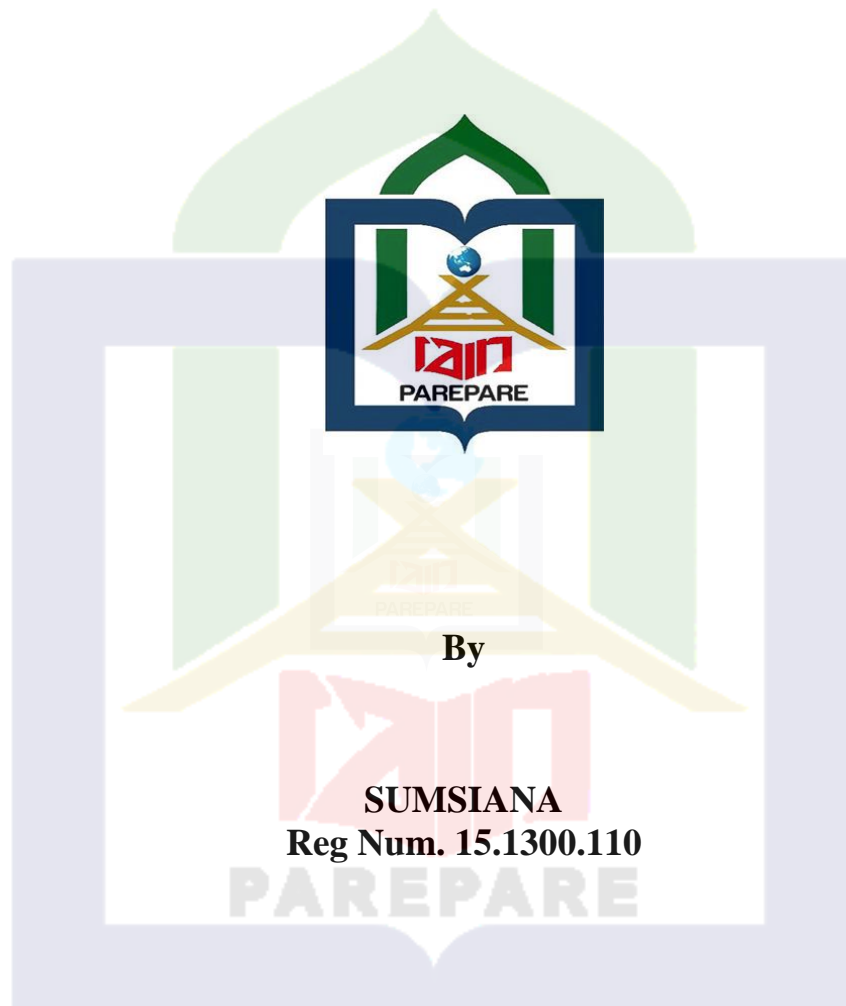


**A THESIS**  
**THE STUDENTS ABILITY IN WRITING PARAGRAPH IN**  
**SECOND SEMESTER OF ENGLISH DEPARTEMENT**  
**OF IAIN PAREPARE**



**By**

**SUMSIANA**  
**Reg Num. 15.1300.110**

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2022 M / 1443 H**

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Submitted to the English Education Program of Tarbiyah Faculty of State  
Islamic Institute of Parepare in Partial of Fulfilment of the Requirements  
Forthe Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
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**SUBMISSION PAGE**

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**Thesis**

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**English Education Program**

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**To**

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TARBIYAH FACULTY  
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Second Semester of English Departement of  
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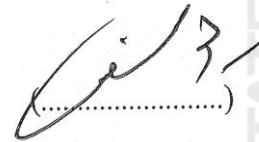
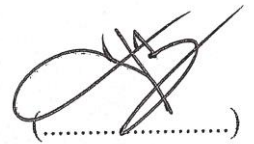
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## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ.

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express his gratefulness to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so he can finish this thesis. Salam and Salawat Strongly Agree be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that without their support and help, she could not be able to finish this “Thesis”. This opportunity, the writer would like to express very especial thanks to her beloved parents and family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Mujahidah, M.Pd. as the first consultant and Muh. Yusuf, M.Pd. as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

Another side, the writer would also deliver special thanks to:

1. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.
3. Dr. Arqam, M.Pd. as the Chairman of English Program for the fabulous serving to the students.
4. All lecturers of English program who have already taught the writer during his study in IAIN Parepare.
5. The writer also wants to express the great thanks to the lovely friends Asma Wati s.pd, Nur Aeni S.pd, Hisnairah S,pd, Nurmiati S.E, Hasnawiah S.E, Eka Novia Faradita, Ima syafitri for their patience, support, and motivation given their to finisher skripsi.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

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Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, The degree that has been gotten would be postponed.

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## ABSTRACT

**Sumsiana.** *The Students' Ability in Writing Paragraph in Second Semester of English Department of IAIN Parepare.* (Supervised by Mujahidah and Muh. Yusuf).

One of the English skills that students must acquire is writing. The students must receive sufficient writing instruction in order to acquire it. The purpose of this study was to determine the students' ability to write paragraphs in the second semester of the English department at IAIN Parepare. These practices are intended to improve students' writing and thinking skills.

The teacher and the students benefited from the study's findings because they received accurate information about their ability to write paragraph text. Purposive sampling selected 20 students as the study's samples. The quantitative design of the writing paragraph test was followed by the researcher. The method of gathering data through the use of tests.

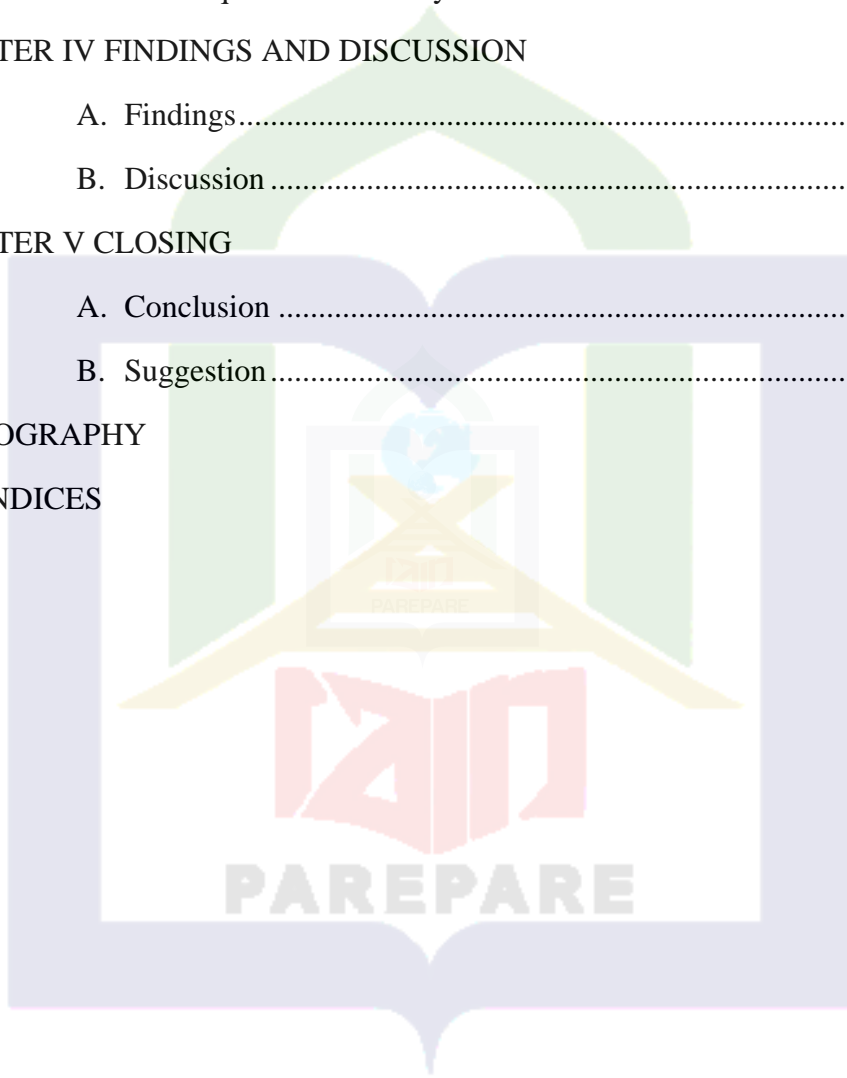
The data was analysed by using descriptive analysis showed. The result of the study that. average score for 73.84 which categorize for *good category*. The score of <39 were 0 student, it showed that, no one student who get score in <39, no one score of 40-55, score of 56-65 were 1 student which presentation of 5% , score of 66-79 were 14 student which presentation of 70% , score of 80-100 were 5 students which presentation of 25% of 100%. This result may become the valid indicator getting to the conclusion of the research.

