

**DIFFICULTIES FACED BY THE FOURTH SEMESTER  
STUDENTS OF IAIN PALOPO IN WRITING**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Language Studies Program of S1 Tarbiyah And  
Teacher Training Faculty of State Institute for Islamic Studies of Palopo in  
Partial Fullfilment of Requirement for S.pd Degree in English Education*

**By**

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**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER  
TRAINING FACULTY THE STATE INSTITUTE FOR ISLAMIC  
STUDIES IAIN PALOPO**

**2018**

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## ABSTRACT

**Ratna Sari. 2018. “Difficulties Faced by the Fourth Semesters of IAIN Palopo in Writing Paragraph ”.Thesis, English Study Program of Educational Department in IAIN Palopo. Consultant, I Wisran, S.S.,M.Pd. and consultan II Wahibah, S.Ag.,M.Hum.”**

Key words : Difficulties, writing paragraph.

This thesis deals difficulties faced the fourth semesters of IAIN Palopo in writing paragraph. The aim at this research is to find out the difficulties faced by the students’ the fourth semester of IAIN Palopo in writing paragraph.

The writer applied descriptive qualitative method. The instruments of the research are test and questionnaire. The subject of the research was the fourth semesters of big B class of IAIN Palopo. The number of the class is consisting of 29 students and the researcher took this class as population as a sample consisting of 15 students’. It was taken by purposive sampling technique.

The result of this research shows that students’ difficulties faced by the fourth semesters of IAIN Palopo in writing paragraph are *grammar, mechanic, content, Vocabulary, and organization*. Beside that the writer found the other difficulties faced by the students. They are: the lack understanding about paragraph, students difficult to determine the boundaries of the content of the essays, students confused in pouring idea into writing, connecting with sentence to be coherently.

## CHAPTER I

## INTRODUCTION

### *A. Background*

Writing skill is the most difficult and complex language skills compared to listening skills, speaking skills, and reading skills. Hence, the students must be mastered writing skill after they are master those are there skills. Many students assume that writing is the most difficult subject among other language skills, because the process of writing not only writes what they feel, but also convey a message to the reader. Therefore, the students have problem to make good writing.<sup>30</sup>

The writing skill is one of the most significant problems that affect not only native English speaker but also hundreds of students that of students that are learning English as a second or foreign language around the world. The fact that the latter does not have interest in the composition field leads them to be poor writers, have low scores in their courses, increase the errors in their homework, write-run-on sentences and incoherent paragraphs.<sup>31</sup>

The students difficulties write faced in writing, that usually on the vocabulary, mechanic, grammar, organization, and content. The lack of understanding about structure and grammar writing exercise to practice. The lack

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30 Online. Masyhud masyhud “ The problem Faced by Students in Writing Essay Both in Individual Work and in Group Work [http://www.researchgate.net/publication/50220414\\_The\\_Problems\\_Faced\\_by\\_Students\\_in\\_Writing\\_Essay\\_Both\\_in\\_Individual\\_Work\\_and\\_in\\_Group\\_Work](http://www.researchgate.net/publication/50220414_The_Problems_Faced_by_Students_in_Writing_Essay_Both_in_Individual_Work_and_in_Group_Work).

31 Journal An Analysis of The Writing Skill difficulties of the English Composition 1 Students at the Foreign Language Department of The University of El Salvador School of Arts and Science Foreign Language Department.

of vocabulary make fails to composed what they are going to say, because they feel difficult to chose the correct words, so their writing is not connect each other.

Sometimes the students correct about vocabulary and grammar, but they are not carefully for writing. Sometimes the students are just writing, but they do not attention about component write well.

By mastering writing English, people will be easy and able to access the world of information and technology. In addition, English language holds all aspects like business, political, social, and culture.

Writing is the most challenging skill to teach and learn. Its demands on students' 'graph-motor skills, cognitive and linguistic abilities, and awareness of text and social conventions pose problems for many. When we write, we have to

Clarify. Our thought and express ourselves with far more precision, accuracy and clarity than when we are speaking.<sup>32</sup>

According to Purwo, said about developing learn activity can be doing for logic developing, practicing imagination, stringing words into sentences, and stringing sentences into paragraphs. This is done to activate the creative power of students' in sharpening their intelligence.<sup>33</sup>

Writing ability tests can be varied in various forms of writing. The technique can be presented verbal data, images, tables, text, maps, and charts. From the data, students are asked to write an essay. It is through this activity that student's communicative ability is measured in an integrated manner.<sup>34</sup>

Paragraph is a unity of mind, a broader unity than sentence. It is the set of sentence phrases which are linked in a series to explain a main idea. Thought that paragraph the idea become clear by the added describe, with to aim prominent the first idea for more clear. Every paragraph has able containing one main idea or distinct concept.

In attempt to compile several sentence become paragraph, to note is unity and cohesiveness. Unity is all sentences in paragraph who talks about a concept. Cohesiveness it means all sentences in paragraph compact is related to each other the idea just one in paragraph. In a paragraph more than the concept it

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<sup>32</sup>Judith C. Hochman, *Teaching Basic Writing Skills*. 2009. page.1.

<sup>33</sup>Purwo Bambang Kaswati, 1990. *Pragmatik dalam Pengajaran Bahasa*. Yogyakarta Karnisius. P.166- 171.

<sup>34</sup>Mahmud, Saifuddin.2003. *Pendekatan Kontekstual (Contextual Teaching and Learning)*. Banda Aceh: Dinas Pendidikan NAD dan Universitas Syiah Kuala.



means that paragraph is not exact and has be divided into some paragraph. So, every paragraph has be able contain one idea or concept.<sup>35</sup>

Paragraph starting with propose the main idea poured forth in a sentences. Explaining about the idea giving to pass thorough a number of explain sentence. Placement the idea in the first sentence at first paragraph indicate existence swallowing concept to easy reading by the reader and can be invited attention who is pertinent for following the explain. About that paragraph follow think deductive method (from general to the special) so can be called deductive paragraph.<sup>36</sup>

The first concept a paragraph can be placing it on the end paragraph. Those kinds of this paragraph be arrange the first time explain sentences explanation, and then finishing with first sentences to containing the main idea. Develop the first concept do on a scale step by step and achieve climax on the end paragraph.<sup>37</sup>

The concept about deductive and inductive that is the main idea of deductive paragraph that is place in the first sentences or the sentence general to special explanations whereas inductive paragraphs is the main idea in the end paragraph and the sentences special explanation to the general explanation.

In general, students have difficulties in start their writing and express their idea in writing text, that reason because there are some factors in writing to

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35 Sukirman Nurdjan. 2015. *Dasar- dasar Memahami Bahasa Indonesia*. p. 88.

36 *Op chit* p.100.

37 *Ibid*. p. 100.

influence that is less vocabulary, understand form paragraph, content, Grammar, and mechanic.

In this occasion the writer would describe about the students' difficulties faced in writing development when the research give test and questionnaire consolidate.

Based on this condition made the reason of the writer choose to conduct the research about what are the difficulties faced by the students in writing paragraph. In this occasion the researcher is interested in conducting a research on "*The difficulties faced by the Fourth Semester of IAIN Palopo in Writing paragraph*"

### ***B. Problem Statement***

Based on the explanation on the background above, the problem statement of the study is:

What kinds of difficulties faced by the fourth semester students at IAIN Palopo in writing paragraph?

### ***C. Objective of the Research***

Based on the statement the objective of this study is to find out the difficulties faced by students the fourth semester of IAIN Palopo in writing paragraph.

### ***D. The Significant of the Research***

The result of this study is expected to be useful information, for the English students, especially in writing paragraph.

The result of this study can be useful to:

1. Provide information to the lecturer regarding the students difficulties in writing paragraph
2. The lecturer can be learning and training about what is the difficulties in majority students faced in writing paragraph, and how a lecturer can improve students writing skills.

### ***E. Scope of the Research***

The scope of the research was restricted on difficulties that faced by the fourth semester students' of IAIN Palopo in writing a paragraph. To avoid the study broadening, it is very important to make limitation of some issues as follow:

1. By discipline, this study refers to difficulties faced in writing paragraph under the discipline of linguistic, consist of the five component of writing that are: content, vocabulary, grammar, organization, and mechanic.
2. By content, this research investigated the most dominant difficulties faced by the fourth semester students of IAIN Palopo and the learning used by high and low achieving students (based on the mean score and point of the students).

### ***F. Definition of Terms***

Difficult faced by students' in learning are condition where the learning process of students experiencing constraints, so that the academic value does not reach the standard average value by the set. To get general understanding about the aim of the title this research definition as follow:

1. Difficulties faced by the students are a condition to make inhibit in a learning process of someone.
2. Paragraph is the collection word become a sentence will be given an information.

According to Ttrimantara, difficulties in writing caused by:

- a. The low level of vocabulary mastery as a result of low reading interest.
- b. Lack of mastery of micro language skill such as the use of punctuation, the rules of writing, diction, the preparation of sentences with the correct structure until the preparation paragraphs.
- c. The difficulties of findings a writing method that is appropriate to the students condition, and ability.
- d. The absence or limitation of effective writing media.<sup>38</sup>

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<sup>38</sup> Trimantara, Petrus.2005.” *Metode Sugesti – Imajinasi dalam Pembelajaran Menulis Dengan Media Lagu*”. Jurnal pendidikan Penabur No. 05/Th.IV:2-5.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Studies*

In writing this research thesis, the writer finds research which is related to this research and make the researcher eager to hold the research, namely:

1. Tutut Nani, (2017), the title of her research is “*English Academic Writing Bagi Mahasiswa Di Institut Teknologi Nasional Malang: Hambatan dan Solusi*”.

In learning process found the ability of students to write is still not satisfactory technique used is the analysis of observation products and interviews with students, there are cognitive, linguistic problems, and content. In the final evaluation found that the majority of students’ academic writing results are still low. There are many grammatical errors, improper use words, inability to put ideas into writing also the contents are less systematic.<sup>39</sup>

2. Fannies aulia (2006), in her research the title about “ *Analisis Kesulitan Kenulis Karya Ilmiah Sederhana Siswa kelas IX SMPN 3 Singosari*” this study describes students handicaps in writing simple scientific works in terms of paper. The handicaps were focused on organizing: title introduction development, defining problems, cheating and references, factor causing problems in writing papers. The study used descriptive design, problem in developing scientific writing, lacking of reading and shortage.<sup>40</sup>

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<sup>39</sup>Journal. *English Academic Writing Bagi Mahasiswa Di Institut Teknologi Nasional Malang : Hambatan dan Solusi*. Seminar Nasional Inovasi Dan Aplikasi Teknologi Industri ITN Malang Teknik Mesin, Institut Nasional Malang. 14 Februari 2017 ISSN 2085- 4218. Jl Bendungan Sigura gura No. 2 Malang, Email : Tutut .Nani@ lecturer. Itn.ic.id.

