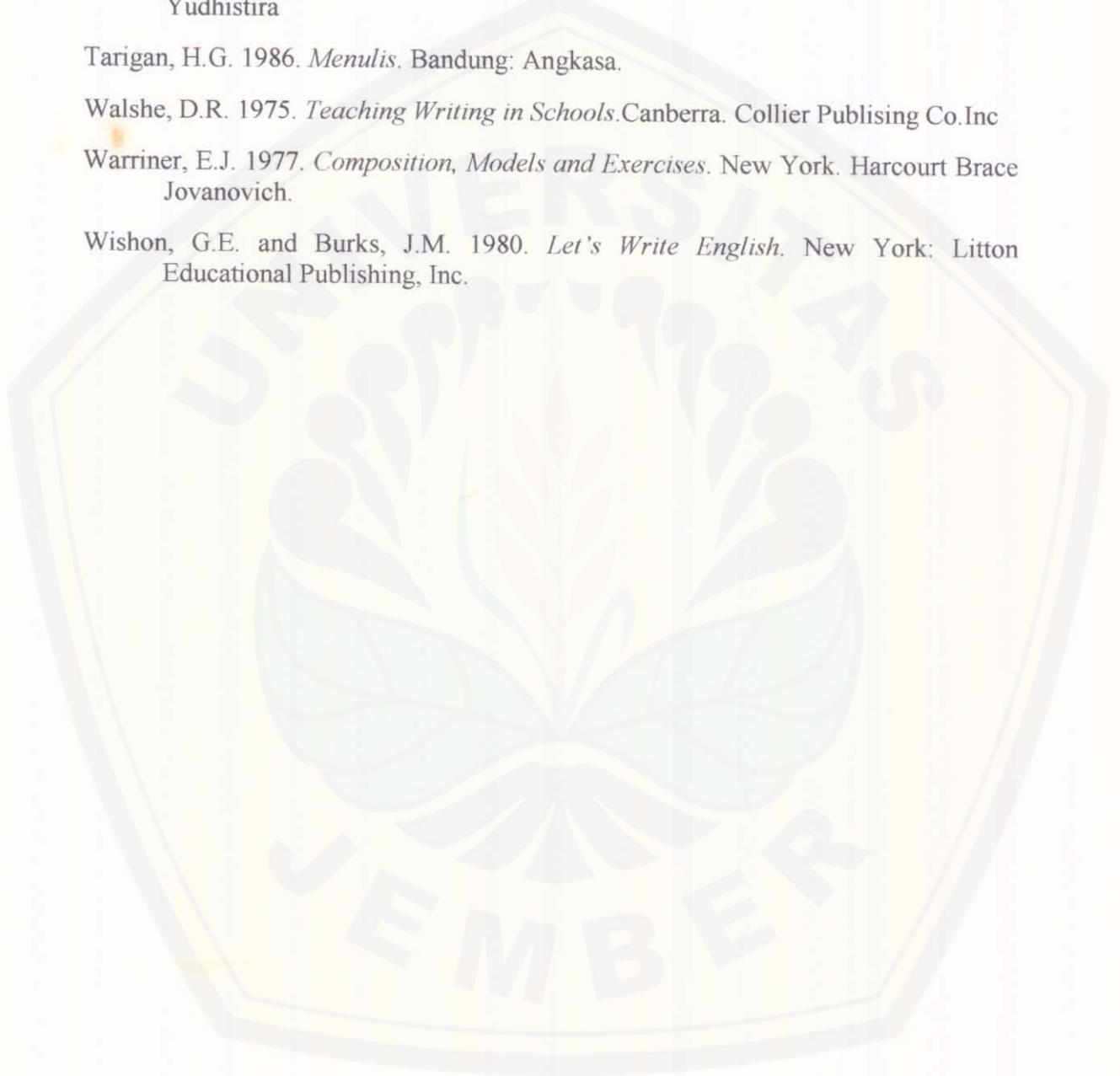
5.2 Suggestions

Given the fact that the students' ability to control the unity and coherence in paragraph writing is still poor, It is considered that:

1. the teacher should train their students to practise using transitional words and coordinate conjunctions in paragraph writing.
2. the results of this research can be used as the consideration to conduct related research, such as experimental research focussing on the students' ability to control the unity and coherence in paragraph writing in order to improve the students' writing ability.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABEL	INDICATORS	DATA RESOURCES	RESEARCH METHODS

A Descriptive Study of the Second Year Students' Ability to Control Unity and Coherence in Paragraph Writing of MAN 2 Jember in the Academic Year 2000/2001	**General Problem :** To what extent do the second year students control the unity and coherence in paragraph writing ?
	
