


TITLE STUDENTS' ABILITY IN WRITING COHERENTLY PARAGRAPH THROUGH OUTLINE AT THE SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF FKIP UKI TORAJA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 29,2021 Revised: July 26, 2021 Accepted: August 28,2021 Published: August,31 2021</p> <p>Keywords: Ability Writing Coherently Paragraph Outline</p>	<p>The purpose of this study was to find out the ability of students in writing coherently paragraph through outline at the seventh semester students of English Education Study Program of FKIP UKI Toraja. In this research, the researcher employed quantitative method. The population of this research is the seventh semester students of English Education Study Program of FKIP UKI Toraja which consists of 70 students and scattered into 2 classes. Due to the large number of populations, the researcher choose 20 students, 10 each from class A and 10 from class B. Data collection was done by written test. Then analyzed data using student's scores, mean scores and classifications. From 20 students, 2 students (10%) got good score, 10 students (50%) got fair score and 8 students (40%) got poor scores. The average value of students is 62.05 which is categorized into fair category. From the results of this research, the researcher concludes that the student's ability in writing coherently paragraph through outline at the seventh semester students of English Education Study Program of FKIP UKI Toraja is fair. With these results, the researcher suggest that students can practice more and more to get good score.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Viktor Sumarlata & Handayani Meilin Parassa. (2021). Students' Ability In Writing Coherently Paragraph Through Outline At The Seventh Semester Students of English Education Study Program Of FKIP Uki Toraja. Journal of English Language Teaching Methodology, Vol 1 (2), august 2021 . doi: https://doi.org/10.22219/jpbi.vxiy.xxvy</p>	
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INTRODUCTION

There are four skills in English, one of them is writing that is necessary to be taught. Most students say that writing is the hardest. Sometimes, the students are ignorance about what and how to write. Terry (2009) said that people never write because it is related with an error. Indeed, they also experience problem how to start write, how to combine one sentence to another, getting, organizing ideas, developing details, and choosing correct sentences, as

well as maintaining paragraph unity. Most of the students face some problems in writing paragraph. They are uninterested in learning English, let alone writing a paragraph in English. As a result, the majority of them receive low writing scores. It means that students are having difficulty writing paragraphs. But, one of the ways to help students in good writing is making the outline. An outline is a framework that make before creating complete paragraph. The function of the outline itself is to make the writing easier in make a paragraph. Because something that is well planned, it will produce good results also. Creating the outline is necessary for students in writing to make the main point is listed, correct order not to overlap and doesn't make sense in writing their ideas. In the other words, the writer will be led by the main point, and will focus on the topic, from the first until the last paragraph. So, an outline is very useful when start write a paragraph to control the paragraph orderly and do not overlap.

Based on the pre-observation that the researcher done to some seventh semester students, the researcher asked them what they think about writing paragraph. They think that writing paragraph is difficult. In writing activities, they found many difficulties. For example, they do not know how to start writing, how to combine one sentence with another, how to organize ideas, and so on. Generally, some of them have problems when they want to write well such as fear of making mistakes. Also, if they write paragraphs, they write whatever they want without focusing on a single topic. Such as: they want to describe the habitat of animals in the first paragraph, in that paragraph also explain the types of animals. This means that the topic is not connected. However, after the lecturer gave the material "How to write a good paragraph", he added that to write a paragraph it does not necessarily mean writing a paragraph, but must start by making an outline first to facilitate the preparation of paragraphs. After they have finished making the outline, it will be easier for them to write the paragraphs in order.

Outline technique also helped us to write the paragraph coherence. Coherence in writing is the logical bridge between words, sentences and paragraphs. Coherent writing uses devices to connect ideas within each sentence and paragraph. Another way to describe coherence can make a text easy to read and understand. Oshima & Hogue (2006:118) suggest four ways to achieve coherence. They are repeating key nouns, use consistent pronoun, use transition signal to link the ideas and arrange your ideas in logical order. It can be concluded that coherence issued to make the ideas in the text relate each other.

Based on the background explained above, the researcher formulated about the problem statement in a question as follow: "To what extent is the ability of students in writing coherently paragraph through outline at the seventh semester students of English Education Study Program of FKIP UKI Toraja?"

The objective of this research is to find out the ability of students in writing coherently paragraph through outline at the seventh semester students of English Education Study Program of FKIP UKI Toraja.

RESEARCH METHOD

This research was applied quantitative method, this method is very suitable where the researcher would like to find out students' ability in writing coherence paragraph through outline. Population of this research was the seventh semester students of English Education Study Program of FKIP UKI Toraja in Academic year 2021/2022. It consists of 70 students and scattered into 2 classes. The researcher used random sampling as a way to find the respondent. According to Arikunto (2013:174), random sampling is sampling of members of the population is done randomly regardless of the strata that exist in the population. The researcher choose 20 students in two classes, 10 students from class A and 10 students from class B seventh semester students of Christian University of Indonesia Toraja (UKIT) in Academic year 2021/2022. In collection data in this research, the researcher used library research and field research. The researcher has read several scientific books, articles and other material to found out some concepts that will relevant to the title of this research and field research, the collecting data that the researcher was got the data about this research. First, the researcher collected the seventh semester students in a room, and ask permit for research. Then, the researcher divided the written test and explain them to answer the test. Finally, the researcher collected the answer for this research. Instrument was used in this research namely written test. Students choose one topic from four topics which the researcher provides, and then the students write a paragraph with outline at least 150 words above. The researcher used the following formula as Technique of Analysis Data.