<sup>40</sup> Journal. Cendekia, vol. 10, No. 1, April 2006 P-ISSN: 2407-8557: web: Cendekia.Pusat Bahasa .or.id. Pusat Kajian Bahasa dan Budaya , Surakarta, Indonesia Fannies aulia shinta. 2006. “ *Analisis Kesulitan Menulis Karya Ilmiah Sederhana Siswa Kelas IX SMPN 3*

3. Rahmiati (2014), in her thesis the title “ *Analisis Kendala Internal Mahasiswa Dalam Menulis Karya Ilmiah*” this paper presents research on the analysis of internal difficulties students encounter in writing academic papers in higher education context. Data were analyzed using inductive and deductive. The findings indicate several key findings related to what internal hindrances students faced in produced academic writing. Among internal difficulties are issues related to laziness, lack of mood in writing, difficulties in finding topics or ideas to write, lack of self confidence in writing, and difficulties to start writing.<sup>41</sup>

From the previous above get correlations between this research because those research explain about difficulties students’ in writing paragraph and use the form of deductive paragraph and inductive paragraph. The basis of this research in writing papers, researcher will to conduct a research “Difficulties Faced by the fourth Semester English Department of IAIN Palopo in writing.

## ***B. Some Pertinent Ideas of Writing***

### ***1. Theory of writing***

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*Singosari*”. *Cendekia*, 10(1): 18-28.

<sup>41</sup> Journal. *Analisis Kendala Internal Mahasiswa Dalam Menulis Karya Ilmiah Al Daulah* vol.3/No. 2/ Desember 20014 p. 254. Rahmiati Dosen Fakultas. 1513308.

According to Eric Gould, Robert Diyanni and William Smith, writing is a creative act, the act of writing is creative because it's requires interpret or make sense of something: an experience, a text, an event.<sup>42</sup>

At least six meanings of writing 'writing' can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use.; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation.<sup>43</sup>

## ***2. The component of writing***

Jacob state about the component of writing is divided into five components that is:

### **a. Content**

The content of writing should be clear to readers to that the reader can understand the message conveyed and gain information from it. There are last think that can be measure in connecting with component, the composition should contain one central purpose only should have unity, coherence continue, and should adequately developed. And so, content refers to topic and it explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing. Therefore it is significant that is should be clear, specific, and relevant.

About that explanation above can be dividing again about:

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<sup>42</sup> Alex King. Writing ,*Definisi/Pengertian Menulis*.(Online) [www.inggrisituasik.wordpress.com/skills/writing-2/](http://www.inggrisituasik.wordpress.com/skills/writing-2/),accesed on 20<sup>nd</sup> may 2017

<sup>43</sup> Florian Coulmas. 2002. *Writing System: An Introduction to Their Linguistic Analysis*. Cambridge University.p.1

1. Clear, the writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to describe them.
2. Specific, furthermore, the content should be specific enough for the topic to be focused. Relevant ideas can guarantee that there will be no confusion in understanding the message.

b. Organization

In organization of writing concern with the way he writes arrange and organized the ideas or the message in the writing. The purpose of the organizing materials in writing involves coherence, order of importance, general, chronological order which happened from the beginning to the end

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because they feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Mechanics

Mechanics it use of the graphic convention of language.<sup>44</sup> Mechanics in writing deal with spelling, capitalization, punctuation, and capital letter. Our

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<sup>44</sup> Basri Wello and Hasaba, *An Introduction to English Specific Purpose*, (Ujung Pandang CV, Guru Baraya, 1998, p.75



spelling begins to improve if we practice the following procedures. Pronoun the words correctly so that we do it vowel's consonant, or squabbles.

e. Language use

Language use in writing description and other by writing involves correct language and point of grammar. And adequate grammar should be one that is capable of producing grammar. It should be able do anything more utter separate function. And also grammar can help student involve the use of formal language.<sup>45</sup>

### **3. Purpose of writing**

The main purpose of writing or composing is as a means of indirect communication. The purpose of the writing is a lot of variety. The purpose of writing in general is to provide direction, explain something, tell the events, summarize, and convince.<sup>46</sup>

According to syafi'e, the purpose of writing can be classified as follows:

1. Change the believe of the reader;
2. Instilling and understanding of something to the reader;
3. Stimulate the thinking process of the reader;
4. Pleasing or entertaining the reader;
5. Inform the reader;
6. Motivate the reader.<sup>47</sup>

### **4. Paragraph**

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45 J.B, Heaton. 1998. *Writing English Language Test*/New York: Longman,p. 146.

46 M Atar, Semi. 2003. *Menulis Efektif*.Padang: Angkasa Raya.

47 Imam , Syafi'e. 1988, *Retorika dalam Menulis*. Jakarta:P2LPTK Depdikbud.p 51-52.

In studying etymology of the word paragraph, we find that it originated in Greece. The term paragraphs meant a mark in the margin of a manuscript to set off part of a text. (Para =”beside” “graph =” mark”). As scholars have pointed out, since these early writers did not invent the way we do today or actually write in paragraphs as we know them, they used these marks in the margins to draw the reader’s eyes to certain points. The contemporary use of paragraphs is very closely related to this practice.<sup>48</sup>

There are two kinds of paragraph: the topic sentence paragraph and function paragraph. As pointed out by Neeld (1980), the topic sentence paragraph takes one main idea and develops it. The topic sentence (sometimes stated, sometimes implied) tells the reader what you are about to discuss, focuses the readers mind on that particular thing, and then provides enough information to prove or explain or illustrate or otherwise develop that main idea.”<sup>49</sup>

A paragraph is a group of sentence. In the unit, you will first learn how to find the topic of paragraph. The topic then the main ideas are important. They help you to understand and they help you to remember what you read.<sup>50</sup>

Another explanation about paragraph have been define in Wikipedia that paragraph is a self contained unit of discussion in writing dealing with a particular point or idea. A paragraph consists of one and more sentence. Though not

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48 Johnie H. Scott, Assistant professor Pan African Studies Department California State University, Northridge The kinds of paragraph virtue of main idea, *the topic sentence paragraph* www.csun.edu/~hcapa003>topic accessed 31sept 2016)

49 *Ibid.*

50 Hesman sulaeman Alyousef. *Op.*, *chit P.147.*

required by the syntax of any language, paragraphs are usually an expected part of formal writing, used to organized longer prose.<sup>51</sup>

In Classification Paragraph, you need to put items into different groups or categories where they belong based on a criteria or rule. You should start by identifying what it is that you are classifying. You can categorize things from the most educational to the least educational or from the most watched TV show to the least watched TV show, but make sure that your categories are consistent. In this type of paragraph you do both comparing and defining

A paragraph is collection of the words form become a sentence and some composed the sentence have a main idea to write the writer to give information. Paragraph is expression idea by the writer in the sentence form have idea unity.

Process analysis paragraph that is:

1. It usually, takes the form of how to paragraph which guides through a process or action to perform. It's very concise and uses formal, non descriptive vocabulary. It should be written in chronological order which accounts for subsequent action.
2. Elements of a process analysis paragraph. Process analysis paragraphs contain a number of elements that are indispensable in this kind of writing:
  - a. Chronology- all actions are described in a step- by-step manner which means that the order of in which subsequent actions are described is analogical to the order in which those actions are to be performed.

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51 Wikipedia Paragraph Wikipedia, The free Encyclopedia [http://en.m.wikipedia.org>wiki paragraph](http://en.m.wikipedia.org/wiki/paragraph)(Accessed on September 11<sup>th</sup>2016).

- b. Clarity- the instruction is concise and uses simple language. Process analyzed paragraph, if composed correctly, will never written in a descriptive or subjective language and will also avoid opinion-based stances.
- c. Explanation- the paragraph explains how a particular result can be achieved.

Example:

The problem of hairballs that have already formed in cat's fur can be solved by proper brushing. In order to brush your cat's hairballs, you'll need two kinds of brushes: a wide- teeth wipe and a metallic one. The former will help you dissolve and, practically, remove tightly knotted hairballs without causing any pain or discomfort to your cat. The latter, used subsequently, will remove excess of loose puffy hair and decrease the possibility of reoccurrence the next day. Once brushing is over, make sure to polish your cat's fur all over his body with the help of a clean, cotton, or woolen cloth.<sup>52</sup> The conclusions process to analysis containing a paragraph that is chronology all actions, clarity the instruction, and explanation the paragraph.

Paragraph is the page of written the content of the collection sentence.

The paragraph composed some sentence and usually just one sentences. Because of that, the paragraph is a form expression idea interweave on connecting some sentence. The requisites a good paragraph that is have elements that is:

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<sup>52</sup> [http://academiwriting.suite101.com/article.cfm/seven\\_types\\_of\\_paragraphs](http://academiwriting.suite101.com/article.cfm/seven_types_of_paragraphs). Accessed on 26<sup>th</sup> november 2016.

1. Unity, every paragraph contains just one idea.
2. Solid, paragraph is the collect of sentence to have correlation in a harmony, is not exist or getting loose from the other to arrange systematic, logic, and easy to understand.
3. Completeness, if the content sentences explaining enough for kick clarity the topic sentences.<sup>53</sup>

The good paragraph is composed to some elements that is unity, solid, and completeness. The purpose that's element that is to make the paragraph become perfect arrange systematic, logic, and in order the reader can easy to understand that the main idea and purpose the writer can be achieved to the reader.

In a manner, paragraph can be divide with the function every paragraph will fill one of the other from fourth function that are:

1. Settle all often giving pattern of development which will be presented later in detail it should be interesting to the reader so the readers can be ready to follow the next description. This paragraph is also called the opening paragraph.
2. Expand and develop an important mind. Most paragraphs fall into this group. This paragraph contains the main issues posed by the author. It connects the opening paragraph with the closing paragraph, so this paragraph is also called the opening paragraph.

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<sup>53</sup> Domas Suryo, dkk *Panduan Latihan UJIAN Nasional Bahasa Indonesia Untuk SMA CV Haka MJ 2011/2012* p.3

3. Summarizes everything that has been presented in several paragraphs or in the main page of the paper or shows between the relationships between one the part with another parts that proceeds.
4. Provide a transition between the important parts on the essay<sup>54</sup>

Paragraph writing often gives developer pattern, write the paragraph have to be connect between the opening and the closing paragraph. The paragraph have set and have to interesting so, the writer if made the paragraph has be interesting so the reader can be like to read about the theme of that paragraph.

### ***5. Difficulties Encountered in Writing***

Difficulty starting is not easy is often one of the first problems student writers run into. According to the Purdue Online Writing Lab, this is usually because they have launched into the project without pre- writing. You can save time by first identifying the purpose of your essay, then brainstorming points you might make to achieve that goal. Brainstorming works best if do not censor your thoughts; write down every idea you think of, even if you are certain it will not end up in the essay. Then, you can take this material and find the most important points to address.

Many students struggle with insecurities about their writing abilities. Whether they just do not like to write or have negative experiences in the past, they may be self-conscious about expressing themselves. The Purdue online writing lab reminds students that the first draft will never be perfect and that it is merely a starting point. Simply writing out a draft can often lift your confidence

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<sup>54</sup> Fachruddin, dkk Bahasa Indonesia *Buku Pegangan Mata Kuliah Dasar Umum Fakultas Pendidikan Bahasa dan Seni IKIP Ujung Pandang* 1987 p. 166

level. Expressing your insecurities to your instructor can also increase your confidence; teachers want to see their students succeed and will most likely be eager to offer encouragement<sup>55</sup>

Writing is one of the skills in EFL classrooms. Some students of EFL includes in Indonesia have difficulties to express their ideas through writing because they don't know what they should write down about. They find difficulties in choosing the topic of their writing. Therefore, they need some helping to find the inspiration what to write, than it will make them easier to express it in writing.<sup>56</sup>

Writing is not essay activity. In general people, there are some difficulties faced like lack idea or concept, poor vocabulary, poor about grammar etc. Many students say about that and most of about poor vocabulary.