*Keyword: Students Ability, Writing Paragraph Text*

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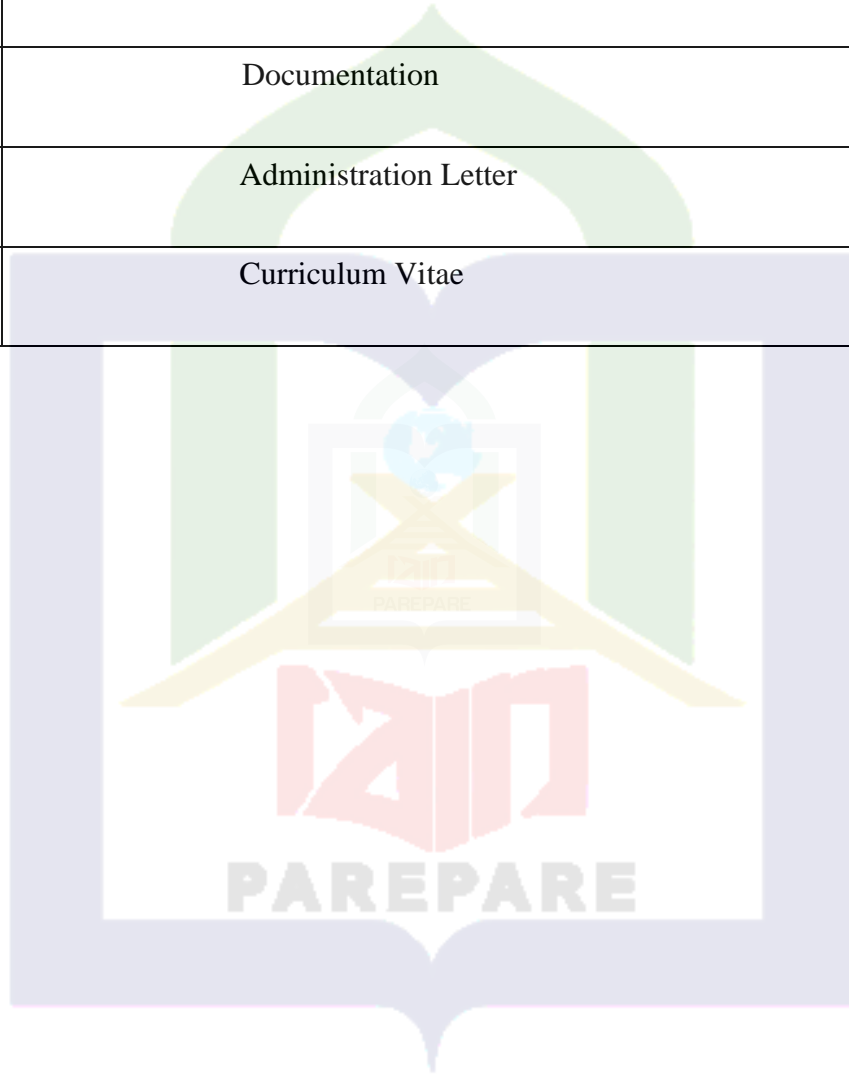
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## CHAPTER I

### INTRODUCTION

#### A. Background

English is one of the subjects that all secondary and undergraduate students must take. In addition, many schools today teach English as a second language, such as immersion, pilot project, and international schools. In some schools, the learning process is carried out in both Indonesian and English. It indicates that locals are aware of the significance of English.<sup>1</sup>

People all over the world use English because it has evolved into one of the communication bridges. English is therefore referred to as an international language. English has been declared to be the first foreign language taught in schools in Indonesia and has been included in the education curriculum. From elementary school through university, English is taught.

The ability of students to express themselves creatively through writing is the goal of writing instruction. With academic writing, particularly paragraph texts, students can interact. Students can master the general structure, features of language, vocabulary, and mechanics of paragraph writing. Students can comprehend the purpose of writing.

Writing is one of the English language's skills for expressing or conveying emotions. According to Harmer, writing is a means of expressing one's thoughts or emotions in written form. Therefore, it is essential for language learners to acquire writing skills in order to facilitate written communication. Writing is focused on the

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<sup>1</sup>Agus Rofi'i, Dwi Rukmini and Rudi Hartono. "Improving Students' Motivation In Writing Descriptive Texts By Using The Mind Mapping Technique". English Education Journal. Vol. 4 No. 2, November 2014, p.115

various types of texts, including paragraph texts, in junior high school.<sup>2</sup>

A paragraph is a collection of related sentences that develop a single central idea or topic. There are five basic components to a good paragraph: a topic, a topic sentence, supporting sentences, unity and coherence in the concluding sentence, and sufficient development.

The students' condition demonstrated numerous issues with performing writing, suggesting that students may encounter numerous issues when beginning to write, whether it be general writing or other writing. This study will determine the students' ability to write paragraphs. This issue was derived from the researcher's pre observation, which revealed that students had low proficiency in a variety of writing activities, pointing to a lack of writing in this school after a brief conversation.

Based on the problem which appear at school, the research are interested do identify the students ability in doing writing activities, the researcher try to conduct this writing skill to the paragraph text, the reason of choosing paragraph because of the students materials at second grade refers to the paragraph text.

The researcher finally conducts the research with the tittle of students' ability writing paragraph in second semester of English department of IAIN parepare.

## **B. Research Question**

Based on the background of the study above, the research try to formulate research question that how is the students' ability in writing paragraph in second semester of English department of IAIN Parepare?

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<sup>2</sup>Yusri Apriani Margaretha Turnip, Fransiska Vanny Guitara Marbun, Anita Lovita Girsang and Sri Ninta Tarigan, "*An Analysis Of Students' Ability In Writing Descriptive Texts*". Linguistics, English Education and Art (LEEAA) Journal. Vol. 3 No. 1, December 2019, p.173-174



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

The objectives of this research are to find out the students' ability in writing paragraph in second semester of English department of IAIN parepare. This research closely for surveying the students' ability after teaching writing skill.

### **D. Significance of Research**

The significance of the research is theoretically and practically.

#### **1. Theoretical Significances**

This study's findings reveal significant information about students' paragraph writing skills. It is anticipated that it will contribute to the enhancement of students' writing skills. Additionally, this study could serve as a useful resource for other researchers looking to conduct research on a similar topic.

#### **2. Practical Significances**

This research may provide teachers with a fundamental understanding of either the most effective media or how to improve students' writing skills.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Many researcher have conducted their research on the quality of summative test made by English teacher. Their findings are consecutively presented below:

1. The first study is — Zulaikah, Eka Agustina on her research An Analysis Student's Ability in Writing Paragraph of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur. This study was paragraph research. The result of this study was about the students' writing ability in paragraph was analyzed based on score classification. In this case, the highest score categorized as in good level, this result caused of the students performing on their writing activities while the lowest results categorized as average level. It can be concluded that the writing paragraph skill of the second semester of English educational program in STKIP Nurul Huda was in average level, it showed from the result of the students answer, their writing showed several error constructing on their subject, which also many error in in several rule of tenses, in other hand, students ability identified from the students result of their writing result.<sup>1</sup>
2. The Second study is — Ade Dwi Jayanti which tittle Enhancing Students Writing Ability on Paragraph by Word Order Rule at SMPN 12 Padang. The result of this study was The results of the research concluded that students' ability in writing identification was Good to Average, students' ability in writing paragraph was

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<sup>1</sup>Zulaikah, Eka Agustina , *An Analysis Student's Ability in Writing Descriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur* (a thesis: jambi university, 2015)

Fair to Poor, students' ability in language use was Very Poor, conducted from pre and posttest, students' ability in using word order was Fair to poor, and students' ability in using subject was Fair to Poor. Then students' ability in using verb form in Good to Fair. This result showed in students' ability in enhancing performing for the students after implemented word order rule. After doing pre and posttest, the students get enhancing from their writing performing. Mostly students know the basic concept of the writing while mastering word order may help them in doing any writing test.<sup>2</sup>

3. The Third study is -- Junita Siahaan is entitled "An analysis of students' ability and difficulties in writing paragraph texts". The students' writing result percentage in organization aspects is good while in fluency or structure was very good (article fair auxiliary verb fair tense good, pronoun fair, preposition poor, pluralization poor and conjunction fair Meanwhile, the students writing result percentage in the word choice aspects was good (noun fair, verb poor adverb good and adjective good) and the students' writing result percentage in mechanic was good ( spelling good, punctuation fair, and capitalization good). From the explanation above, this research concluded that the most students' problem faced in writing in organization aspects in which the percentage score was fair. It was consider as the lowest percentage level of skill. It caused very hard for the students in comprehending mechanic aspect toward their writing activities.<sup>2</sup>

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<sup>2</sup>Ade Dwi Jayanti, *Enhancing Students Writing Ability on Descriptive Text by Word Order Rule at SMPN 12 Padang* (Ejournal;Magelang, 2014)

<sup>2</sup>Siahaan J. *An Analysis of Students Abilities and Difficulties in Writing Descriptive Texts*. Indonesia University.2013

## **B. Some Pertinent Ideas**

### **1. The Concept of Writing Skill**

#### **a. Definition of Writing**

One of the English skills that students must acquire is writing. The students must receive sufficient writing instruction in order to acquire it. The purpose of these practices is to improve students' writing skills and encourage them to write well. Effective writing cannot be achieved without practice. Writing is a language skill that allows people to communicate indirectly even when they are unable to communicate face to face. Writing is an important part of the learning process because it allows writers to explore their own knowledge and what they are thinking to others, which is difficult for the majority of people.<sup>3</sup>

Students can improve their English language skills, such as grammar and vocabulary, through writing activities. Writing is an important part of any language course because of the close connection between writing and thinking. We can try to make sense of our thoughts and ideas by writing them down.