	Specific Problem :
	1. To what extent do the students control the coherence in paragraph writing?
	2. To what extent do the students use grammatical lexical relationship to control the unity in paragraph writing ?
		The Students' ability to control unity and coherence in paragraph writing	1. Coherence
			  - Transitional expression
			  - Coordinate Conjunction
			
			2. Unity
			  - Topic sentence
			  - Supporting sentences
			  - Concluding sentence
				1. Respondents : The Second Year Students of MAN 2 Jember in Cawu 3.
				
				2. Informants :
				  - The English Teachers
				  - The students
				
				3. Documents
					1. Research Design
					  Descriptive Research
					2. Research Area
					  Purposive Method
					3. Research Respondent
					  Proportional Random sampling
					4. Research Instruments :
					  a. Test
					  b. Interview
					  c. Documents
					5. Data Analysis Method :
					
					$E = \dfrac{n}{N} x100\%$
					
					E = The percentage of The total score
					n = The score which is obtained by the students
					N = The total score of the items. (Ali, 1993: 1

Appendix 2

RESEARCH INSTRUMENTS

Interview Guide

No	Questions	Data Resources
1.	What technique do you use in teaching writing?	The English teacher
2.	How is the application of the approach in teaching paragraph writing?	The English teacher
3.	What English book do you use in the English teaching?	The English teacher
4.	What kind of writing tasks do you give to your students?	The English teacher
5.	Do you always take material from the English handbook or do you take some topics from the supplementary books?	The English teacher

Documents

No	Data taken	Documents
1.	Language skills for practice.	Curriculum.
2.	English text books.	Communicative and Meaningful English for SMU 2.
3.	The students' scores.	Files of students' writing scores.

Appendix 4

ANSWER KEY

Recently, I went to Temanggung, a lovely small town in Central Java, to visit my pen friend, Betty, for the first time. (1) Although the bus was full, I was lucky enough to get a comfortable seat and could enjoy the trip. After about a forty-five-minute ride, I got off at the station and began to look for my friend's address. (2) Unfortunately, I failed completely in my attempt. To cheer myself up, I then window-shopped downtown. (3) Moreover, I had a walk in the town-square park. (4) Nevertheless, I still felt rather disappointed. (5) Therefore, I decided to go home and said to myself, "Certainly, I shall 'visit' Betty another time."

Well, I studied economics at university, then I was lucky because I got a job very quickly as an accountant in a local department store. It wasn't exactly what I wanted, (6) but you know, it was a first job. I stayed there for four years altogether. After three years I was promoted to account manager, (7) and stayed in that job for a year, (8) but then I really got bored, (9) so I decided to leave and I applied for other jobs in the area. (10) But I had no luck in getting a second job at all.

(1)White's is a good drugstore. (2)It is very modern and clean inside. (3)It has air conditioning and the most up-to-date refrigeration equipment. (4)Housewives like to sit, have tea, coffee, or soft drinks, and gossip there after doing their shopping because it is quiet and the shop assistants are very friendly and polite. (5)White's is a good place to buy soap, razor blades, shaving cream, toothbrushes, tooth-paste, and other toilet articles.

The Personnel of MAN 2 Jember

No.	Name	The Subject
1.	Drs Hamdani	Aqidah Ahlak
2.	Drs H. Imam Baidlawi	Qur'an Hadist
3.	Moh. Ulum, BA. SH	Sociology Antropology
4.	Drs. Fadilah	Fiqih
5.	Slamet Sya'ir, BA	Arabic, Fiqih, History of Islam
6.	Drs. Imam Hadjat, SH	Indonesian
7.	Drs. Marcus	English
8.	Drs. H. Mustofa	Arabic
9.	Drs. Ali Mochtar	Economic, Antropology, History
10.	Rochjaat Taufiq	Indonesian Counseling
11.	Hj. Siti Atiqoh	Tata Negara, Counseling
12.	Hasan Basri	Geography
13.	Drs. Ali Fauzi	Qur'an Hadist, Fiqih
14.	Drs. Moh. Junaidi	Mathematics
15.	Drs. Samsul Ma'arif	Chemistry
16.	Drs. Suroso	Physics
17.	Drs. A. Hariadi	Mathematics
18.	Drs. Imam Nawawi	Biology
19.	Drs. Saiful Bahri	Music, Counseling
20.	Dra. Yuni Hermawati	Biology
21.	Dra. Kodariah. M	English
22.	Samsuri, Spd	Physics
23.	Drs. Suharno	Chemistry
24.	Sutiyoso, Spd	English

Continuation....