The linguistic aspects of student's difficulties in writing will include problems mainly with grammar, vocabulary, punctuation, and spelling. It is great challenge for most of students to be able to write in good, grammatical English. A student into his school should first master the structure of the language he studies.<sup>57</sup>

Writing a paragraph should be the combination of the right words in the right place in the right order. Lack of sufficient vocabulary will kind the students in trouble especially while writing. Writer must read a lot while conducting. Only

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55 Kori Morgan. "Problem That Student Encounter with Essay Writing".(Online).<http://classroom.synonym.com/problemss-students-encounter-essay-writing-2070.html>.Accesed on 20<sup>nd</sup> may 201

56 Masruddin, "Improving Students' Writing Ability Trough Watching Movie Activites", (Palopo;STAIN Palopo)p.2.

57 Online. *Costom thesis and Disertation writing service in the USA*. <https://www.write.com/students-difficulties-in-writing-thesis.php>. (Accesed on july 26<sup>th</sup> 2017.

a voracious reader will have a large vocabulary. It is mandatory a text the required technical terms along with the connective of the language.

Punctuation and spelling are the next issues face by a vast majority of the students. None will like to read a text which runs into a page or two without punctuation marks in between.

Sentences must be clear and brief in only kind of writing. Short sentences entail better comprehension. Commas and semi colons help the reader to grasp the content easily and effectively. The ability to spell words correctly is another desirable quality among students. All of this difficult and concerns with the languages linguistics.

#### ***6. Problem Identification***

The ability to write students has an important role in life both in the world of education and outside the world of education, it means learning to write for students also plays an important.

1. Students feel confused to put ideas into writing.
2. Students have not shown competence of writing essays in a coherent.
3. Students have not been able to compose essays with systematic and affective sentences.
4. Students have not been able to write essays with the right choice of words and spelling.
5. Teachers have not used methods that can increase activity, motivation, and learning is monotonous.



The difficulties that are faced generally by the students in writing deductive and inductive paragraph that is:

1. Students difficult distinguish between deductive paragraph and inductive paragraph.
2. Difficulties students to the conformity chosen theme.
3. Putting ideas into writing
4. Compiling a coherent sentence.
5. Compiling effective sentences and using the correct spelling.
6. They do not have ability to write essays with a good deductive/ inductive pattern.

In addition to these factors the problems faced by students are also caused by the teacher factors that are:

1. Teachers have not implemented learning model which can increase student activity and creativity.
2. Teachers still apply the conventional learning model using the teacher method and task so the class still dominated by the teacher.
3. The students listen more to the teacher's explanation and perform the task if the teacher gives task, after the explanation and the teacher finished the students being passive because they only receive information from the teacher.
4. Teachers are the center of attention and do not teach strategies that can understand how to learn to think and motivate yourself.

5. Students just memorize the concept not applying the concept in daily life, whereas the model and the method greatly effect to the students learning.<sup>58</sup>

**7. *The factors of influence difficulties in writing***

There are many factors that can affect students' difficulties in putting ideas and concept into writing. According to Zaenuddin, the factors that are:

- a. Their lack of fluency in issuing ideas using English
- b. Usually they use the Indonesian language in daily communication.
- c. Their lack of understand of the students' about story theme.
- d. Their lack of ability in abstract think.
- e. The cognitive development of new students reaches the concrete operational stage, so it is still in urgent need media of concrete objects, image media, or aid tool others to help out ideas and concept in the form of essays .in addition of these factors, there is one factor that can affect students' in writing essay is the low interest students writing.<sup>59</sup>

There are some difficulties faced by the students in writing that are:

- a. Arrange essay

Difficulties faced by students in writing essay one of which is difficulty in preparing the title of essay. This can be affected by the factor of lack students' understanding theme.

- b. Define the main idea

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<sup>58</sup> Online. “.Blogbarbarai.com/2005/01/makalah-kesulitan-belajar-menulis.html. “Accessed on 31 nov. 2017.

<sup>59</sup> Online. Jurnal.FKIP.uns.ac.id article. H.Khotimah.206”.Analisis Kesulitan Menulis Karangan Pada Siswa”. Accessed on 31 nov. 2017.

This can be affected by several factors among other lack of their ability in abstract thinking as well as the development of students' cognition just reach the concrete operational stage. That factors affected students' difficulties in find the idea or concept for putting into writing essay.

c. Develop paragraph

The difficulties students faced are developing paragraphs that include students' difficulties composing sentences with the right sentences structure, as well as the appropriate selection of words/diction. This influenced by several factors, among others: their lack of fluency in issuing ideas using English, and less costumed to using English in daily communicating. That factor caused student's difficult in arranging and construct a sentence into a paragraph.

Motivation and of students to write, this factor also the causes of difficulties students' in writing essays.<sup>60</sup>

### **8. *How to Write a Paragraph***

How do I write a paragraph? How can I begin? It is important to know how to write a paragraph there are certain rules you should follow in order to write a paragraph and to know how to write terms papers.

Your first sentence should be topic sentences and should contain the topic and opinion on the topic. It should strictly not contain any supporting ideas which must feature in the next sentences in the next sentence. You should write at least three sentences supporting your ideas with facts, reasons, examples, comparison, or an anecdote. Last you should have a concluding sentence which reasserts your

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60 H Khotimah *ibid*

opinion, but does not have the same wording. Going by these helpful rules will lead to good paragraph writing.<sup>61</sup>

### **9. *Writing Process***

In writing there is some process for doing it, that is:

#### **a. Planning (Pre-Writing)**

Pre-writing is any activity in the classroom that encourages to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

##### **1) Group brainstorming**

Group members spew out ideas about the topic. Spontaneity is important here. There are no rights or wrong answers. Students may cover familiar ground first and then move off to more abstract or wild territories.

##### **2) Clustering**

Student's form words related to a stimulus supplied by the teacher. The words are circle and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy: its visual character seems to stimulate the flow of association... and it's particularly good for students who know they want to say but just can't say it"

##### **3) Rapid free writing**

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<sup>61</sup> Daria przybyla, "Types of Paragraphs".(online) 11<sup>th</sup> October 2017).<http://acadewriting.suite101.com/article.cfm/seven-types-of-paragraphs>.

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers' mind and thinking fast.

#### 4) WH-Questions

Students generate who, why, what, where, when, and how question about a topic. More such question can be asked of answers to the first string of WH-Questions, and so on.

In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews talks, surveys and questionnaires. Students will be more motivated to write when given a variety of means for gathering information during pre-writing.

#### b. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing- that is, drafting- may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

#### c. Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to student's drafts. Response can be oral or in writing, after the students have

produced the first draft and just before, they proceed to revise. The failure of many writing programmers in schools today may be ascribed to the fact that responding is done in the final stage when the teacher simultaneously responds and evaluate and even edits student's finished texts, thus giving students the impression that nothing more needs to be done.

d. Revising

When students revise, they review their texts based on feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the readers? Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

e. Editing

At this stage, edit the teacher engages students in tidying up their text as they prepare the final draft for evaluation. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentences structure and accuracy of supportive textual material such as quotations, example and the like.

f. Evaluating

In evaluation students writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known students in advance.

g. Post-writing

Post-writing constitutes any classroom activity that the teacher and students can do with completed pieces of writing. This included publishing, sharing, reading aloud, transforming texts for stages performances, or merely displaying texts on notice boards. The post-writing stage is a platform for recognizing students' work as important and worthwhile. It may be used as a motivation for writing as weak as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.<sup>62</sup>

### ***10. The Kinds of Paragraph Development***

A paragraph has some kinds to develop that is:

- a. Deductive paragraph is a paragraph has the main idea in the first paragraph.
- b. Inductive paragraph is a paragraph has the main idea in the end paragraph.
- c. Mixed paragraph (Deductive- Inductive) is the paragraph of the main idea in the first and the end paragraph.
- d. Inerative paragraph is a paragraph the main idea in the middle paragraph.
- e. Descriptive/ Narrative paragraph is a paragraph the main idea spread to all sentences or paragraph is not having prominent sentence.

All sentences are paid sentences explaining with the main idea implied at the sentences.<sup>63</sup>

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<sup>62</sup> Jack C. Richard & Willy A. Renandya.2002."Methodology in Language Teaching."Cambridge University.p. 316

<sup>63</sup>Ibid

About that some kinds of paragraph development the researcher focused on the first and the second that is deductive paragraph the main idea in the first paragraph and the inductive paragraph that is the main idea in the end paragraph.

### ***C. Definition of Main Idea***

The main idea is an idea/nation that the subject of paragraph development. The main idea is contained in the sentences. In a paragraph there is only one main idea.

The main sentence is explained by the other sentences in the paragraph, which referred to the explanatory sentences. Another name for the main idea sentences in the topic sentences. Main sentence which is placed at the end of the paragraph is named inductive. The characteristics of making a main idea in a sentence, that sentences is made contains the problems that can be specified of described further<sup>64</sup>.

### ***D. The Topic Sentence Paragraph***

Any essay must have several good topic sentence paragraphs; it is these paragraphs that allow you, the writer, to focus and define the reader's attention to the particular message or unit of information that you want the reader to think about.

In addition, the topic sentence paragraph provides your reader with important sense of value. This comes from the substances of that particular message you are communicating. To do this effectively, it is important that one be

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<sup>64</sup> Googleweblight.com/?-utl=http://arif-hasbullah.blogspot.com/2012/07/definition-of-main-idea-ansupporting. Accessed on July 5<sup>th</sup> 2017.



aware of certain guiding principles with respect to exactly where the topic sentence can or should be placed in a topic sentence paragraph.

The topic sentence can go in any one of three places in paragraph:

1. At the beginning (a form of deductive order, that is going from general or main idea to the specific support sentences of that main idea in your organizing the paragraph

2. At the end (a form of inductive order, that is going from specific supporting sentences that provides examples ,details , illustration, statistics and other forms of information to the general main idea.

3. Nowhere- it's just “understood (this is only done when you believe that the reader will know the main idea in the paragraph without being told and doing so renders your paragraph artificial and stiff.<sup>65</sup>

According to Owl paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraph will help you as write good paragraph will help you as writer stay on track during your drafting and revision stages<sup>66</sup>

From those explanations the researcher concludes that paragraph in a corps of words then the writer will make it into paragraph. In fact there are two paragraphs which is learned and it have to understand by the students they are:

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<sup>65</sup> *Op chit*

<sup>66</sup> Purdue Owl Online Writing Lab “ *On Paragraph*” <http://owl.english.purdue.edu>> resources (Accessed on September 11<sup>th</sup> 2016).