Students' vocabulary, idioms, and grammatical structure can be imposed through writing. Writing serves the following functions: to converse with a reader, to express one's thoughts without being subjected to the pressure of a face-to-face conversation, to investigate a topic, to record one's experience, and to become familiar with the rules of English written discourse (a text). According to the Raimes, writing is very helpful in our lives because it

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<sup>3</sup>Sue palmer , *How to Teach Writing Across the Curriculum ,Second Edition*, (London:: Routledge, 2011), P. 42

allows us to communicate with a reader and express our ideas. We can use writing to express everything we are thinking, feeling, or thinking about.<sup>4</sup>

b. Elements of Writing

Students must adhere to the fundamental requirements of correct grammar, punctuation, diction, and spelling in writing. Writing consists of five components: grammar, vocabulary, organization, content, mechanics, and organization

1) Organization

When writing, organization is critical. Alice Oshima and Ann Hogue say that the structure of writing is made up of three main parts. Topic sentence, supporting detail, and conclusion are included. The main idea of the paragraph is stated in the topic sentence. By providing examples, facts, statistics, and quotations, supporting detail will strengthen it. In contrast, the paragraph's conclusion provides the reader with important information to keep in mind.

2) Content

The content is comprehensive and knowledgeable. The writing must convey a message and use language that is simple, clear, and concise. More specifically, its content discusses and explains a particular subject.

3) Grammar

Grammar is a subject that we will unquestionably encounter while learning English. The structure of language is grammar. A sentence will be

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<sup>4</sup>Ade Dwi Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang". Academic Journal of English Language and Education. Vol. 3 No. 1, 2019, p.71-74

perfect if it is structured correctly. In addition to English, this structure is utilized in all languages.

#### 4) Vocabulary

In learning English, what we shouldn't ignore is vocabulary. This vocabulary is very important. Without having a lot of vocabulary, no one can communicate effectively and express ideas in oral and written form.

#### 5) Mechanics

The term "composing mechanics" refers to how words appear on paper, including how they are spelled or arranged. For instance, it is a matter of mechanics why the first word of a paragraph is usually indented.<sup>5</sup>

#### c. Types of Writing

According to H. Douglas Brown, there are three types of writing: academic writing, personal writing, and writing about one's job. Oshima and Hogue assert that academic writing is the type of writing expected in college or university settings; for instance, papers, general subject reports, essays, compositions, journals, responses to short answer tests, and technical reports like dissertations, lab reports, and so on. Second, writing about jobs is one of the types of writing that informs and persuades with facts and practical information; messages, emails, letters, memos, reports, schedules, labels, advertisements, announcements, and annuals, amongst others Thirdly, personal writing is written with personal opinions and feelings in place of facts or evidence; for instance, greeting cards, invitations, notes, calendar entries, shopping lists, reminders, financial documents, forms, questions, medical

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<sup>5</sup>Thomas S. Kane, *The Oxford Essential Guide to Writing*, (NY: Berkley, 2000), p.15

reports, immigration documents, diaries, personal journals, and responses. The researcher uses academic writing as a form of writing for this study.<sup>6</sup>

According to a different source, there are four different kinds of paragraphs: narrative paragraph, persuasive paragraph, explanatory paragraph, and recount paragraph. The following is an explanation:

- 1) The simplest and most natural form of writing is the narrative paragraph, which can be based on facts, imagination, or a combination of the two. You are not telling a story in the narrative essay; rather, you are using a story to support, demonstrate, or illustrate a clearly stated thesis.
- 2) A paragraph is a paragraph that gives the reader a "word picture" of a particular person, a particular flavor, a particular location, or the appearance of a particular object.
- 3) A persuasive paragraph is one that aims to persuade or convince other people that they ought to believe or act. In persuasive writing, your goal should be to change your reader's mind, behavior, or beliefs as well as inform them.
- 4) Explanatory paragraph An exposition paragraph, also known as an explanatory paragraph, provides readers with an explanation of something.
- 5) Text that recounts a story, action, or activity is known as recount text. Recall texts typically tell stories about things that happened in the past.<sup>7</sup>

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<sup>6</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (NY: Pearson Longman, 2004), p.219

<sup>7</sup>Christensen, J. A., *Building Writing Skill Composition*.( USA: Mc Dougal, littell and Company,1997)

There were some types of writing, are:

### 1) Narrative Writing

The most fundamental form of storytelling is narrative writing: It all comes down to sharing a character's experience. It could be a long story or a short story; It can last for a few minutes or years; It could be true or false.

Many of the most common elements of storytelling are utilized in narrative writing, including the plot, character, setting, conflict, emotion, and the core message you want to convey. You can also use tried-and-true story archetypes or narrative structures, such as the hero's journey, coming-of-age, and rags-to-riches, to shape your writing.

### 2) Descriptive writing

Descriptive writing is about more than just making your story pretty. “Great description accomplishes four things. It immerses the reader and gives them a ‘felt experience.’ It also establishes, enhances, or changes the tone of the story. It can compel the reader forward into the story, especially if you include something that’s surprising or unexpected into your description. It can give the reader a sense of the internal state of your character.”

### 3) Persuasive writing

Making your point is the most important part of persuasive writing. The objective is to thoughtfully express your opinion or, even better, to actually persuade the reader of a point of view or idea. Persuasive writing is the way to go if you want to convince people to take action for a cause or take a strong stance on a topic.



#### 4) Expository writing

The purpose of expository writing is to provide information or an explanation of a subject. The reader will simply learn something from the text.

The goal of expository writing should be to answer a reader's questions about a topic: Consider the standard "who, what, why, when, and how" questions. You want to make sure that everything is laid out clearly and that no jargon or overly technical language is used that could make people confused. If you want your expository writing to be as useful as possible, try approaching it from a beginner's perspective.

#### 5) Creative writing

Writing that deviates from the aforementioned styles or even unexpectedly combines them is considered creative writing. The real objective of creative writing is to discover novel approaches to storytelling that can awe and awe readers.<sup>8</sup>

#### d. Criteria of Good Writing

There is no easy method for learning to write here. There is no one-size-fits-all method, shortcut, or set of tricks. It is not necessary to learn a few skills or memorize rules. Writing well is difficult for the simple reason that writing well requires clear thinking. And it's never easy to think clearly. All good writing starts with clear thinking. It doesn't matter if you want to write poetry, fiction, news reports, articles for magazines, essays, or sermons. What sets one

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<sup>8</sup> Discover Online Classes in Writing, "The Types of Writing ," (Access on February 24<sup>th</sup>2022).

type of writing apart from another is less important than what is shared by all good writing.

What is it that requires clear thought in order for us to write well? Sadly, there is no straightforward solution to this. However, for the time being, we may attempt to narrow the considerations down to three broad categories, according to Robert Louis Stevenson. They might be defined in terms of various aspects of writing:

#### 1) The Medium

A writer writes in a language—the substance, in a sense—through which he exerts his force and conveys his thoughts and emotions. A writer must adhere to certain rules and usages in order to use this language to its fullest potential or, in some cases, to be understood at all. Grammar, for instance, is a component of the medium itself. Another aspect is rhythm, which may have a significant impact on the reader even if he is unaware of it. Beyond the bare dictionary definitions of each word, diction the qualities of those words is another aspect. This book will cover these and other related topics, but for the time being, all that matters is that we recognize them as representing aspects of the medium—language itself.

#### 2) The subject

A writer discusses something in their work. The something could be his own emotions, such as love or hate, or it could also be the aerodynamics theory. However, in both instances, he has a subject that is distinct from all other potential subjects.

In some ways, the treatment will be determined by the subject's characteristics. For instance, if a writer wants to explain a process, such as how to run a physics experiment or build a log cabin, he will need to arrange his material with some reference to the process's chronological order. If he is trying to explain why he loves or hates someone, he probably will focus on character traits that don't need to be tied to time; As a result, his order of the information may not have been chronological but rather in terms of importance levels.

Additionally, differences in diction may be dictated by the subject. For instance, if the author is attempting to explain the steps involved in a physics experiment, his language will be dry, technical, and precise.