26.	Enike Kusumawati, Spd	English
27.	Drs. Anwarudin	Mathematics
28.	Dwi Asih H.A, Spd	Mathematics
29.	Lilatus Shopia, Spd	Biology
30.	Siti Khotimah, Spd	Economics
31.	Drs. Tohirun	Economics
32.	Ida Ariyani, Spd	Economics
33.	Fatimah, Spd	Indonesian
34.	Dialevi Anjasari, Spd	Mathematics
35.	Anik Wiyani, Spd	Indonesian
36.	Dra. Tien Lutfiah	PPKN
37.	Suyoko, Spd	Sport
38.	Drs. Farchman	Sport
39.	Khotimatul Borriroh, Sag	Aqidah, Akhlaq
40.	Ade Sa'diyah, Spd	PPKN
41.	Drs. Bambang Utoyo	History
42.	Drs. Asrori	Economics
43.	Drs. Siswanto	Administrative officer
44.	Mujinem	Administrative officer
45.	Suswatini	Administrative officer
46.	Diah. S	Administrative officer
47.	Hariyanto	Administrative officer
48.	Nur Hidayat	Administrative officer
49.	Budi Setiawan	Administrative officer
50.	Siti Munawaroh	Administrative officer
51.	Rapin	Gardener

Continuation......

52.	Slamet Riyadi	Gardener
53.	Asmani	Gardener
54.	Budi	Gardener
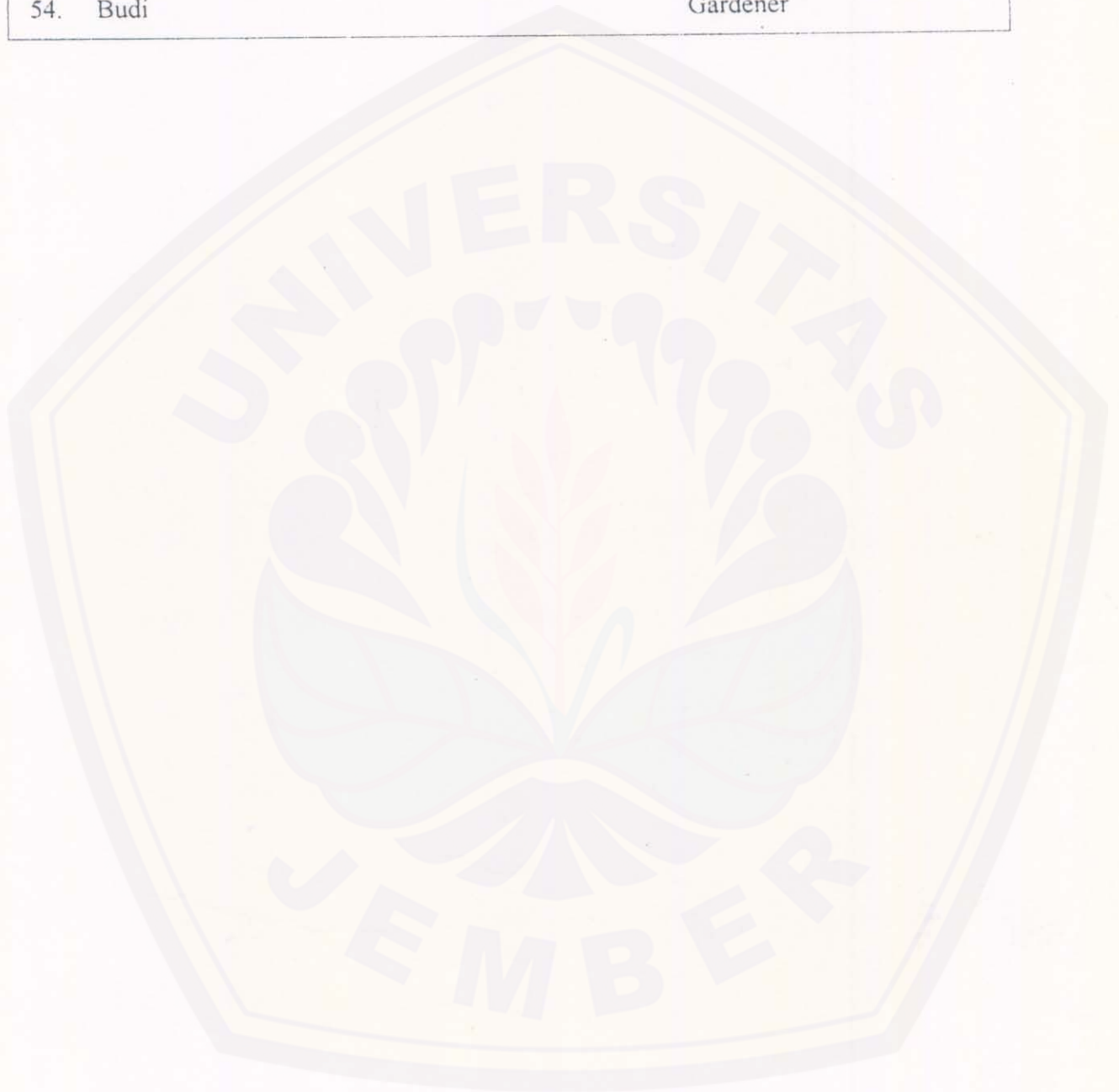
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Endang Lestari
NIM/Angkatan : 960210401167/1996
Jurusan/Program Studi : Pendidikan Bahasa & Seni/Pendidikan Bahasa Inggris
Judul Skripsi : A Descriptive Study of the Second Year Students'
Ability to Control the Unity and Coherence in
Paragraph Writing of MAN 2 Jember in the Academic
Year 2000/2001