## 1. Deductive Paragraph

According to Herra deductive reasoning refers to beginning with a general conclusion or statement and then finding specific or particular observation/arguments to support your initial thesis.<sup>67</sup>

Meanwhile according to Hodaya deductive order is a pattern of organization where in generalization is stated first followed by particulars. It is the reverse of the inductive of arrangement.<sup>68</sup> For instance,

Deductive paragraph is the pattern of reasoning to be develop with formulate the general concept the first and then to explaining with the amount of the special concept.<sup>69</sup> Deductive thinking method is a method to think apply matters from general first to for continue and then to correlation in the pages of specific. Like the deductive paragraph explaining about general to specific explanation. Deductive paragraph have some kinds that is narration paragraph, description, and exposition paragraph, this all paragraph are the main in the first sentence on the paragraph.

From the writing thesis from jame that is” Kemampuan Membedakan Kalimat Utama Dengan Kalimat Penjelas Dalam Paragraf

Deduktif Siswa Kelas XI SMAN 6 PALOPO” The concept of deductive paragraph that is deductive paragraph develops formulates from general concept

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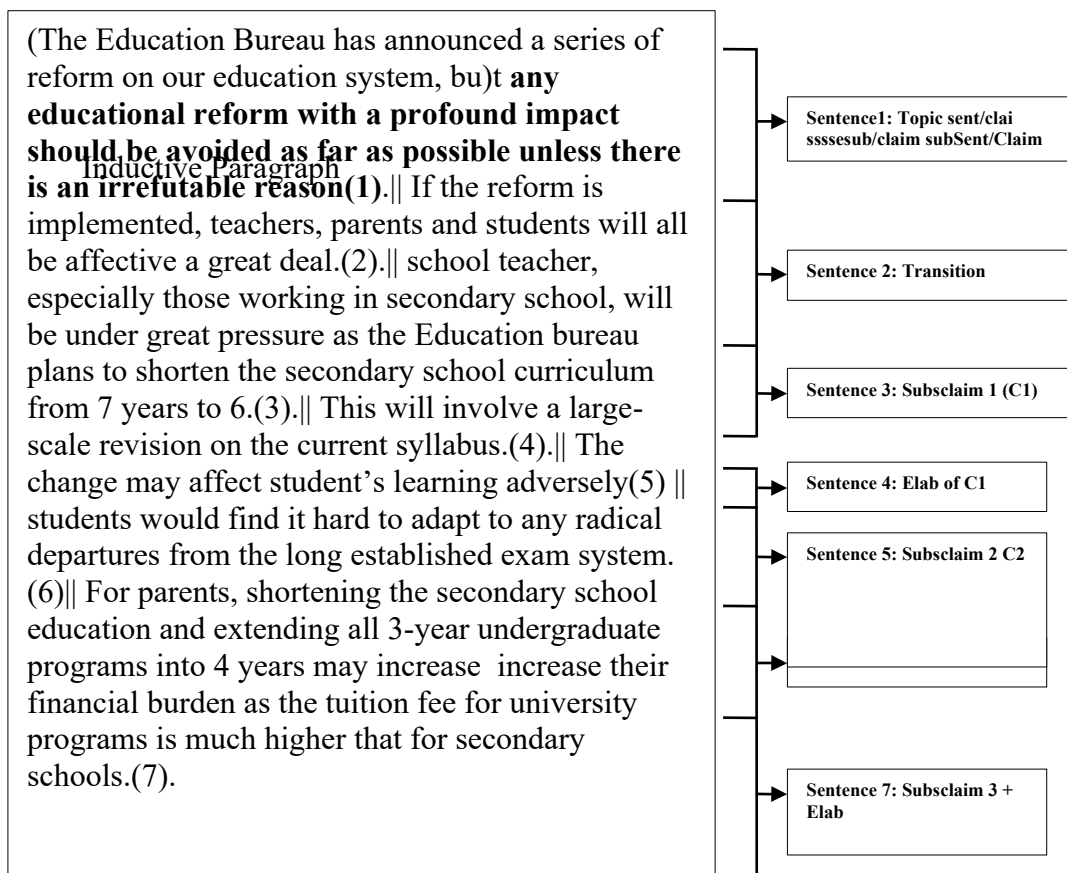
<sup>67</sup>Herra, *What is Inductive Paragraph? Give an Example. That is Part of Paragraph* [www.enotes.com/homework-help/whatisinductiv-eparagraph](http://www.enotes.com/homework-help/whatisinductiv-eparagraph) (Accessed on September 11<sup>th</sup> 2016).

<sup>68</sup>Hodaya *Characteristics of a Paragraph* [hodaya27-jyfire.logspot.com.2008/09](http://hodaya27-jyfire.logspot.com.2008/09) (Accessed on September 11<sup>th</sup> 2016).

<sup>69</sup>Jame” *Kemampuan Membedakan Kalimat Utama Dengan Kalimat Penjelas Dalam Paragraf Deduktif Siswa Kelas XI SMAN 6 PALOPO*”( Indonesian Teacher Faculty of UNCOKRO Palopo 2010)p4

and explaining to the special concept or can be defines the main idea on the first and then the explaining follow it.

Example of Deductive Paragraph:



Herra stated that inductive reasoning refers to making specific or particular observation /arguments which, together, build towards a broader general conclusion. In addition according to Nordquist in deductive argument, a conclusion follows necessarily from the stated premises. In logic, a deductive argument is called a syllogism.<sup>70</sup> For instance,

Inductive paragraph is the main idea in the beginning paragraph that usually on the beginning or the first sentence.

<sup>70</sup> Richard Nordquist *Deduction (Logic and Rhetoric)*  
Grammar.about.com>deductionterm (Accessed on September 11<sup>th</sup> 2016).

The functions of deductive paragraph are:

1).The paragraph is more effective

The function of the main idea to introduce paragraph, should have been in the beginning of paragraph. A point is a general idea that contains an opinion. In everyday lives, we constantly make points about all kinds of matters.

2) The paragraph is easier to develop

The function of development paragraph to support and give illustration to the points on main idea that use the generalization break up the topic into smaller, less general parts , but these are still to general to stand by themselves:

Generalizations need details to prove their validity. If we use deductive approach on writing, we will easy to development.<sup>71</sup>

Pattern paragraph development:

There are two kinds pattern paragraph, which is deduction pattern and induction pattern

1. Deduction pattern:

- a. first sentence in beginning paragraph
- b. Sentence arrange from general pronouncement to explaining.

General,

Specific,

Specific.<sup>72</sup>

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71 Amisriutami.paragrafdeduktif.online:<http://amisriutami.Blospot.com//2011/06/paragraph-deductive.html>.(Accesed on November 20<sup>th</sup> 2016).

72 Online. <http://www.kelasindonesia.com/2015/02/definisi-contoh-kalimat-deduktif-induktif-dan-campuran-dalam-bahasa-idonesia-html>.accesed on 2<sup>nd</sup> february 2016.

The meaning of deduction pattern on the paragraph that is first sentence in beginning paragraph as the main idea of the paragraph and the sentence arrange from general pronouncement to specific explanation.

Example of inductive paragraph:

#### Inductive Paragraph

The Education Bureau announced that there will be a series of reforms in the secondary school system (1).|| It is inevitable that teacher, students and parents will all be affected a great deal (2).|| school teacher, especially those working in secondary school, will be under great pressure as the Education bureau plans to shorten the secondary school curriculum from 7 years to 6 (3).|| This will involve a large-scale revision on the current syllabus (4). || The change may affect student's learning adversely (5). || Students would find it hard to adapt to any radical departures from the long established exam system (6). || For parents, shortening the secondary school education and extending all 3-year undergraduate programs into 4 years may increase their financial burden as the tuition fee for university programmers is much higher that for senses secondary schools. (7)|| **Therefore, unless there is an irrefutable reason, any education reform with such a profound impact should be avoided as far as possible.(8)**

Sentence 1: Fact

Sentence 2: Transition

Sentence 3: Subclaim 1 (C1)

Sentence 4: Elab of C1

Sentence 5: Subclaim 2 (C2)

Sentence 6: Elab of C2

Sentence 7: Subclaim 3+Elab

Sentence 8: conclusion Conclusion/Claim

The first with sentences is explicit like fact, examples, detail of especially

although evidence then conclusion or to generalization into one sentence at the end paragraph. Inductive paragraphs to expand from form special to the general.<sup>73</sup>

Organizing a Paragraph between the example of inductive and deductive paragraph above:

<sup>73</sup> Online. <http://www.kelasindonesia.com/2015/02/definisi-contoh-kalimat-deduktif-induktif-dan-campuran-dalam-bahasa-indonesia.html>.

To organize a paragraph in argumentation, the best way is to use either an inductive or a deductive approach: Consider the following example:

- Subject : The Education System in Hong Kong
- Writer's Position : There should not be any radical and sudden reforms in the education system
- Claim : Radical and sudden changes in the education system are too stressful
- Support 1 : Changing syllabus is stressful to teachers
- Support 2 : Students find it difficult to get used to new exam systems
- Support 3 : Parents may face heavy financial burden

Once the writer has a clear picture of what he/she plans to present, it is time to decide whether to present the argument inductively or deductively.

The two paragraphs below exemplify an inductive paragraph and a deductive paragraph respectively.

Since an inductive paragraph does not have a topic sentence at the beginning, it is necessary to give readers the background information in the first sentence so they would not be lost. The second sentence is a transitional device which previews what points will be discussed. Sentence 3 – 7 are all sub-claims that provide evidence to the main claim. Finally, the sub-claims lead to a conclusion or the main claim in a cause-and-effect manner in the last sentence of the paragraph. In the deductive paragraph, on the other hand, the claim is upfront in a paragraph as a topic sentence. The background information (in brackets) is optional as the claim has been clearly stated and the scope of argument is limited

to Education Reform. All the sub-claims then come after the topic sentence and act as an elaboration of the claim.

Inductive paragraph is the main idea in the end paragraph, the kinds of inductive are:

- a. Analogy paragraph is the content about comparison between two matters to have the same characteristic.

Example:

### **The Growth of Human Population and Fungi**

The growth of human population in Indonesia is like as the fungi which grow in rainy season. Fungi will be growing faster in rainy season than in dry season, look at your around place in rainy season, you will find most fungi over there, many kinds of it grow everywhere and it's growing so fast, but sometime it will disturb our comfortable in life, because of it the environment looked dirty and cause the unpleasant smell. The growth of human population in our country is so fast, and it may cause many problems in our life, such as the problem of economic, our country is still confused to solve that problem which the longer progressively increasing. The economic gap between the rich and the poor country in the world because of the increasing of human population in isn't followed by the well progress of technology in Indonesia. Another problem dealing with economic gab in Indonesia is about the increasing of criminal act, the poor person tend to commit criminal act to meet their needs, and it makes our comfortable life will be disturbed.

(Faruk, Physic Department, F.MIPAUI. Farukui.blogspot.com/ accessed on march 22<sup>nd</sup> 2017.)

The analysis about example of paragraph the characteristics of paragraph can be see that paragraph is the first paragraph, that is “ The growth of human Population in Indonesia is like as the fungi which grow in rainy season” because the definition of analogy paragraph is a paragraph using expression a object with other object have the same or resemblance. Elaboration analogy paragraph usually have words allegory like. Analogy paragraph included to inductive paragraph because the main idea on the end paragraph. The main idea of that paragraph is “another problem dealing with economic gab in Indonesia is about the increasing of criminal act, the poor person tend to commit criminal act to meet their needs, and makes our comfortable life will be disturbed”.