### 3) The Occasion

Thirdly, a writer writes about a unique event or circumstance. We could say that this situation has three fundamental components: the writer's motivation, the reader's character, and the author-reader relationship.<sup>9</sup>

An expert identifies four characteristics of a good paragraph: unity, completeness, order, and coherence. These characteristics will be discussed below:

#### 1) Unity

Unity indicates that the subject of the paragraph is the focus of each sentence. If every sentence develops a single central idea, a paragraph is cohesive. If the main idea of a paragraph is not developed or supported, the paragraph lacks unity. To put it another way, unity indicates that each and every sentence directly supports the topic sentence.

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<sup>9</sup>Cleanth Brooks and Robert Penn Warren, *Fundamentals of Good Writing*, (NY: Harcourt, Brace and Company, 1950), p.1-3

## 2) Completeness

The development of the paragraph is adequate. As a result, the writer needs to convey the main idea to the reader in sufficient detail. A complete paragraph conveys the truth to the reader and provides sufficient information.

## 3) Order in paragraph

It can be accomplished by arranging the paragraph's information in a desired order. The topic of a paragraph, the purpose of the writing, the writer's preference, and other factors influence its order.

## 4) Coherence

Coherence signifies adhesion. A paragraph's coherence can be achieved by linking sentences together. In order for ideas to stick together, each sentence should be closely related to the previous one. Coherence also indicates that the paragraph's information is well-organized, logically arranged, and simple to follow.<sup>10</sup>

Karl states that there are some characteristic of good writing material.

They were:

- 6) The focus of the material ought to be learning rather than teaching. They should concentrate on assisting students in the creation of their own learning strategies.
- 7) The content should be original. In order to keep students' attention on the material they are learning, they should provide stimulating activities.

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<sup>10</sup>Lindholm, Peter, *The Elements of Writing*. (New York: Me Milan Publishing Co. Inc.1983)

- 8) They should be related to the interests of the student. In addition, the material should include a variety of text and activity types to pique the student's interest in writing.
- 9) The content ought to be task-based. They should use deliberate tastes to inspire students to learn and demonstrate the value of writing.
- 10) The material should be useful. They ought to handle communication in real life.<sup>11</sup>

b. The process

We will want to involve students in the writing process when they are writing. This typically entails planning what we are going to write, drafting it, reviewing and editing what we have written, and finally producing a satisfactory final version in the "real world."

1) Planning

The process of planning what they will write is called planning. They try to decide what they want to say before beginning to write or type. Writers must consider three main issues when planning. They must first think about the purpose of their writing because it will affect, among other things, the kinds of text they want to write, the language they use, and the information they choose to include. Second, experienced writers consider the audience they are writing for, as this will influence not only the structure of their writing (such as how paragraphs are organized, how they are laid out, etc.), but also the choice of language, such as whether

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<sup>11</sup> Kartl, *Creative Classroom Activities* (Washington, D.C: Unites State Information agency, 1995), p. 155.

the tone is formal or informal. Thirdly, authors must take into account how the place's content is organized—how to best arrange the information, ideas, or arguments they have chosen to include.

2) Drafting

It refers to the initial draft of a piece of writing. Most of the time, this first "go" at a text is done with the idea that it will be changed later. During the editing stage of the writing process, a number of drafts may be created before the final version is created.

3) Editing (reflecting and revising)

After completing a draft, authors typically read their work to determine which parts work and which do not. It's possible that the information's order is unclear. It's possible that something is written in a way that is unclear or confusing. Then, they might change the order of the paragraphs or write a new introduction. For a particular sentence, they might use words in a different way. Before focusing on specific features like grammatical accuracy and individual word usage, more skilled writers typically focus on issues of overall structure and general meaning. The final two are crucial and frequently come into play later in the process.

4) Final Version

Writers produce their final version after editing their draft and making any adjustments they deem necessary. Due to changes made during the editing process, this may look very different from the original plan and the first draft. Even when they believe they have completed their draft,

they may find themselves revising or rereading it after changing their mind.<sup>12</sup>

d. Measuring of Writing

In order to produce good writing, a writer must complete certain tasks. Jacobs in Laras used five components to measure writing tests in the profile of writing:

1) Content

It is difficult to measure written product content. He uses a few descriptors to make it easy for the teacher or evaluator to count it: knowledgeable, substantial, relevant to the assigned topic, and through the development of the thesis

2) Organization

There are six descriptions in the organization that must be written well. They convey ideas with ease, are succinct, well-organized, follow logical sequence, and are cohesive.

3) Vocabulary

For their writing to be good, good writers need to expand their vocabulary. However, without selecting the appropriate vocabulary for the text, it is insufficient. Jacob breaks down vocabulary into four categories: sophisticated range, effective word/idiom selection and application, mastery of word form, and appropriate register.

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<sup>12</sup> Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 4

#### 4) Language Use

In writing evaluation, the language used consists of eight descriptors, just like the vocabulary; agreement, tenses, number, word order/function, effective complex constructions, articles, pronouns, and prepositions

#### 5) Mechanics

The spelling, punctuation, capitalization, paragraphing, and handwriting of a written product are all referred to as mechanics. In the profile of composition, it is just as fundamental to the evaluation.

Brown also explains that there are numerous types of writing, including

- 1) Content with a thesis statement; related concepts; creation of concepts through personal experience, illustration, and opinion based on facts; use of description, correlation, and contrast and contrast; constant attention.
- 2) An arrangement that ensures the effectiveness of the introduction; a logical order of things; conclusion; adequate in length
- 3) Speech that includes topic sentences; unified paragraphs; transitions; discourse indicators; cohesion; the rules of rhetoric; reference; fluency; economy; variation.
- 4) Syntax, vocabulary, and mechanics—spelling, punctuation, citing sources, and appearance—are the remaining categories.

#### c. The Effective Writing

According to Langan, to effective in writing, you should through four steps:



### 1) Make a point

Making a point is the first step in writing effectively. The typically appears in the paragraph's first sentence. The main idea of your paragraph, also known as the topic sentence, is contained in the point. If you ensure that each detail supports your topic sentence, your paragraph will flow together. Keep in mind that a topic sentence is an overall statement. The sentences that come after it specifically back up the genus's claim.

### 2) Back up your point

After making a point, you should back it up with a specific justification, example, and other details that can explain and expand on it. Your readers will be able to "see," "hear," and "feel" your supporting details more effectively the more specific and precise they are.

### 3) Organize the support

The first step is to learn the transition words, or signal words. Words and phrases that show how one idea is related to another are called transitions. Your readers will be able to follow your thoughts as they are organized and connected thanks to them. There are two common ways to organize support in a paragraph: listing order and time order.

A list of two or more reasons, examples, or details is called listing order. The most interesting item should be placed at the end because some readers will remember the last thing they read, which helps the author organize the supporting evidence. The following are some examples of transition words that indicate listing order: one, for example, first,

second, third, next, also, another, in addition, next, furthermore, furthermore, and finally.

Time order refers to the supporting details that describe the sequence in which events occurred. A series of directions tell the story. The time relationships are illustrated by the following examples: first, next, as, before, during, soon, after, now, later, while, frequently, then, until,

4) Write error-free sentences

Your sentence will be clear and well written if you use proper spelling and grammar, punctuation, and usage. However, you should never keep all of that information in your head. To ensure that their writing is correct, even the best writers must use reference materials. Therefore, keep a good dictionary and grammar handbook close at hand when you write your papers.

However, generally speaking, you should save them for after you have effectively written down your ideas. As you write paragraphs, you will notice that you make a lot of mistakes with your sentences. Simply ignore them until you reach a subsequent draft of your paper, at which point you will have enough time to make the necessary adjustments.<sup>13</sup>

Therefore, effective writing requires four steps. Knowing how to write well can make it easier for the writer to write and help them write a good essay.

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<sup>13</sup> John Langan, *Exploring Writing: Sentence and Paragraph* (New York: McGraw-Hill Companies, 2010), p. 47.

## 2. The Concept of Paragraph

### a. Definition of Paragraph

The following definition provides a definition for the concept paragraph. According to Oshim in Kuswandi, a paragraph is a collection of related statements that a writer develops regarding a topic. The topic's specific point or idea is stated in the first sentence.<sup>14</sup>

The remainder of the paragraph's sentence supports that idea or point. In Kuswandi, Tatang uses paragraph support, which states that a paragraph is a three-part piece of writing. The topic sentence, which outlines the paragraph's main ideas, is the first part. The supporting sentences in the second section help to develop the topic sentence by providing examples, justifications, and facts. The concluding sentence in the third section summarizes or restates the paragraph's ideas.

A paragraph is a collection of related sentences that develop one central idea or topic. There are five basic components to a good paragraph: a topic, a topic sentence, supporting sentences, unity and coherence in the concluding sentence, and sufficient development.