Pembimbing I : Drs. Sugeng Ariyanto, Dipl. Tesol, MA
Pembimbing II : Drs. Bambang Suharjito, M. Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kamis / 13 April 2000	BAB I	
2.	Senin / 17 April 2000	BAB I	
3.	Kamis / 27 April 2000	BAB I	
4.	Senin / 8 Mei 2000	BAB I	
5.	Kamis / 25 Mei 2000	BAB II	
6.	Kamis / 5 Oktober 2000	BAB II	
7.	Kamis / 19 Oktober 2000	BAB II	
8.	Kamis / 9 November 2000	BAB II	
9.	Sabtu / 18 Nov' 2000	BAB III	
10.	Kamis / 25 Jan 2001	BAB III	
11.	Sabtu / 3 Feb' 2001	BAB III	
12.	Kamis / 19 April 2001	BAB IV & V	
13.	Senin / 23 April 2001	BAB IV & V	
14.	Sabtu / 28 April 2001	BAB IV & V	
15.	Selasa / 8 Mei 2001	BAB IV & V	

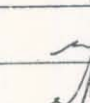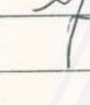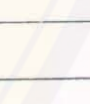CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

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KEGIATAN KONSULTASI

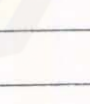| No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Jum'at / 28 April 2000	BAB I	
2.	Selasa / 9 Mei 2000	BAB I	
3.	Jum'at / 6 Okt 2000	BAB II	
4.	Jum'at / 10 Nov 2000	BAB II	
5.	Sabtu / 27 Jan 2001	BAB III	
6.	Senin / 5 Feb 2001	BAB III	
7.	Kamis / 10 Mei 2001	BAB IV & V	
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN   :   1   Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

                 2.   Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 0546 /J25.1.5/PL5/2001
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala Sekolah MAN II
.... Jember.....................
di. –
Jember....................................

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember

menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : Endang Lestari...

N i m : 960210401167...

Program/Jurusan : Pendidikan Bhs. Inggris/ Pend. Bahasa & Seni

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud

melaksanakan penelitian dengan Judul :

A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' ABILITY
TO CONTROL THE UNITY AND COHERENCE IN PARAGRAPH

WRITING OF MAN 2 JEMBER IN THE ACADEMIC YEAR 2000/2001

....

....

....