- b. Generalization paragraph included inductive paragraph because the main idea or main sentence in the end paragraph.

Example:

“Director Mustafa Abu bakar PT. SISTEM COMPUTER estimates that IC component shortages in some areas will not interfere with the national stock of IC components. Fact, the import plan 2007 will be postponed to 2008 due to the production of the domestic IC components by as much as 1.63 million in July 2012 is estimated at only 1.3 million components, 200,000 fewer imported components of the plan in 2012 . Accordingly, the national reverse components can still meet the needs of students and not have to worry about until the end of 2012”.



(febricandrawan blogspot paragraf generalisasi accessed on march 22<sup>nd</sup> 2017)

Generalization paragraph is one the paragraphs in which the inductive paragraph, that is the main idea in the end paragraph as a conclusion. Where the manner that outline several explanatory sentences containing, fact, evidence, example or illustration as empirical data in the beginning of the paragraph.

- c. Causal paragraph is organized paragraph for explain relation between the two of them, when one the cause and one the consequence.<sup>74</sup>

A cause is a reason for, or events leading up to. An effect is the result of a cause or causes. Having the skill to think in the mode of cause and effect is a key to victory in daily situation. A cause and effect paragraph analyzes the causes of effects of a certain situation.<sup>75</sup>

Transitional expression for cause and effect:

- a. to show cause:

(1). First sause (second, third), (2)the first reason, (second, third) (3.) Yet another factor, (4) because, (5) is caused by, (6) results from.

- b. To show effects:

(1). One important effect, (2), another result, (3), a third outcome, (4), as a result, (5), then, next, therefore, thus, so.

Example:

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<sup>74</sup> *Op chit*

<sup>75</sup> <http://english.120.pbworks.com/w/page/19006810/cause%20and%20effect%20paragraphs>

### **Effect of Alcohol**

Letting alcohol take control over your life has many negative effects on a person and the people around them. One important effect is the damage you can do to your body. Drinking can lead to severe illness and event eventual death; some health consequences to consider might be liver disease, kidney failure, and for pregnant women, the loss of their unborn child. Another detriment is that an addiction could lead to drinking and driving; possibly causing a fatal car accident for either yourself and/or an innocent by stander. Another concern to consider is the relationship alcohol can destroy. Alcohol abuse can have very serious affect on a person's temperament, which can lead to spousal and even child abuse. Alcohol often is the number one cause in divorce and spending time in jail. It can also affect relationship outside of the family; many people have lost lifelong friends whether it is due to foolish arguments and behavior and possibly death. Lastly, drinking has negative effects on self-esteem and rational thinking. People become more self- centered, develop low self-esteem, doing things or behaving in ways that they would normally. They have little or no regard to the outcomes of what is said or done when they grow reliant on getting that alcohol high. The negative effects of alcohol abuse are over helming when considering the many consequences that drinkers and the people around them have to deal with. (~©Racheal Guza blogspot.com 2005) (<http://english120.pbworks.com> accessed on march 22<sup>nd</sup> 2017)

The analysis from the example text the main idea that is ” The negative effects of alcohol abuse are over helming when considering the many

consequences that drinkers and the people around them have to deal with". Cause effect is pattern of development have a meaning about cause and have effect correlation between sentences. Cause effect included into inductive paragraph that is the main idea in the end paragraph.

Pattern induction:

- a. Beginning with special explanation.
- b. To generalization become about special explaining
- c. Conclusion is the main idea in the end paragraph.

Specific,

Specific,

General.

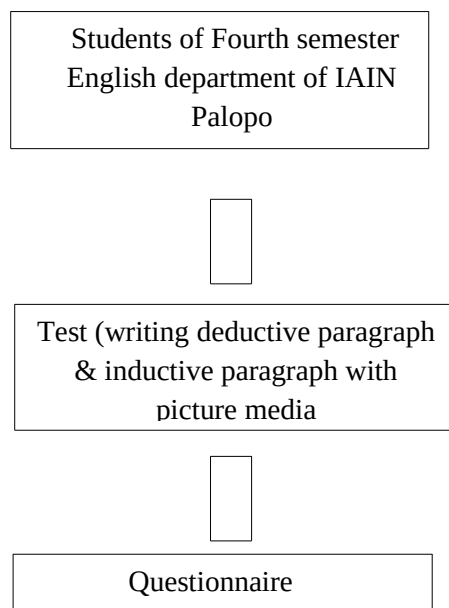
The meaning of induction pattern on the paragraph that is the end sentence in the paragraph as the main idea and the sentence arrange from specific pronouncement to general explanation.

Classification Paragraph

In Classification Paragraph, you need to put items into different groups or categories where they belong based on a criteria or rule. You should start by identifying what it is that you are classifying. You can categorize things from the most educational to the least educational or from the most watched TV show to the least watched TV show, but make sure that your categories are consistent. In this type of paragraph you do both comparing and defining.

### ***E. Conceptual Framework***

The conceptual framework in this research was given in the following:



1. Students at the English department the fourth semester of IAIN Palopo as the subject for this research
2. Giving test to the students with a theme in the picture and then the students write about the theme of picture in to deductive and inductive paragraph
3. The writer giving questionnaire.

## **CHAPTER III**

### **RESEARCH OF THE METHOD**

#### ***A. Research Method***

The writer used descriptive qualitative method. It is named qualitative method because in collect data and interpretation the researcher is not using statistics patterns.

According to Moleong, qualitative research is the research driving for understanding phenomenon about that feeling by the research subject like perception, motivation, measure etc.

The kind of this study was analysis descriptive method. In this research method to aim systematic descriptions accurate about the fact and the characteristic that is population sure area.

That study aimed to describe about what kinds of the difficulties faced by the fourth semester in writing deductive and inductive paragraph.

#### ***B. Research Variable***

In this study, the writers determined two categories of variable. They are dependent and independent. Dependent variable which was applied in this descriptive research was deductive and inductive paragraph, and independent variable is student's difficulties.

### ***C. Population and Sample***

#### **1. Population**

Populations in this research were taken from the student of the fourth semesters big B class of IAIN Palopo in which comprises fourth class, in each class consists of 30 students. Then the total number was 120 populations.

#### **2. Sample**

This study apply purposive sampling, because the fourth semesters students have already studied writing, and simultaneously teacher has explained the main idea and also supporting details text or paragraph, beside to learn difficulties the students in writing deductive and inductive paragraph. The writer takes 15 of English students class B.

### ***D. Instruments of the Research***

The instrument that was used in this research in gathering data where:

#### **1. Test**

The writer give test as consolidate evidence from the subject to know that is difficulties faced by the students of IAIN Palopo in writing paragraph about content, organization, mechanic, vocabulary, and grammar. The students were informed that this aimed to investigate those difficulties in their writing paragraph.

#### **2. Questionnaire**

One of the instruments to gather data in educational research as well as was used questionnaire in this study to obtain information and act as difficulties faced by the fourth semesters of IAIN Palopo. The writer presented 10 items of

questionnaire .Related to the research problem to be solved, compiled and is spread to respondents to obtain information in the field. In quantitative research, the use of questionnaires is most often encountered as if created an intensive and through, questionnaires have advantages if compared with other collectors.<sup>76</sup>

For this instrument, the writer used liker scales of students in writing. Each statement in the questionnaire offers five scales, the scales namely:

Strongly agree	: 5 Points
Agree	: 4 Points
Neutral	: 3 Points
Disagree	: 2 Points
Strongly disagree	: 1 Point.

But the writers focused about three scales that are (agree, neutral, and disagree). The result is from the percentage of each option by using this formula:

$$\text{Percentage} = \frac{\text{frequency}}{\sum \text{sample}} \times 100\%$$

Note:	P	: The percentage from the students' achievement
	F	: The frequency of respondents
	N	: The total number of students <sup>77</sup>

According to Danim, questionnaire a set of declaration or written question in a sheet of a kind and passing to respondents for write without

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<sup>76</sup> Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, (cet. VI: Jakarta:Bumi Aksara,2008), p.76.

<sup>77</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (Cet. XI; Jakarta PT. Rineka Cipta), P. 41.

intervention from the writer or any other. This questionnaire is used to find out the difficulties faced by the fourth semester students of IAIN Palopo.

This questionnaire is given by the students and its aimed to know what the difficulties faced by students in understanding deductive and inductive paragraph and there are ten questions that is given by the students.

#### ***E. Procedure of Collecting Data***

The data was processed by descriptive qualitative method was used writing test to investigate the difficulties faced by the fourth semester students of IAIN Palopo. In addition, the descriptive qualitative method was used support the data that the writer got from questionnaire where the writer analyzed the students' statement about their learning in writing paragraph.

#### ***F. Technique of Data Analysis***

1. To get the score, the writer used the analytical by using ELS (English Learning Students) which includes five components; they are content, organization, vocabulary, grammar and mechanics. An analytical rating scale for evaluating written language:



## a. Content

**Table 1**  
**Criteria and classification of Content**

<b>No</b>	<b>Score</b>	<b>Classification</b>	<b>Criteria</b>
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp too much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, to the general.
3	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking purpose or not
4	9-11	Poor	Not fluent, not communicated information is very limited, boring.
5	5-8	Very Poor	Not organization, enough to evaluate because not meaningful.

## b. Organization

**Table 2**  
**Criteria and classification of organization**

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, ideas clearly state. Support logical sequencing, well organize means the order, structure or presentation is compelling and moves the reader through the text. Good introduction good placement of detail, and strong conclusion.
2	14-17	Good	The reader can readily follow what is being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3	10-13	Fair	Lack logical sequence, and development not fluent. The writing lacks direction with ideas detail
4	7-9	Poor	Not communicate; transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5	5-6	Very Poor	Not organization, confusing the sender, not enough.

## c. Vocabulary

**Table 3**  
**Criteria and classification of vocabulary**

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate.
2	15-16	Good	Adequate range occasional error of word/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer with a limited vocabulary, grouping for words.
4	9-11	Poor	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number, is, are, were, dominated.
5	5-8	Very Poor	Almost the word used are wrong, colorless not enough to evaluate, and many wrong spelling.

## d. Grammar

**Table 4**  
**Criteria and classification of grammar**

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complete construction few errors of agreements, tenses, number, word order/function, pronoun, preposition.
2	20-22	Good	Effective but simple construction minor problem in complex contraction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment do not communication.
4	9-15	Poor	Dominated by error or grammar, cannot be understood and evaluated.
5	5-8	Very Poor	Virtually no mastery of sentences contraction rules.

e. Mechanic

**Table 5**  
**Criteria and classification of mechanic**

No	Score	Classification	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, capitalization, paragraphing, but not observed.
3	3	Fair	Some error spelling, punctuation, capitalization.
4	2	Poor	Many errors of spelling, punctuation, capitalization.
5	1	Very Poor	Illegible writing <sup>78</sup>

Measure the quality of the students writing score on the five components observed, the result of the calculation was classified in classification as follow:

81-100 classified as very good

61-80 classified as good

41-60 classified as fair

21-40 classified as poor

1-20 Classified as very poor.

2. To find out mean score of the students ability to write correspondence writing, writer applied the following formula:

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<sup>78</sup> J.B Heaton, Writing English Text, (New York: Longman, 1998)p.146.