A text in which a writer tries to visualize what he is describing is called a paragraph text. The term "description" is used to describe a specific thing, location, or individual. The text in a paragraph stands out significantly from other types of text. The text in a paragraph is the text that describes something. The author of a description uses a careful selection of detail to create a word picture of people, places, things, and emotions in order to impress the reader. According to the preceding explanation, paragraph writing is a type of writing that includes a description,

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<sup>14</sup> Kuswandi. *Writing Narrative Paragraph*. (FBS. UNM. 2000)

characteristics, and definition of an object, person, or thing. Then, the text of the paragraph typically uses the simple present tense. The instructor must increase the level of interest in teaching and learning paragraph text.<sup>15</sup>

The following are typical features of paragraph text: Utilize adverbs and adjectives first. Second, think of it in terms of comparison—something is like something. Third, make use of the students' five senses—taste, smell, appearance, and sound.<sup>16</sup>

A type of writing known as paragraph text includes a description, characteristics, and definition of an item or thing. Writing paragraphs also requires conveying emotions and describing places, things, and objects. Based on the results of their writing tests, the researcher will describe the students' ability to write paragraph text in this case.

The paragraph text describes something so that the reader or listener can experience it in the same way as the author did using his or her six senses: appearance, odor, sensation, behavior, taste, and sound. The location is the subject of the writing in this instance. Students must fulfill the five writing components of paragraph text: developing ideas, organizing ideas, grammar, vocabulary, and mechanics.

The term "description" is used to describe a specific thing, location, or individual. A paragraph text is one in which the author tries to visualize what he is saying. The paragraph text describes something so that the reader or listener can

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<sup>15</sup>John Algeo. *The Origins and Development of The English Language, Sixth Edition* (Wadsworth Cengage Learning, USA, 2010) p.4

<sup>16</sup>Christensen, J. A., *Building Writing Skill Composition*. ( USA: Mc Dougal, littell and Company, 1997)

experience it in the same way as the author did using his or her six senses: appearance, odor, sensation, behavior, taste, and sound Another assertion that the text of a paragraph is intended to provide the reader with information regarding the visual description of an object; about how something appears. The text of a paragraph is organized schematically into two parts: Description and Identification Paragraph text has distinct linguistic characteristics in addition to schematic structure.<sup>17</sup>

It stated that one of the fundamental functions of any language system and one of the first skills that emergent language users learn to control are genres of describing. In addition, they stated that descriptions enable the organization or categorization of an almost infinite variety of experiences, observations, and interactions into a system that either orders them objectively or subjectively, depending on the writer's intent or learning area.<sup>18</sup>

The researcher came to the conclusion from the preceding explanation that paragraph text is text that depicts a person, thing, or location so that readers can imagine what the person or thing looks like in the writing. In addition, the reader is able to visualize a face's size, color, and other characteristics. Text in paragraphs can be used to identify individuals, places, or things. In addition, its language features distinguish it from other types. The identification and description of a thing, location, or individual in the present tense make up paragraph text.

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<sup>17</sup>Caroll, R. T. *Students Success Guide – ParagraphText* [Accessed 18th March 2015]Available from World, (1990)

<sup>18</sup> Djuharie, O. S. *Genre Dilengkapi 700 SoalUjiPemahaman*.CV. YRAMA WIDYA2007.)

## b. Character of Good Paragraph

The paragraph text differs from other texts in its generic structure. The generic structure of paragraph text is made up of two main parts. Identification and description are the two. It states that "the paragraph text contains two components: first, recognition; identifies the phenomenon and description that need to be described; describes components, characteristics, and qualities. The identification is typically stated in the first paragraph, while the description is typically stated in the subsequent paragraph. There are three parts to the description: the region's components, its quality, and its characteristic features.

A text's generic structure is present. The general structure of a text varies from genre to genre. When writing a paragraph text, there are some generic structures that must be taken into consideration. Identification and description are the two parts of paragraph text that make up the generic structure. The most common structures are:

### *Identification*

identifies the phenomenon that will be discussed. It consists of one brief paragraph or sentence. The audience is introduced to the topic of the description in this section. It provides the audience with brief details regarding the subject's when, where, and what.

### *Description*

Describes parts, qualities, characteristics. It is consist from one or several short paragraphs depend on need.

Based on that explanation above, the researcher concludes that the generic structure of paragraph text consist of two parts. The generic structure of paragraph text consists of identification and description. Identification is

about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.<sup>19</sup>

### 1) Topic

What the paragraph is about or talks about is called a topic. Typically, a topic sentence is used to express this topic. As a result, a topic sentence introduces your writing. A strong topic sentence focuses on a single controlling idea, limiting or controlling the aspect of the topic you're writing about and announcing it.

### 2) Supporting Sentence

In the controlling idea, what you say about your topic is developed in supporting sentences. You can say more about your topic in the controlling idea by using a focused controlling idea in the topic sentence. Producing supporting sentences that are pertinent to the controlling idea in the topic sentence and creating a cohesive paragraph is made easier when you use a focused controlling idea in the topic sentence.<sup>20</sup>

A single main idea, stated in the topic sentence or, more specifically, in the controlling idea, is the focus of a cohesive paragraph. A good paragraph should also be coherent and cohesive. A paragraph is coherent if it flows naturally from one sentence to the next.

### 3) Concluding Sentence

Because they are both general statements, the concluding sentence and the topic sentence are similar. However, the general statement that serves as the topic

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<sup>19</sup>Alves, R. A. *Process Writing. MA Applied Linguistic, Module 5 Assignment*. Centre of English Language Studied; The University of Birmingham. 2008.

<sup>20</sup>Kasbalah and Sulistiyano. *Writing in English*. (FKIP UNISMUH Makassar,2010)

sentence for the paragraph is typically the first sentence. Although it is the last sentence and concludes the paragraph, the concluding sentence is also a general statement.<sup>21</sup> The reader is brought back to the topic sentence by the concluding sentence. In fact, the concluding sentence can be written in a different way than the topic sentence. You can use any one of the following strategies when writing a concluding sentence. a Use a variety of words to describe the topic sentence. Copy more than just the topic sentence.

#### 4) Unity

Unity is the degree to which a paragraph's ideas "hang together" in a way that makes them easy for the reader to understand. A new paragraph should be written whenever the author shifts to a new idea that conflicts with the paragraph's topic sentence.<sup>22</sup>

Unity is important because it makes it easier for the reader to follow the writer's ideas. The reader can anticipate that each paragraph will only address one primary subject: This tells the reader that the author is moving on to a new subject each time a new paragraph begins.

#### 5) Coherence

A paragraph's flow of ideas is referred to as coherence when they are easily understood by the reader. Unity and coherence are therefore closely linked. Confusion frequently occurs when a writer changes the main ideas or topics within a paragraph. A writer must demonstrate how each paragraph's ideas

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<sup>21</sup> Atry. *Improving Students' Writing Skill to Write Sentence by Using Picture*. (UNISMUH Makassar, 2009)

<sup>22</sup> Jayanti. *Writing Paragraph through Brain Based Learning Strategy* (FKIP UNISMUH Makassar, 2010)



relate to the main topic in order to achieve coherence.

That possesses a variety of characteristics. The writer must be aware of the text's intended characteristics prior to writing. A few things are typical of paragraph text, including the following:

- a. First is using the present tense. Simple present tense says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact/ to express the habitual or everyday activity. There are only two forms of simple present tense by adding “-s” or “-es”. The third person singular form created simply by adding “-s” almost in all verbs but the rest, it needs to add “-es” or changing the ending a little. For examples: go, eat, fly etc.
- b. Second is using of variety of adjective that are describing, numbering, classifying (two strong legs, sharp white fang, etc).
- c. Third is using relative verbs to inform about subject (my mom is really cool, it has very thick fur, etc). Fourth is using action verb (sit, sleep, etc).
- d. Fifth is using figurative language. The figurative language is used to sign comparison, such as metaphor, simile, hyperbola, etc. For example: let the girls as white as chalk. Another characteristic of paragraph text is using thinking verbs and feeling verbs. It is for giving information about subject. For examples: police believe the suspect is armed, I think it is a clever animal, etc. paragraph text is also focus on specific participants (my mother, Tina’s doll, my pet, etc).