- a. Know the students' score

The data was calculated in the mean score to find out students,, ability. The score was determine based on the given criteria repetition of key noun, use consistent pronoun, use of transition signals and write logical order, the scoring guidance taken from Oshima & Hogue (2006:22) and adopted from Heaton(1988:146):

$$\text{Students' score} = \frac{\text{acquisition score}}{\text{total score}} \times 100$$

- b. To know the mean of the student,,s score, the researcher used the formula as follow:

$$x = \frac{\sum x}{N}$$

In which:

\bar{x} : Mean Score

$\sum x$: Total Student,,s Score

N : Number of respondent

(Sugiyono:2013)

- c. To found out the students,,s score classification, researcher was apply the following score if the score is between :

a. 80-100 : very good score category

b. 70-79 : good score category

c. 50-69 : fair score category

d. ≤ 49 : poor score category

(Sugiyono:2013)

RESULT AND DISCUSSION

In this section, the finding displayed are based on the initial problem statement. The data was taken from 20 students of English Education Study Program in writing coherently paragraph through outline. The students' ability in writing coherently paragraph through outline was 62,05 out of 100 as maximum score. The score indicated that students have fair score in writing coherently paragraph through outline.

The students' ability in composing repetition of key noun already mostly in very good category but some of them got good score. The score of students' abilities in achieve coherence of the use of consistent pronoun, the score of students' ability average at range 16-17 with consistent by using the same person and number but they are only use some of pronoun criteria. It indicated that students have good score. In component the use of transition signals, mostly in good score, where their paragraph there still contains few of use transition. In the term of writing logical order, some of the students' ability in very good and also got good score. It found from their paragraph that they made extend somewhat choppy loosely organized.

The mean score of the students' ability in writing coherently paragraph through outline at the seventh semester students of English Education Study Program in written test can be calculated as follow:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1241}{20}$$

$$x = 62.05$$

Based on the calculation above, the researcher concludes that mean test which is classified as fair score. To facilitate the analysis, the researcher classified the score on the table 4.2 to find out the frequency and percentage of students score.

Table 1. Classification, frequency and percentage of students score in Written Test

No.	Score	Classification	Frequency	Percentage (%)
1	800-100	Very good	-	-
2	70-79	Good	2	10
3	60-69	Fair	10	50
4	50-59	Poor	8	40
5	0-49	Very poor	0	-
Total			20	100

Based on the table above, it was found out none of the 20 students got very good score, 2 students (10%) got good score, 10 students (50%) got fair score and 8 students (40%) got poor score. It means that the highest percentage of students score falls into fair category in writing coherently through outline technique.

Based on theory, the meaning of ability is the potential, skill and talent that someone has (Oxford). Oshima and Hogue (2006:21) proposed that coherence achieved when in writing students competent in use key nouns repeat, uses consistent pronoun, making use of transition signals to connect ideas and arranging your ideas according to logic. Reinking (2006) state that outline is a tool to lead the writer finishing the writing. By using outline, so the main point and detail of your topic in order focus on the one topic. Writing Center University of North Carifornia state that in writing good paragraph must be unity, relates clearly to the topic, coherence and it well developed: determine/explain the topic and controlling idea, and then give some examples. In previous writer, Munawarah (2019) concluded that some students can write the paragraph coherently. It has the difference with this study. Where the result is the student's ability in writing paragraph at seventh semester students of English Education Study Program of FKIP UKI Toraja is fair score. The next writer, Astari (2019) concluded that in writing paragraph the repetition of key nouns is the dominant way employed by students in building coherence in their paragraph. It has the similarity with this study. The writer found that the student's ability in achieve coherently with repetition of key nouns at seventh semester students of English Education Study Program of FKIP UKI Toraja is more dominant than consistent pronoun, transition signals and logical order.

There were four aspects that rated. They are repetition key nouns, consistent pronoun, transition signals and logical order. Based on the data analysis, this research figured out that the ways employed by seventh semester students of English Education Study Program of FKIP UKI Toraja in building coherence in their writing paragraph are repeat of key nouns 25.7%, consistent pronouns 16.35%, transition signals 16.15% and arrange the ideas in logical order 3.85%.

Based on table 1, there were 10 students got fail score. It shows that obtained mean score the seventh semester of English Education Study Program stage in 62.05. From this point, the researcher can conclude that the student's ability in writing coherently paragraph through outline at the seventh semester English Education Study Program of FKIP UKI Toraja is fair score classification.

CONCLUSION

Based on the finding and discussion, the researcher concludes that the result of data analysis showed that the students' ability in writing coherently paragraph through outline at the seventh semester English Education Study Program of FKIP UKI Toraja falls into fair

score. It was shown by the mean score obtained by the students through the written test and they score stage in range score 62.05.

ACKNOWLEDGMENT

The researcher would like say thank to English Education Study Program of UKI Toraja and the students who has been willing to be respondents.

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