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

Where:  $X$  : Mean Score

$\sum x$  : Total of Score

$N$  : Total Sample

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter explains about the result of the research that consisted of two main items namely findings and discussions. The writer want to know the student's difficulties in writing deductive and inductive paragraph, where the researcher give the questionnaire and the test as consolidate from the result of questionnaire.

#### ***A. Findings***

##### ***1. Finding Through the Test***

The findings of the test of this research deals with the rate percentage of students' score in give the test.

##### a. Content

**Table 4.1**

**The criteria and percentage of the students' content in giving test**

No.	Classification	Score	Frequency	Percentage
1	Very Good	27-30	-	0%
2	Good	23-26	4	26%
3	Fair	12-22	1	7%
4	Poor	9-11	9	60%
5	Very Poor	5-8	1	7%
	Total		15	100 %

Based on the table above (table 4.1) indicated that the criteria and percentage of the students' in difficulties writing the deductive and inductive paragraph about content in test shown: none student got score "Very Good" that is (0%) 4 students' got score "Good" that is (26%), 1 students get score "Fair" that is (7%)

and 9 students got score “Poor” that is (60%) and students got “Very Poor” that is (7%). It means that most of the students’ lacks of content where students difficult in putting idea become a good paragraph.

b. Organization

**Table 4.2**  
**The criteria and percentage of students’ organization in giving test**

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0%
2	Good	14-17	4	27%
3	Fair	10-13	4	27%
4	Poor	7-9	7	46%
5	Very Poor	5-6	-	0%
	Total		15	100 %

Based on the table above (table 4.2) indicated that the criteria and percentage of the students’ in difficulties writing deductive and inductive paragraph about organization in test shown: none students’ got score “Very Good” that is (0%) and 4 students’ got score “Good” that is (27%) then 4 students’ got “Fair” that is (27%) and 7 students’ got score “Poor”(46%) and none students got score “Very Poor” that is (0%). It means that most of the students’ had difficulties faced on the organization in writing deductive and inductive that is about 60%. In addition the work from the students in writing organization in development writing organization is not fluent.

c. Vocabulary

**Table 4.3**



**The criteria and percentage of the students' vocabulary in giving test**

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0%
2	Good	15-17	5	33%
3	Fair	12-14	5	33%
4	Poor	9-11	3	20%
5	Very Poor	5-8	2	14%
	Total		15	100 %

Based on the table above (4.3) indicated that criteria and percentage of the students' in difficulties writing the deductive and inductive paragraph about vocabulary in test shown: none students' got score "Very Good" that is (0%), 5 students' got score "Good" that is (33%) 5 student got score "Fair" that is (33%) 3 students' got score "Poor" that is (20%) and 2 students got score "Very Poor" that is (14%). It means most of students' had lack of vocabulary in writing about vocabulary. Based on the percentage above, most of students' was poor in vocabulary. Almost the word used are wrong, colorless, and many wrong spelling.

d. Grammar

**Table 4.4**

**The criteria and percentage of students' grammar in giving test**

NO	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	0%
2	Good	20-22	1	7%
3	Fair	16-19	6	40%
4	Poor	9-15	8	53%
5	Very Poor	5-8	-	0%
	Total		15	100 %

Based on the table above table (4.4) indicated that the criteria and percentage of the students' grammar in giving test shown: that was none of students got "Very Good" that is (0%) and 1 students' got "Good" that is (7%) 6 students' got "Fair" that is (40%) 8 students' got "Poor" that is (53%) and none students got "Very Poor". It means most of the students' lack of grammar logical sequencing and development ideas confusing disconnected, lacking in purpose or not.

e. Mechanic

**Table 4.5**

**The criteria and percentage of the students' mechanic in giving test**

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0%
2	Good	4	3	20%
3	Fair	3	6	40%
4	Poor	2	6	40%
5	Very Poor	1	-	0%
	Total		15	100 %

Based on the table above (4.5) indicated that the criteria and percentage of the students' mechanic in giving test shown: that there was none students got score "Very Good" that is (0%) 3 students' got score "Good" that is (20%) 6 students' got score "Fair" that is (40%) and 6 students' got "Poor" that is (40%), and none students got score "very poor"(0%) . Based on the percentage above, most of students' was poor in mechanic writing. It means, the students had many errors of spelling, punctuation, capitalization, and paragraphing.

**Table 4.6**

**Students' score of content, organization, vocabulary, grammar,  
and mechanic in giving test**

R	Content	Organization	Vocabulary	Grammar	Mechanic	Total
R1	23	9	12	16	2	62
R2	11	9	9	16	3	45
R3	11	10	16	9	4	50
R4	11	10	16	9	3	49
R5	11	9	8	9	2	39
R6	11	14	14	20	4	63
R7	23	14	16	16	4	73
R8	23	9	14	9	2	57
R9	11	9	8	16	3	47
R10	22	14	15	16	3	70
R11	11	10	16	9	3	49
R12	11	10	14	9	2	46
R13	23	14	16	19	2	74
R14	5	9	9	9	3	43
R15	11	9	9	9	2	40
Total	218	159	192	191	42	805

Based on the table students score test above, the mean score of five components as follow:

1. Mean score content

$$X = \frac{\sum X}{N} = \frac{218}{15}$$

$$= 14,53$$

2. Mean score of organization

$$X = \frac{\sum X}{N} = \frac{159}{15}$$

$$= 10,6$$

3. Mean score of vocabulary

$$X = \frac{\sum X}{N} = \frac{192}{15}$$

$$= 12,8$$

4. Mean score grammar

$$X = \frac{\sum X}{N} = \frac{191}{15}$$

$$= 12,7$$

5. Mean score of mechanic

$$X = \frac{\sum X}{N} = \frac{42}{15}$$

$$= 2,8$$

6. Mean score of all component in giving test

$$X = \frac{\sum X}{N} = \frac{805}{15}$$

$$= 53,6$$

The table above shows all students' score in writing components. Most of the students' faced difficult in writing paragraph because their vocabulary and grammar was limited. It was making the students' hard to write about their idea and developed their text. They only wrote one until four short sentences in their text writing. In addition, the language use of the students was low. The students was not used right tenses and "to be". In mechanic, most of the students' was there are many false in placement capital letter in the middle sentences and not used punctuation.

R1

#### Traditional Market PNP

Traditional market pnp (PNP) everyday crowded visit by the public society. Besides society from palopo there are many people from other region also visit (visiting) this market. Because this market Famously (famously) cheap.,and big varous (various) needs There (there) are in there. The Location (location) is very strategic in because in the middle of palopo town. that (That) is K.H. Ahmad dahlan.

#### Agung Mosque

Palopo is one deal town. it(It) famous with the city clean (clean city). Palopo town have here many worship building that large and beautiful. Like(like) agung (Agung) Mosque, Jami' mosque, Islamic centre Mosque. one (One) of Famous mosque is agung mosque. this (This) mosque is beautiful park that around by trees. this (This) mosque is very clean.

From the written students' indicate the form deductive and inductive paragraph that is the main idea is clear and focus, main idea stands out secondary paragraph, about mechanic there are many found error mechanics where error spelling, punctuation, and capitalization. About vocabulary there is one spelling mistake of the word. About organization not communicate, connecting ideas is fuzzy. About grammar many found error tenses and word order.

R2

#### PNP Traditional Market

Palopo city have( has) two market. first market is andi(Andi) tadda(Tadda). tadda traditional market and the secont pusat niaga palopo. Andi tadda market is not like (is not big as) PNP traditional market.

Palopo city have (has) a traditional market, the name is(of) pusat (Pusat) Niaga Palopo or PNP everyday there are my people to visit in this market on KH. A. Dahlan Amasangan, Wara Palopo city. This market is big and there are may kinds of cell you all need. This market is clean.

#### Agung Mosque

Agung mosque is the big (biggest) and (most) beautiful mosque is clean, there are trees and parnk(parking lot) in around mosque. this (This) mosque usually visit(visited) by(popular) ustad or ustazdah popular.

The result of the respondent's content did not show the form deductive and inductive paragraphs. The content not well focus, main idea stand out from the theme, not communicated, information is very limited. About organization is very poor transition is very weak, not organize, connection between ideas fuzzy. While

about vocabulary there are some error vocabularies that found there is redundant word, wrong spelling, and many errors idiom. About grammar, there are some error found, problem in complex contraction several error tenses, word order function, pronouns, and preposition. About mechanic found many errors in the use of capital letters and punctuation.

R3

#### Traditional Market PNP

The market is a Place (place) where people (do) transactional (transaction)/ where seller sellers and buyer (buyers) meet. in (In) the traditional market all need there are trade (trader) from primer need there are of second and other. One of which is the traditional market in Palopo is the center of commerce palopo.

#### Agung Mosque

Mosque is a worship of *muslim* (*Muslim*). In addition, to mosque worship is a Place in also the center of Life of *muslim*. Celebration of religious *studies Learning* Qur'an in mosque.

One of them is Agung Mosque. The mosque is very spacious and beautiful seen with many trees that grow around the mosque that make cool condition.

This respondent test there are some error grammatical error found, like the use of word order and tenses, about mechanic the writer some writing mistake like muslim (Muslim), in (In), etc. And vocabulary there are two found that is studies (studies) and trade (trader). About content that is not indicate deductive and



inductive form, because the main idea stand out from the theme. In her essay there is one found in spelling vocabulary.

R4

#### THE LARGEST TRADITIONAL MARKET PUSAT NIAGA PALOPO (PNP)

Market is a shopping *senter* (center) location in the Jl. Kh. Ahmad Dahlan Palopo city. Named is traditional market *pusat niaga palopo*(Pusat Niaga Palopo). The market is the most *important* (important) for people where the place for meet between *cellers* (sellers) and buyers. *in* (in)the market, people usually cell and need like *fod*, (food) all need in home.

#### AGUNG MOSQUE

Agung mosque is Location in Sultan Hasanuddin, wara utara. *This mosque is big and have* (this mosque is big and has) many trees. *everyday* (every day) there are many people come to this mosque for pray. it not just it many people who hang out on this mosque because beautiful and cool with garden and the trees in around the mosque.

The students writing essays is not indicate deductive and inductive paragraph, because the placement of the main idea is stand out from the theme. There are many error spelling in vocabulary like fod (food), importent (important), senter (center), betwen (between) etc. About organization, transition is very weak, connecting with ideas fuzzy and incomplete. Grammatical is there are some found error tenses and the word order, the last about mechanic, from analysis found the use of punctuation and capital letter is error.

R5

“The big PNP Traditional Market”

*Traditional market palopo there are two, there are two traditional market in Palopo. that (those) are andi tadda (Andi tadda) market and pusat niaga palopo (Pusat Niaga Palopo) market. the (The) largest of traditional market is PNP palopo. where there are many selers (sellers) and buyer (buyers) in there.*

“Agung Mosque”

*Agung mosque is one of mosque largest in the city of palopo agung (Palopo Agung) mosque is located in the central palopo. (of Palopo) where (where the) important bulld (building) is also located. Like that (such as) unanda campus, (Unanda University) church, field kodim of marcas,(headquarter) agung (Agung) mosque is used for Islamic worship activity.*

There are some types found error in the students' writing deductive and inductive those are spelling vocabulary and about error grammatical the use of word order, function, pronoun and preposition. Students' content is not showed deductive or inductive form. There are many found error spelling in vocabulary like campus (university), marcas (headquarter), selers (sellers). About mechanic found many errors like use of punctuation and capitalization, use capital letter in the middle sentence, people name or the name of city, and after point like: .the (. The), andi tadda (Andi Tadda), .where (.Where) every day (Every day), Location

(location) it (It) etc.. About organization the writer found error in the first sentence where connected between sentence is fuzzy, not organize, and confusing.