- e. Then, it is using paragraph words in provide detail information about the subject (far from my home).
- f. The last characteristic is using the phrase object to provide detail information about the subject (an antique table under a landscape painting).<sup>23</sup>

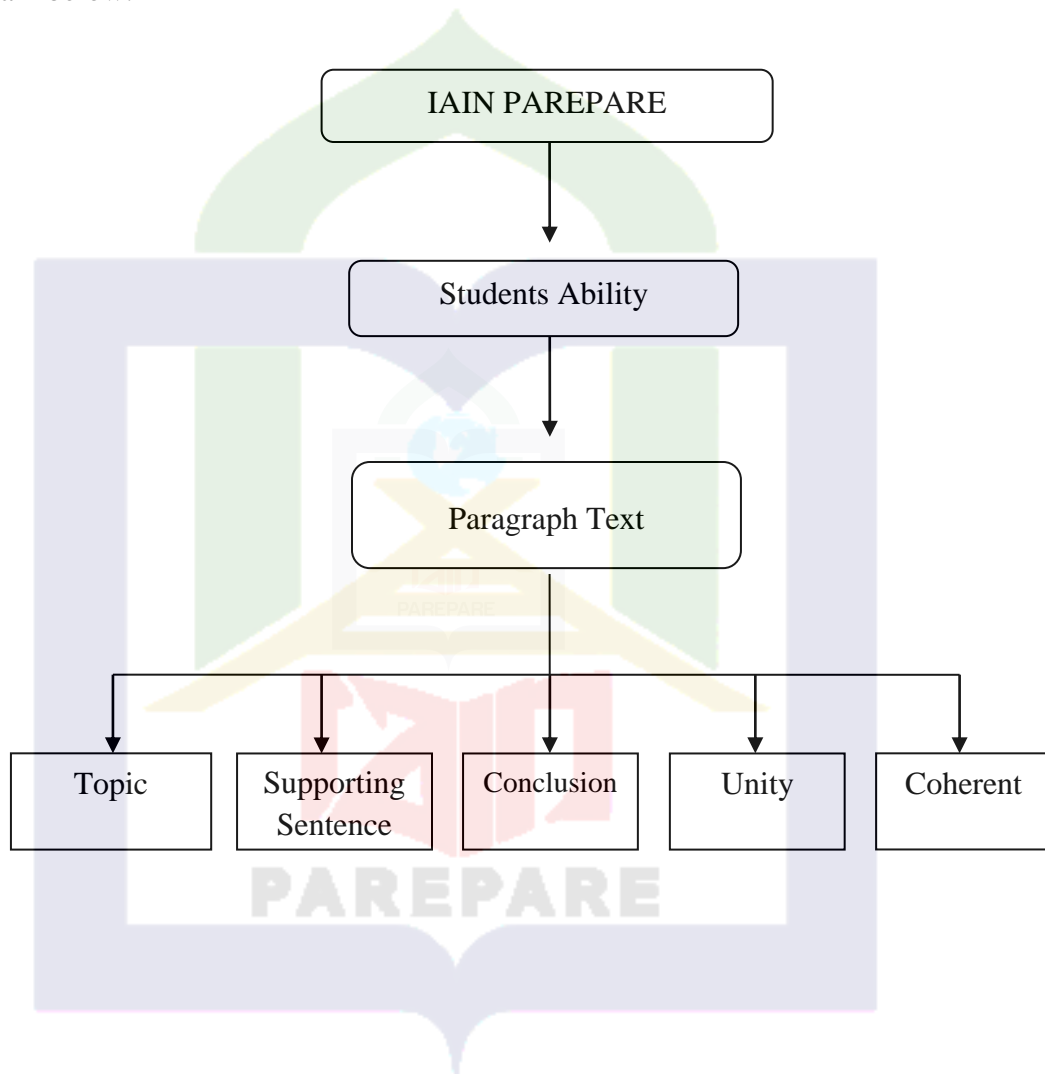


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<sup>23</sup>Sharples, M. *How We Write; Writing as Creative Design*. London: Routledge. (1999).

### C. Conceptual Framework

The main focus of this research is the students' ability in writing paragraph. The researchers design the conceptual framework of this research by showing diagram below:



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

This study used a quantitative approach based on the paragraph method, which was based on the idea of the previous chapter's research. The researcher was able to gather more in-depth data using this approach in order to obtain an answer to the research question. This technique is used to identify the phenomenon in research data by identifying a number or graphic..<sup>26</sup>

#### B. Location and Time

The researcher used the researcher in, in this research, This research spend around 45 days including of data analysis.

#### C. Population and Sample

##### 1. Population

Population is the entire research object. In this research the population is the Entire of English Department.

##### 2. Sample

The researcher will choose some students of second semester of English Department at IAIN Parepare. As the sample, it used simple purposive sampling in order to get sample. Purposive sampling mean that each population has an equal probability of being sample, in this research, the researcher choosen only 20 student of the sample.

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<sup>26</sup>Setiadi, Ag, B, *Metode Penulisan untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

#### D. Instrument of the Research

The writer used test for an instrument. The writer asked the students to write some paragraph text. This instrument tested the students for their ability in writing paragraph text, the instrument is a tool for having proper data from the respondent as subject of the research, the data reflected of every aspect which mention in previous term.

#### E. Technique of Data Analysis

In order to give clear explanation, the researcher explained the data analysis technique in separating based on the problem statement:

##### a. Paragraph Analysis

The researcher applied the process of analyzing data as follow:

- 1) Scoring the students answer based on the regulation of the curriculum, in this case, the researcher has noted all the students' score after testing.
- 2) Finding out the mean score used the following formula:

$$\text{Score}(x) = \frac{\sum xi}{N}$$

Where:

X : Mean

$\sum xi$  : Total Score

N : Total Number of Sample<sup>27</sup>

- 3) Finding out the percentage used the following formula:

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<sup>27</sup>Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta:Bumi Aksara. 2010),p.298

$$P = \frac{F}{N} \times 100\%$$

P = The Percentage

F = Frequency of the percentage is being calculated

N = Number of cases

4) The criteria of students' ability referred to the table below:

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	<39 <sup>28</sup>

<sup>28</sup>Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta:Bumi Aksara. 2010),p.298

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The paragraph text became the primary focus of this research, which was carried out in the second semester of the English department at IAIN Parepare. The researcher administered a test to the students and then asked them to respond by writing some of the paragraph guide using the instrument of the research.

The researcher focused on several aspects, including the topic, supporting sentence, conclusion, unity, and coherence, in this research. The text referred to the object, which featured a number of important people and animals.

The research findings are the result of data collected from the instrument spreading by the researcher, which referred to the research question that is formulated in the first chapter. All of the aspects that can be seen on the result of the students' writing over the test have been shown, and the researcher has finally shown the data of the students' ability to write a paragraph. This result also shows the English Department's data processing of the students' ability to write a paragraph. The reading test that was given to the students was a writing test. The students were asked to write a paragraph based on the idea of the research. According to the theory, this research used paragraph quantitative research, which is the process of answering the research question. Paragraph research is a research method that aims to provide a systematic and careful with the actual facts and the nature of a certain population with the goal of solving the actual problems that are currently being faced and collecting data or information that can be arranged, described, and

The writing test, administered face-to-face to the students in class, provided an answer to the research question. The selection of the research: The purpose of this study is to determine the writing skills of students. The following information about the students' paragraph writing skills was uncovered by the researcher:

No	Students	Final Score
1	A S	70,00
2	AR	71.33
3	BE	70.33
4	D A	78.00
5	G A	80.83
6	M L	73.00
7	M F	64.67
8	M P	71.33
9	M R	80.00
10	M R	85.33
11	MU	67.83
12	MU S	71.33



13	DIAN	<b>70.33</b>
14	FA	<b>70.00</b>
15	FAT	<b>67.83</b>
16	GAB	<b>71.33</b>
17	GIT	<b>70.33</b>
18	IMA	<b>85.00</b>
19	MUH	<b>85.00</b>
20	MUHA	<b>73.00</b>
Average		<b>73.84</b>
Maximum		<b>85.33</b>
Minimum		<b>64.67</b>

The researcher conducted the score based on the students' performance in writing activities, which was 37.83, delivering on the instrument of the research. There were 20 students who all took the test for the purpose of the research. The result of the writing score is shown above.

The test was shown to the students by the researcher, who then demonstrated that the students were comfortable answering the test based on their writing ability. This instrument contained valid data, which can also be seen in the proper data in the appendix. It referred to the five aspects in writing paragraph.

The accumulation of the score classification can be seen below:

Semester	<39		40-55		56-65		66-79		80-100	
	f	%	F	%	F	%	F	%	F	%
Second	0	0%	0	0%	1	5%	14	70%	5	25%
Data (N)	20 Students									

Based on the table above. The accumulation above were the score accumulation based on the theory of students category of their writing ability after conducting the writing test, it showed that:

1. The score of <39 were 0 student, it showed that, no student who get score in <39.
2. The score of 40-55 were 0 student which presentation of 0% of 100%.
3. The score of 56-65 were 1 student which presentation of 5% of 100%.
4. The score of 66-79 were 14 student which presentation of 70% of 100%.
5. The score of 80-100 were 5 students which presentation of 25% of 100%.

The data above can be explained for the category of the result of the data getting from the test writing spreading from the students. The category of the students can be seen below:

No	Semester	Students Result			Category
		Mean	Maximum	Minimum	
1	Second	73.84	85.33	64.67	

Based on the data above, the result of the students score may be seen on the category of the result, the data showed in average score for 73.84 which categorize for *Good Category*. This result may become the valid indicator before getting to the conclusion of the research.