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,

JOKO SUHUD
NIP. 130 355 407

Perihal : Permohonan Ijin Penelitian
Kepada : Yth. Bpk. Kepala MAN 2 Jember
          di Jember

Dengan hormat,
        Yang bertanda tangan dibawah ini:
Nama   : Endang Lestari
NIM   : 960210401167
Jurusan/Prog.   : Pend. Bahasa dan Seni/Bahasa Inggris
Fakultas   : Keguruan dan Ilmu Pendidikan

        Dengan ini mohon berkenan Bapak selaku kepala MAN 2
Jember untuk memberikan ijin penelitian dalam rangka penyelesaian
tugas akhir dengan judul: A Descriptive Study of the Second Year
Students' Ability to Control the Unity and Coherence in Paragraph
Writing of MAN 2 Jember in the Academic Year 2000/2001.
        Dengan permohonan ini, atas berkenannya Bapak untuk
memberikan ijin. Sebelumnya saya ucapkan terima kasih.

                                        Jember, 27 Maret 2001

Mengetahui
Kepala MAN 2 Jember   Peneliti

Drs. Ramdani   Endang Lestari
NIP. 150 019 243   960210401167

DEPARTEMEN AGAMA
MADRASAH ALIYAH NEGERI 2 JEMBER
JALAN MANGGAR 74 TELP. (0331) 85255
JEMBER 68117

SURAT- KETERANGAN
No. MA.m.47/PP.00.10/139/2001

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Jember menerangkan dengan sebenarnya bahwa :

N a m a	: ENDANG LESTARI
N I M	: 960219101167
Tempat/Tgl. Lahir	: Wonogiri, 7 Juni 1976
Program	: Bahasa Inggeris
Fakultas	: KIP Universitas Negeri Jember
Alamat	: Jl. Kalimantan 39 Jember

Yang bersangkutan telah selesai mengadakan penelitian di MAN 2 Jember pada 9 Maret sampai dengan 30 Maret 2001 dengan judul : "A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS ABILITY TO CONTROL THE UNITY COHERENCE IN PARAGRAPH WRITING OF MAN 2 JEMBER IN THE ACADEMIC YEAR 2000/2001"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 18 April 2001

Kepala

Drs. HAMDANI
NIP. 150 019 243

I/
1. although
2. never theless
3. more over
4. although
5. there fore

15   15 + 5 + 30 = (50)

II/
~~6.~~ so
7. and ~~and~~ But
8. and
9. 50
~~10.~~ and But

5

30

①
② White's is a good drugstore. It is very modern an clean inside
White's is a good place to buy soap, razor blades, shaving cream, tooth
Brushes. tooth paste, an other toilet articles. ④ House wives like to sit
have tea, coffee, or soft drinks, and gossip there after doing their shopping
Because it is quite and the shop assistants are very friendly and polite
⑤ It has air conditioning and the most up-to-date refrigeration equipment

although.

unfortunately

Moreofer moreover

therefore

Nevertheles

15

. and

. but

. and

. so

. but .

10

$15 + 10 + 30 = $ (55)

(1)   (2)

(3)   30

(3)   White's is a good drugstore. It is very modern and clean incl
White's is a good place to buy soap, razor blades, shaving cream, Toet
brushes, tooth-paste, and other toilet articles. Housewives like to si t
have tea, cofee, or soft drinks, and gossip there after doing their
shopping because it is quite and the shop assistans are very fri
endly and polite (5) It has conditioning and the most up-to-date
refrigeration equipment.

I
1. Although
2. unfortunately
3. Moreover
4. Nevertheless
5. Therefore

25

II
6. And
7. But
8. but
9. And
10. so

5

$25 + 5 + 20 = \boxed{50}$

III

① 20 ②

white's is a good drugstore. it is very modern and clean inside

⑤ white's is a good place to buy soap, razor blades, shaving cream, tooth ④
brushes, tooth paste, and other toilet articles. It has air conditioning
⑤
and the most up to date refrigeration equipment. Housewives like to sit, have
tea, coffee, or soft drinks and gossip there after doing their shopping
because it is quite and the shop assistants are very friendly and polite.

therefore.
although
moreover.
nevertheless
unfortunately

60

15 + 50 = (65)

and
but
and   ⌐
so.
and

52

clean inside It is very mod White's Is a good drugstore it is very modern and
White's Is a good drug store it has air conditioning and the most up-to-date
refrigeration equipment. Housewives like to sit, have tea, cafez, or soft drinks, and
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other toilet articles