R6

#### Traditional Market PNP

Traditional market or PNP (Pusat Niaga Palopo) is the central market of *palopo* city. couse in this place there are many thing sell in there, like *vegetable*, clothes and etc. PNP or traditional market was very dirty but now *pnp* (PNP) is *getting* (getting) better than past. *Couse* (because) PNP now is clean and the seller is *heatly* (not heatly) *arranged* and arranged.

#### Agung Mosque

Palopo is one of city in south Sulawesi, which called clean city. palopo city has many tourism place such as *labombo* (Labombo)beach, *latuppa* (latuppa) river and the most beautiful building and the icon of *palopo* city is Agung Mosque.

In his essay is not indicates deductive and inductive paragraph there are some error vocabulary found, and about mechanic the use of false capital letter and punctuation. About his grammar found two error like place (places), getting (getting).

R7

PNP (Pusat Niaga Palopo)is the largest traditional market in Palopo city. It is on KH. A Dahlan street is close to the Palopo terminal. It is opening time to 8 am to 5 pm. It is many of which all clothing, vegetables, fish, fruit, and others. Almost every day crowded by many people.

The Agung mosque is location on Sultan Hasanuddin street. It is close to the Andi Djemma University and Gaspa field. Pedestrians are selling near the Agung Mosque. Many tree beside in the Agung Mosque. Every time many prayers come in different cities. The Agung Mosque is the big and beautiful in the palopo city.

For this students' just some grammar mistake found, that use of preposition, tenses and the word order. Like it (was), opening (opened), big (biggest) etc. About vocabulary found error terminal (station), pedestrians (pedestrians). About content is indicate deductive paragraph and inductive because the main idea has been accordance with the theme and the located of the sentence is correct.

R8

#### The largest Market Pusat Niaga Palopo (PNP)

Traditional market ( PNP) Palopo is one of the big and the large in central palopo. In this market all need from society like clothing, food, shoes, vegetable, fruit and other are sel. The society is very like to buy in there because they are feel shoping in this market is very cheap. Besides that we are more satisfied in choosing because many traders. The location in JL. KH. A. Dahlan , Amasangan Palopo.

#### The beautiful agung mosque

Agung mosque is the mosque in Palopo. Everyday there are many people to visit for pray. *beside* that many people who hang out to spend time while enjoying the beautiful park around the mosque. The people that visit in this

mosque those are adult, teenager and children. This mosque location in Jl. Sultan Hasanuddin, Wara utara. Many people visit in this mosque because this is one of the beautiful mosques in Palopo.

In respondents' deductive and inductive paragraph, her paragraph was comprehensible, because the content of each sentence related to the topic, but there are many is error spelling and dominated by error grammatical like clothing (clothes), fruit (fruits), and etc. About organization development is not fluent, and mechanic there are some error found that is the name of people or the first letter like agung (Agung) and capital letter after point.

R9

#### The big PNP Traditional Market

Every place *have* (has) public like a church, mosque, and all for praying not only that there are various public places where people are selling for their need Like minimarket, traditional market. named Pusat Niaga Palopo (PNP) this market is very big every needs there is this place.

#### Agung Mosque

Mosque is the places of pray for muslim. Palopo have many mosques one of famous mosque is " Agung Mosque" every time for pray the people of around this mosque visit to jamaah pray.

In his essay found error grammatical in tenses and word order, preposition did not communication. Content stand out from theme, information is very limited and bored not organized, structure or presentation is not compelling, the writing

lacks direction with ideas detail. About mechanic found two mechanic use capitalization and punctuation error that is: Like (like,) and every (Every).

R10

Pusat Niaga Palopo (PNP) is one of market in Palopo. It is big market. so many seller there to sell. Many people can find what they need there. In there, there are some other bildings near with PNP. And everyone will go there to buy something that need.

Agung mosque is one of mosque in Palopo. This mosque always crowded because so many people go there to pray. every Sunday this mosque will be crowded because this mosque near with place that people to do car free day. This mosque also near with field and people come to field to take a sport like play football, run and others. And around mosque there is university it is Andi Jemma Univesrity.

Content in her essay is not indicating deductive and inductive paragraph, the main idea is not clear and focus, lack of logical sequencing. About grammar found some error use word order and tenses.

R11

#### THE LARGEST TRADITIONAL MARKET PUSAT NIAGA PALOPO (PNP)

Market is a shopping location, The JL. Kh. Ahmad Dahlan palopo toun named is traditional market in the palopo city, many people in the market buy something produce or shous, so many commodity salle in the market shopping senter. The market is the most important for people where They place for meet betwen cellers

and buyers, in the market, people usually sell all need like foods, cake, vegetable, all need in home.

### Agung Mosque

Agung mosque is location in Sultan Hasanuddin, wara utara. Thess mosque is big and have many trees. so everyday there are many people come to this mosque take a for pray. it not just it many people who hang out in this mosque. between mosque in the palopo mosque agung just one big in the palopo. Locations large and beautiful cool with garden and trees in the around the mosque.

On the students' essay found error grammatical that is use of simple present that use should simple past tenses and word order like have (has), who (that) , pray (praying), meet (meeting) in vocabulary found some error spelling sale (sell), senter (center), between (between). About mechanic found some error like use of capitalization and punctuation. About organization from the students is lack logical sentence and not organization. About content the students not indicate written about deductive and inductive form, the main idea stand out from the theme.

R12

### Traditional Market pusat tataniaga palopo (PNP)

PNP is the big traditional in palopo city. The location in K.H. A. Dahlan. Ammassangan . wara.palopo. in this Traditional market there are many kinds of foods, clothing, bags, etc. there are many sold cheap so many people visit to buy all needs.

## AGUNG MOSQUE

Mosque Agung is the big and the beautiful than the Islamic center mosque. the location of sultan hasanuddin street The muslim of the people usually pray on this mosque. is not that many people visit for pray the are. From every city.

In her essay is not indicate deductive and inductive paragraph, the idea is stand out from the theme. In vocabulary there is one found error word spelling. About grammar there are many error tenses and the use of order word the (it is), location of (located on), pray (praying), of (like) etc. About mechanic found some errors are the used of capital letter and punctuation. The last about organization the result of essay is fuzzy arranged sentence is not coherent.

R13

PNP Traditional market is the biggest traditional market in Palopo city. This place open everyday. At 8 am until 5 pm.

There are many things you can find on this place, such as: clothes, bags, shoes, accessories, fruits, vegetables, etc. And many facilities such as parking place, toilet, mushola etc.

The Agung Mosque not just use the people in Palopo city to take a pray, but in there we can studying, refreshing, and some people sometimes sell something to visitor. Beside that this place have beautiful garden.

The Agung mosque is located Sultan Hasanuddin street and this is the beautiful mosque in Palopo city.



In her essay indicate deductive and inductive paragraph, but her grammar is fair, there are some error found that are studying (study), use (used), have (had), pray (prayed) etc. About her mechanic is poor, many error found that are use capital letter in the middle sentence like The (the), street (Street) etc. about her organization is good, well organize, the reader can readily follow what is being said.

R14

#### The big traditional market

Pusat Niaga Palopo is the place of buy all need, like cake, food, fish, and vegetable.

#### Agung mosque

Agung mosque is the place for pray. this mosque is beautiful. many people go to the mosque for everytime for pray.

In her essay is very poor about the five component of writing, her paragraph is not indicated deductive and inductive paragraph. About grammar, found some error like used tenses and word order pray (praying), need (needs) vegetable (vegetables), etc. About her vocabulary found two error spelling word beatiful (beautiful), everytime (every time). There are found error in used punctuation.

R15

#### The big traditional markEt pusat niaga palopo (PNP)

Market is a shopping senter location in the JL.Kh Ahmad Dahlan palopo City. named is traditional market pusat niaga palopo. The marke is the most

important for people where they place for meet between sellers and buyers. in the market, people usually sell all need like food all need in home.

### Agung Mosque

Agung mosque is location in Sultan Hasanuddin, wara utara. This mosque is big and have many people come to this mosque for pray. it not just it many people who hang out on this mosque because beautiful and cool with garden and trees in around the mosque.

His content is not indicated deductive and inductive form. About vocabulary there are some found error spelling like food (foods), trees (trees), where (where). About his mechanic is poor many error found like the use of punctuation and capital letter. The used of capital letter in the middle. About grammar found some error location (located), in (on), pray (praying), food (foods). About organization, lack logical sequencing, the writing lack direction with ideas detail.

Based on the analysis in giving test from the students, the writer took conclusion about the writing, where total score in content was

### **2. Finding through Questionnaire**

In this part, the researcher gave the questionnaire to know the difficult was faced by the students in writing paragraph. This recapitulation applied purposive sampling. The result of every students score of questionnaire where shown as follows:

### Students' Score in Giving Questionnaire

No	R	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
1.	1	3	2	4	4	3	4	3	4	3	4	34
2.	2	2	3	4	3	4	4	4	4	3	4	35
3.	3	4	2	3	2	3	3	3	4	4	4	36
4.	4	4	2	3	2	3	4	4	3	4	3	32
5.	5	2	3	4	3	4	4	4	4	3	4	35
6.	6	4	2	4	4	4	3	3	3	3	3	33
7.	7	3	4	2	2	3	3	4	3	4	4	32
8.	8	4	3	2	2	4	4	3	4	3	4	33
9.	9	2	3	4	3	4	4	4	3	4	4	35
10.	10	4	2	3	2	3	3	4	3	4	3	31
11.	11	2	2	4	4	4	3	4	3	4	4	34
12.	12	4	2	3	2	4	4	4	3	4	3	33
13.	13	2	3	3	2	3	3	4	3	4	4	31
14..	14	4	2	3	2	4	4	3	3	4	3	32
15.	15	3	2	3	2	4	4	3	3	4	3	31
Total	15	47	37	49	39	54	54	54	50	55	54	497

Based on the table students' score in giving questionnaire above, each statement in the questionnaire offers three scales, the scales namely:

Agree = 4 points

Neutral = 3 points, and Disagree = 2 points.

**Table 4.7**  
**The Recapitulation of Questionnaire**

<b>Respondent</b>
-------------------

<b>Statement</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>
1	7	3	5
2	1	4	10
3	6	7	2
4	3	3	9
5	10	5	0
6	7	8	0
7	10	5	0
8	3	12	0
9	11	4	0
10	9	6	0

Based on the recapitulation above that table, the explanation about statement of the questionnaire can be seen:

**Table 4.9**  
**Questionnaire no. 1**  
**Students confusing in expressing idea**

No	Classification	Frequency	Percentage
1	Agree	7	47%
2	Neutral	3	20%
3	Disagree	5	33%
	Total	15	100%

Based on the table 4.9 from the 15 student's there was 7 students choose agree (47%), 3 students' choose neutral (20%), and 5 students' choose disagree (33%). The writer assumed the students' feel difficult in pour idea in writing.