The criteria of students' ability will refer to the table below:

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	<39 <sup>29</sup>

The explanation above was from the result which gotten from the instrument, the instruments used in this research was writing test, this instrument purpose to know the students' abilities in writing paragraf text. This writing test used by the researcher already fulfills to be valid data for this quantitative research.

<sup>29</sup>Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta:Bumi Aksara. 2010),p.298

## B. Discussion

Based on the findings and the researcher's argumentation after analyzing the data in the findings, this term presents the data discussion that refers to the findings above.

The research question posed in the first chapter, which inquired about the students' abilities to compose paragraph text, is answered in this section.

First, the researchers talk about writing, which is one of the English skills that students need to learn. The students must receive sufficient writing instruction in order to acquire it. The purpose of these practices is to improve students' writing skills and encourage them to write well. Effective writing cannot be achieved without practice. This study's indicator focused on the following factors: specifically the language feature, which explains that the indicator of paragraph text is the language feature. The language features include the use of action verbs, the use of adjectives, and the use of the simple present tense.

It showed that only several students was 66-79, even it dominant, in fact, not dominant score determine the result data in one research cases. While, many students really showed middle text, it fact some of the students describe the picture by gret design of writing performance.

Sometimes the students used certain vocabulary specially for verb for singular subject. The researcher assumed that "*subjects and verbs of sentence must be agreed in number.*" Unfortunately, many students do not know how to differentiate between a singular subject and a plural subject in writing a paragraph.

The majority of students, according to their writing, comprehend the paragraph's supporting sentences, which the researcher found. Additionally, it demonstrated to the paragraph support that a paragraph consists of three main sections. The topic sentence that introduces the paragraph's main ideas is in the first section, and the supporting sentences in the second section provide examples, justifications, and facts to support the topic sentence. The concluding sentence in the third section summarizes or restates the paragraph's ideas.

The researcher also looked at vocabulary, which is a sign of paragraph text. The majority of students had inadequate English vocabulary, according to the description of their writing abilities. In this section, a lot of students write English paragraph text using general vocabulary. We are aware that comprehension of the text requires vocabulary. In connection with this theory, many students lack vocabulary. Even in their writing, they use some Indonesian. As a result, it may be difficult to comprehend the written text.

Students occasionally employ vocabulary that is unrelated to the subject at hand, which further states that vocabulary is the understanding of words and their meanings, as well as defines vocabulary as the ability to comprehend a word's meaning in addition to its definition. In fact, a lot of students use vocabulary that doesn't fit the situation. As a result, the text's information is lost to the reader. Therefore, it is essential for students to increase their English vocabulary in order to develop their ideas and write good writing that readers can easily comprehend.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion showed in average score for 73.84 which categorize for *good category*. The score of <39 were 0 student, it showed that, no student who get score in <39, score of 40-55 were 0 student which presentation of 0% , score of 56-65 were 1 student which presentation of 5% , score of 66-79 were 14 student which presentation of 70% , score of 80-100 were 5 students which presentation of 25% of 100%. This result may become the valid indicator getting to the conclusion of the research.

#### B. Suggestion

Researchers offer two ideas for the teacher and researchers based on the research and discussion. The following is a description of these points:

1. In order to achieve positive outcomes for the students, it is recommended that English teachers provide more in-depth and precise explanations of the paragraph's structure and grammatical characteristics.
2. It is suggested that English teachers give their students more writing practice, particularly when they are writing English paragraphs, by employing an interesting strategy related to the students' ability to develop their ideas.
3. It is suggested that English teachers encourage students to develop topic-related concepts. As a result, the students will be able to develop those concepts into compelling writing.

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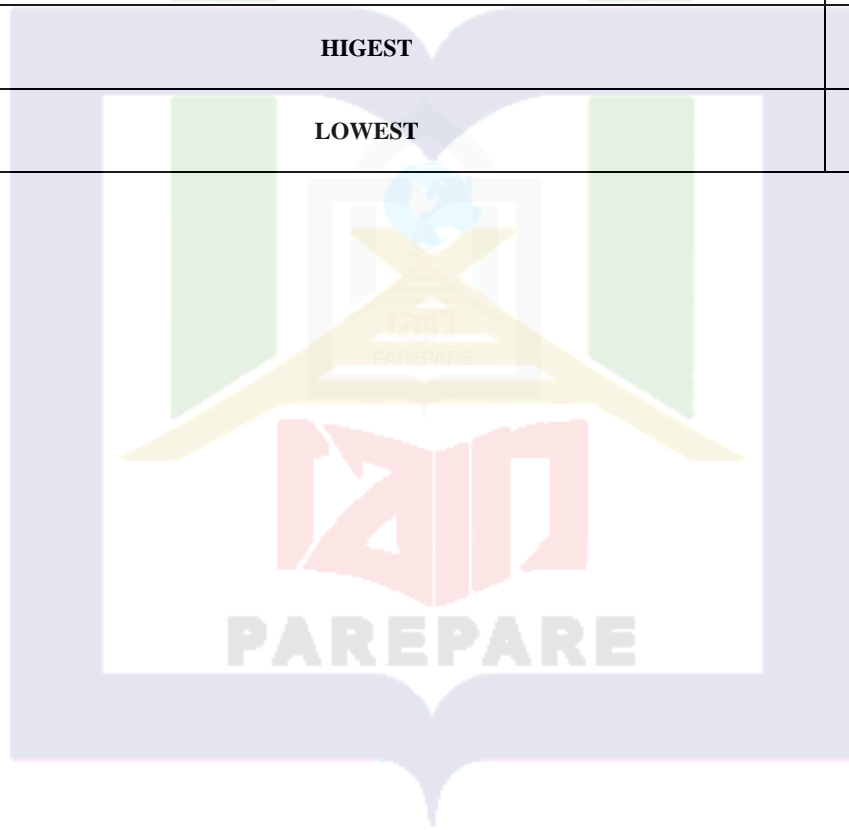
# APPENDICES



Appendix 1 : Instrument form

No	Nama Siswa	Aspek Penilaian					Nilai Akhir
		1	2	3	4	5	
1	ARDELIA SURYA	40	50	40	70	30	<b>70,00</b>
2	ARIYANTI	40	50	40	70	30	<b>71.33</b>
3	BESSE SUCI RAHMADANI	61	74	40	74	50	<b>70.33</b>
4	DICKY ANDRI	50	40	40	40	40	<b>78.00</b>
5	GALUH ANUGRAH PRATAMA	68	68	68	68	40	<b>80.83</b>
6	MAISARA LESTARI	70	70	50	70	68	<b>73.00</b>
7	MUHAMMAD FAHRIL RAMADHAN	50	50	69	40	50	<b>64.67</b>
8	MUHAMMAD PAREL AL FATILAH	82	82	70	40	69	<b>71.33</b>
9	MUHAMMAD RAFLI IRSAN	80	78	48	68	70	<b>80.00</b>
10	MUHAMMAD RAIHAN AMIR	75	62	74	50	48	<b>85.33</b>
11	MUHAMMAD REIHAN	70	81	40	69	60	<b>67.83</b>
12	MUHAMMAD SYAHRUL	75	80	68	70	75	<b>71.33</b>
13	DIAN SRI ANNISA	60	75	70	48	60	<b>70.33</b>
14	FADHIL FAWWAZAKY	83	81	50	40	83	<b>70.00</b>
15	FATIHA NUR FAUZIAH	83	83	74	68	83	<b>67.83</b>

16	GABRIEL AURORA IMAMAT LEO	70	80	40	70	70	<b>71.33</b>
17	GITA ZERLINDAH APRILIA	70	80	68	50	70	<b>70.33</b>
18	IMAMUL ABDULLAH MIQDAM	78	62	70	82	78	<b>85.00</b>
19	MUH. FARRAS NAUFAL AYATULLAH	75	76	50	78	75	<b>85.00</b>
20	MUHAMMAD ABIZAR MEWAR	80	60	82	80	46	<b>73.00</b>
<b>AVERAGE</b>							<b>73.84</b>
<b>HIGEST</b>							<b>85.33</b>
<b>LOWEST</b>							<b>64.67</b>



## Appendix 2 : Documentation Form

19

No. \_\_\_\_\_  
Date \_\_\_\_\_

ANNISA AHMAD / 2120203808202022

WILD ANIMALS

Crocodiles and lions are examples of wild animals. Crocodiles are thought to be the wild animals responsible for most of the animal attack deaths in Africa, according to the Food and Agricultural Organization (FAO). While concrete figures are difficult to record, it is estimated that crocodiles cause about 1.000 deaths per year.