**Table 5.0**  
**Questionnaire no. 2**  
**Difficulties in distinguishing deductive and inductive paragraph**

No	Classification	Frequency	Percentage
1	Agree	1	8%
2	Neutral	4	24%

3	Disagree	10	68%
	Total	15	100%

Based on the table 5.0 from the 15 student's there was 1 students choose agree (8%), 4 students' choose neutral (24%), and 10 students' choose disagree (68%). The writer assumed student's s not difficult in distinguishing between deductive and inductive paragraph.

**Table 5.1**

**Questionnaire no. 3**

**Difficulties in composing a sentence coherently**

No	Classification	Frequency	Percentage
1	Agree	6	40%
2	Neutral	7	47%
3	Disagree	2	13%
	Total	15	100%

Based on the table 5.1 from the 15 student's there was 6 students choose agree (40%), 7 students' choose neutral (47%), and 2 students' choose disagree (13%). The writer assumed students' students neutral in pour idea in writing. Cause in their statement most dominant choose neutral.

**Table 5.2**

**Questionnaire no. 4**

**Difficulties in finding main idea**

No	Classification	Frequency	Percentage
1	Agree	3	20%
2	Neutral	3	20%
3	Disagree	9	60%
	Total	15	100%

Based on the table 5.2 from the 15 student's there was 3 students choose agree (20%), 3 students' choose neutral (20%), and 9 students' choose disagree

(60%). The writer assumed that student's is can not to determine the main idea of paragraph.

**Table 5.3**  
**Questionnaire no. 5**  
**The students' lack of vocabulary**

No	Classification	Frequency	Percentage
1	Agree	10	67%
2	Neutral	5	33%
3	Disagree	0	0%
	Total	15	100%

Based on the table 5.3 from the 15 student's there was 10 students choose agree that is (67%), 5 students' choose neutral that is (33%), none students' choose disagree. The writer assumed the students' lack of vocabulary is hard to write paragraph.

**Table 5.4**  
**Questionnaire no. 6**  
**Difficulties in connecting sentence (Organization)**

No	Classification	Frequency	Percentage
1	Agree	7	47%
2	Neutral	8	53%
3	Disagree	0	0%
	Total	15	100%

Based on the table 5.4 from the 15 student's there was 7 students choose agree (47%), 8 students' choose neutral (53%), and none students' choose disagree. The writer assumed students' dominant choose neutral.

**Table 5.5**  
**Questionnaire no. 7**  
**Difficult in paragraph development**

No	Classification	Frequency	Percentage
1	Agree	10	67%
2	Neutral	5	33%
3	Disagree	0	0%
	Total	15	100%

Based on the table 5.5 from the 15 student's there was 10 students choose agree (70%), 5 students' choose neutral (33%), and none students' choose disagree. The writer assumed that the students' feel difficult in developing structured paragraphs as well as proper word selection.

**Table 5.6**

**Questionnaire no. 8**

**Difficulties on capital letters (mechanic)**

No	Classification	Frequency	Percentage
1	Agree	3	20%
2	Neutral	12	80%
3	Disagree	0	0%
	Total	15	100%

Based on the table 5.6 from the 15 student's there was 3 students choose agree (20%), 12 students' choose neutral (80%), and none students' choose disagree. The writer assumed that the students' the most dominant neutral.

**Table 5.7**

**Questionnaire no. 9**

**Difficulties in organizing paragraph**

No	Classification	Frequency	Percentage
1	Agree	11	73%
2	Neutral	4	27%
3	Disagree	0	0%
	Total	15	100%

Based on the table 5.7 from the 15 student's there was 11 students choose agree (73%), 4 students' choose neutral (27%), and none students'

choose disagree. The writer assumed that student's was difficulty in writing is the preparation of the framework paragraph.

**Table 5.8**  
**Questionnaire no. 10**  
**Difficulties in arranging deductive and inductive paragraph.**

No	Classification	Frequency	Percentage
1	Agree	9	60%
2	Neutral	6	40%
3	Disagree	0	0%
	Total	15	100%

Based on the table 5.8 from the 15 student's there was 9 students choose agree (60%), 6 students' choose neutral (40%), and none students' choose disagree. The writer assumed that student's was difficulty in writing of the beginning of the mind from general to special and vise verse.

The difficulties faced by the fourth semesters' students of IAIN Palopo in writing are the five components of writing that are content, organization, grammar, vocabulary, and mechanic.

### ***B. Discussion***

Based on the results of data analysis, the writer discusses the difficulties faced by the fourth semester students of IAIN Palopo in writing paragraph from the five component of writing.

*Grammar* was in the first lowest position of the test. In giving test the students' got mean score that is (12,7), where there are 14 students got fair and poor, and supported based on the result of questionnaire no.7 "difficulties in paragraph development and grammatical error" 10 students' (67%) students choose agree, and 5 students (33%) choose neutral. Many errors found in their



essay like used tenses and word order. It means the students' is difficult in writing.

*Mechanic* was the second lowest after grammar, in giving test the students' got mean score (2,8), where there are 12 students got fair and poor. Based on questionnaire no 8 (difficulties on capital letters) 3 students (20%) choose agree and 12 students (80%) choose neutral. Many students trifling consider about mechanic but, actually there are many errors found in their essay like students who write less good, the use of punctuation and capital letters are used incorrectly.

*Content* was in the third lowest position of the test. The mean score of the test obtained is (14,53). Where there are 9 (60%) students got poor, 1(8%) students got fair, 1 (8%) students got very poor, and 4 students got good score. Based on questionnaire no 10 (difficulties in arranging deductive and inductive paragraph" 9 (60%) students choose agree and 6 (40) students choose neutral. The students actually know about the deductive and inductive paragraphs themselves, it's just that they do not know how to start what to write also because of the lack of vocabulary, they have so do not show good writing even some just write a few sentences. From the results of the test there are many students who did not complete, the result of their essay writing consists of only a few sentences, while the terms of the contents of good paragraph is focuses, interesting detail, and rich.

*Vocabulary* is the fourth lowest in giving test with mean score was (12,8). Where there are 9 (60%) students got fair, poor, and very poor, and supported by the result of questionnaire the statement of number 5 about" lack of vocabulary it hard to write a paragraph" there are 10 students' (67%) choose agree. 5 students

(33%) choose neutral, none students choose disagree. It means the students have difficulties in writing paragraph.

*Organization* was last lowest position of the test only reached the mean score (10,6), where there are 4 (27%) students got good score, 11 students (73%) got fair and poor score. based on the result of the questionnaire statement no 9. “difficulties in organizing paragraph”. This happens because students have difficulty in crafting a paragraph to be coherent. Lack logical sequencing, and not communicated, transition are very weak, not organization.

In addition to the five components, there are several other difficulties found in this research, the lack of understanding or developing by the students about paragraph. It is the lack of understanding about the topic of paragraph that causes students difficult to determine the boundaries of content in essay. So, they cannot explore more their paragraph.

The other causes that affect students are confused in expressing ideas into writing, it supported by the statement from the questionnaire no. 1 “students confusing in expressing idea”. Composing sentences coherently, is supported by the questionnaire that is difficulties in composing sentence coherently and connecting one sentence to other sentence coherently. For example, the students have many ideas or concepts to be written, but they are confused how to start to write and make sentences sentence systematically. This matter supported by the opinion from H. Khotimah “Analisis Kseulitan Menulis Karangan Pada Siswa”. There are three difficulties faced by the students in writing:

Arrange essay, difficulties faced by the students in writing essay one of which is difficulty in preparing the title of essay. This can be affected by the factor of lack students' understanding theme.

Define the main idea, this can be affected by several factors among other lack of their ability in abstract thinking as well as the development of students' cognition just reach the concrete operational stage. That factors affected students' difficulties in find the idea or concept for putting into writing essay.

Develop paragraph, students faced are developing paragraphs that include students' difficulties composing sentences with the right sentences structure, as well as appropriate selection words and diction. This influence by several factors among others: their lack of fluency in issuing ideas using English, and less costumed to using English in daily communicating. That factor caused students' difficult in arranging and construct a sentence into a paragraph. Motivation of students' to write, this factors also the causes of difficulties students in writing essays<sup>79</sup>.

Writing is the most complex activity to master. This makes writing is difficult skills to learn. This happens because the process of learning, they approach the writing process where there are several steps. The writing process consists of outlining (composing paragraph framework), editing (checking the accuracy of writing), revising (checking the accuracy of the contents), and publishing.<sup>80</sup>

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79 *Op chit.* H. Khotimah. P. 20.

80 Fika Megawati, "Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif" *Jurnal Pedagogia* ISSN 2089-3833 Volume 5, No 2, P 153 website: [www.ojs.umsida.ac.id](http://www.ojs.umsida.ac.id) (accessed on 2<sup>nd</sup> jan 2018)

This is also supported by the opinion of Jack Richard where there is some writing process that is: planning, drafting, responding, revising, editing, and evaluating. The importance of the approach to do writing activities is highly recommended because it pours an idea required a process of activities that can develop ideas and improve it elements.<sup>81</sup>

In addition to these problems there are several factors that affect the problems faced by the students that are teachers have not implemented learning model which can increase students' creativity, class still dominated by the teacher, Teacher the center of attention and not motivate to the students for learn.

Motivation is also very big influence that can affect students' learning difficulties when the students have low motivation in learning, they even will not achieve the material well.

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<sup>81</sup> *Op chit.* Jack Richard. P. 25.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### ***A. Conclusions***

Based on the result of data analysis and discussion, the writer take conclusion difficulties faced by students from the five component of writing that are: grammar, the second lowest is mechanic, content was the third lowest, vocabulary was the fourth lowest, organization was last lowest position of component in writing test.

Other than to five components there are some other difficulties faced by the students' that is: The lack of understanding about topic paragraph that causes students' difficulties to determine boundaries of content in essay.

Students confused in expressing ideas into writing, composing sentence is coherently, arrange essay is one of difficulties faced by the students which preparing the title of essay.

Approach writing process where there are several steps, like outlining, editing, revising, and publishing. Learning difficulties of the students is a condition that every teacher needs to know. It is intended that there is a better learning than ever, so that the results of the student's learning to maximum. Students learning difficulties are usually evident from decline in academic performance or learning achievement. Learning difficulties can also be experienced by students who have average or normal abilities caused by certain factors that their academic performance.

### ***B. Suggestions***

Based on the result of data analysis and conclusions, the researcher gives some suggestions as follow:

1. The English lecturer should encourage students to understand more about writing paragraph.
2. The lecturer should always activate the students to learning about writing components continuously.
3. Students must be enrich their vocabulary and have a lot of reading, in order to improve their knowledge and to get more ideas. It just not for vocabulary, but the five component of writing.

4. The lecturer must provide training to the students' write more creative ways increase students' competence in school in the process of writing and improve their writing skills.
5. The lecturer should used methods that can increase activity, and give motivation to the students for study.

Finally, the researcher realizes that this thesis is still far from perfect. However, the researcher really hopes that this thesis can be meaningful for contribution for English teachers as well as students.