This wild animal, dubbed "the king of the jungle", records a death rate that varies from year to year. Study found that since 1990, lions have killed 563 people in Tanzania with an average death rate of around 22 per year. Deaths related to lion attacks outside Tanzania are possible, but hard to come up with concrete figures.

Jokowi & B.J. Habibie

Ir. H. Joko Widodo, or known as Jokowi, is the President of Indonesia who has been in office since October 20, 2019. Jokowi became the first Indonesian President in history who did not come from an Indonesian political elite or military background. He was elected with Vice President Muhammad Jusuf Kalla and was re-elected with Vice President Ma'ruf Amin in the 2019 Presidential Election. Jokowi was born in Mulyono, 21 June 1961 (age 61) Surakarta. His wife is Iriana. He has 3 children, they are Gibran Rakabuming Raka, Kahiyang Ayu, and Kaesang Pangarep.

Bacharuddin Jusuf Habibie was an Indonesian engineer and politician who was the third president of Indonesia from 1998 to 1999. He was born on the 21 June 1936 in Parepare, South Sulawesi. He died on 11 September 2019 (aged 83) in Jakarta caused heart failure. His wife was Hasri Anun Besari, she died on 2010. He has 2 children, they are Ilham & Thareq

15

Date.

No.

## 1. Animals

Today, I would like to describe about crocodile and lion. Crocodile and lion is a wild animal. But, the different abt between lion and crocodile is lion life on the land and the crocodile can live on land and water (amphib), but, e both of them have a equally. Both of them is are Apex predator ( top level of predator). Although it sounds powerful and dangerous, animals crocodile and lion that use have an important function in its ecosystem where they live. do they stay. both of them are ~~are~~ carnivores, where they only eat meat. The most significant difference between them is that the crocodiles reproduce by laying eggs and the lions reproduce by giving birth.

## 2. Indonesian figures

Jokowi and Habibie is a famous figure in Indonesia. Both of them have served as president. But, the difference of them is are ~~are~~ Habibie is the third president of Indonesia <sup>and</sup> ~~the~~ served at 1998, and Jokowi is the seven president of Indonesia <sup>and</sup> ~~had~~ served at 2019 until now.

Nama: Fitriani

Nim : 2120203800203027.

3

No

Date

It's a wild animal. It's big. It has a sharp teeth. It's a reptile. It has a long and big tail. It has hard skin. Some times it lives in the river. It's a carnivore. It can eat big animal, like lion, crocodile or another at once.

~~Joko~~ Joko Widodo or people can call him by Jokowi, was born on June 21st 1961 in Surakarta. He has 3 children. They are Keating Pangarep, Kahyang Ayu, and Gibran Rakabuming Raka.

Jokowi is thin. He has brown skin, short hair and tall body. He looks friendly because he often keeps smile to everybody near him. Jokowi is an Indonesian politician. He is the Governor of capital city of Indonesia, Jakarta 2012-2017. His politician career begins since he joined ~~PKD~~ PDIP

**BJ-HABIBIE.** Bachrudin Jusuf Habibie, is more commonly known simply as Rudy Habibie or BJ Habibie, was the third President of Indonesia, holding office from 1998 to 1999. He was born on June, 29, 1936 in Pare-pare (South Sulawesi). Habibie studied at Bandung Institute of Technology, then. In 1995 Habibie was given scholarship by ministry of education and culture to study aircraft construction engineering in Aachen, Germany.

10

No.

Date

NAMA : ANDI MAGFIRAH

## Descriptive Text

Animal


Crocodiles are one of the most ferocious reptiles. It can live on land or in water. These are called amphibians. Crocodiles are carnivores and animals that reproduce by laying eggs. The lion is a wild animal too. It was nicknamed the king of the jungle because of his savagery. It is one of the animals that also belongs to the group of carnivores. Lions reproduce by giving birth, unlike crocodiles which reproduce by laying eggs. A crocodile has a long tail and a long mouth. Its teeth are also large and sharp. A lion has thick fur around the circle of its head, which is shaped like a mane. The shape of the lion almost similar to the cat, but the size of the lion is larger than the cat. The lion's nose is also similar to that of a cat's, but the lion's nose is a bit big.

President

Mr. Habibie, whose real name is B.J. Habibie is the third president in Indonesia. He was born in Parepare, South Sulawesi, Indonesia. He is smart and has innovative ideas. He is also the one who poured the idea to make an airplane. As for Mr. Jokowi, whose full name is Joko Widodo, who is the current president of Indonesia, he is also a wise man.

failure. His wife was Hanan...

Appendix 3 Administration form

  
**KEPUTUSAN  
DEKAN FAKULTAS TARBİYAH  
NOMOR : 1330 TAHUN 2022  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBİYAH**

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;  
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;  
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;  
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;  
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;  
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;  
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;  
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;  
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

**MEMUTUSKAN**

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUTE AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**


Kesatu : Menunjuk saudara; 1. Mujahidah, M.Pd.  
2. Muh. Yusuf, M.Pd.  
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :  
Nama : Sumsiana  
NIM : 15.1300.110  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Students' Ability in Writing Paragraph at MAN Parepare

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 29 Maret 2022

  
*[Signature]*  
Dekan Fakultas Tarbiyah





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp. (0421) 21307 Fax: 24404  
PO Box 909 Parepare 91100, website: [www.iainparepare.ac.id](http://www.iainparepare.ac.id), email: [mail@iainparepare.ac.id](mailto:mail@iainparepare.ac.id)

Nomor : B. 2295/In.39.5.1/PP.00.9/07/2022  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,  
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Sumsiana  
Tempat/Tgl. Lahir : Tomemba, 17 Agustus 1996  
NIM : 15.1300.110  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : XIV (Empat Belas)  
Alamat : Tassokko, Kec. Karossa, Kab. Mamuju Tengah

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "The Students Ability In Writing Paragraph In Second Semester Of English Departement Of IAIN Parepare". Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 01 Juli 2022


Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SRN IP0000594



**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id*

---

**REKOMENDASI PENELITIAN**  
 Nomor : 596/IP/DPM-PTSP/8/2022

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
 NAMA : SUMSIANA

UNIVERSITAS/ LEMBAGA : INSTITUT AGAMA ISLAM NEGERI (IAIN)  
 Jurusan : PENDIDIKAN BAHASA INGGRIS  
 ALAMAT : TOMEMBA, KEC. KAROSSA, KABUPATEN MAMUJU TENGAH  
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : THE STUDENTS ABILITY IN WRITING PARAGRAPH IN SECOND SEMESTER OF ENGLISH DEPARTMENT OF IAIN PAREPARE


LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN)

LAMA PENELITIAN : 29 Juni 2022 s.d 29 Juli 2022

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: Parepare  
 Pada Tanggal : 29 juni 2022

KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU  
 KOTA PAREPARE






Hj. ST. RAHMAH AMIR, ST, MM  
 Pangkat : Pembina (II/a)  
 NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

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• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1  
 Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah  
 • Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSE  
 • Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)

#### KETENTUAN PEMEGANG IZIN PENELITIAN

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati Ketentuan Peraturan Perundang -undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasil penelitian kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare) dalam bentuk Softcopy (PDF) yang dikirim melalui email : [litbangbappedaparepare@gmail.com](mailto:litbangbappedaparepare@gmail.com).
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Lembar Kedua Izin Penelitian





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

SURAT KETERANGAN TELAH MENELITI  
NOMOR : B.4140/In.39.5.1/PP.00.9/10/2022

Yang bertanda tangan di bawah ini,

Nama : Bahtiar, M.A  
NIP : 19720505 199803 1 004  
Pangkat/Golongan : Pembina / IV a  
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan,  
Kelembagaan dan Kerjasama  
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Sumsiana  
NIM : 15.1300.110  
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris  
Alamat : Tomemba, Kec. Karossa, Kabupaten Mamuju Tengah

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juli 2022 sampai dengan bulan Agustus 2022, dengan judul penelitian "The Students Ability In Writing Paragraph In Second Semester Of English Department Of IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 04 Oktober 2022

Wakil Dekan I,



## CURRICULUM VITAE



**SUMSIANA**, She the write was born on August 17<sup>th</sup> 1996 in Tomemba South Sulawesi from the couple KUSNO and SABANNUR. She has two brother name is Kurniawan, Nukrawan, and she has three sister name is Susanti, Nur Susianti and Lusiana. She is the fourth child in his family. She began her study in Elementary school at SD IMP Kalia graduated on (2003-2009). In the same year continued her study in SMP Negeri 2 Karossa on (2009-2012). After that, she registered as a student in SMA Negeri 2 Karossa (2012-2015). And then, she countinues her study on 2015 at State Islamic Institute (IAIN) Parepare. During she studies in IAIN Parepare she actives in Ikatan Dakwah Wal

Irsyad (IMDI) In 2016-2019, she has completed his skripsi in the title “ *The Students Abilily In Paragraph In Second Semester of English Departement of IAIN Parepare*”.

