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RESEARCH ARTICLE

THE STUDY OF STUDENT PARAGRAPH DEVELOPMENT AT SHIPBUILDING INSTITUTE OF POLYTECHNIC SURABAYA BY ENGAGING CONTROLLING IDEA IN WRITING PROCESS

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Abstract

Building a single paragraph needs techniques and strategies in order to arrange the ideas in a clear and logical order. This research aimed to gain the ideas development created by polytechnic students in building the paragraph for their writing process. This study was descriptive qualitative supported by the quantitative data to find out the ways how the students developed the ideas and arranged them in a good single paragraph. There were 24 students who were taken as the objects of research. The data were collected by purposive random sampling to get the qualitative data and the textual analysis was used to get the deeper interpretation of the data. The result showed that the students developed the single paragraph by stating the topic sentence in the beginning of their writing completed by the part of speech with adjective(70,8%) to control the ideas. It could be concluded that engaging the controlling idea in a topic sentence could make the students develop the ideas easily. Hopefully, this research could portrait the phenomenon which was useful for the lecturer to choose the effective strategies based on the students' need in the skill of writing.

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Introduction:-

Writing is the skill which needs the complex capabilities to do. Students need a guidance to develop their ideas in order to make a good unity. The ideas which are written could be arranged in a clear and logical way. However, many students did not have any ideas to put in their writing. After getting the topic which was given by the lecturer, they need a technique to gather ideas and put them systematically in a good unity even in coherence writing. This study investigated on the students' writings on the ideas development created by Students in shipbuilding institute of Polytechnic Surabaya. One of the topics which the students learn is about describing object referring the genre of descriptive text.

Descriptive text is a text which has the purpose to describe the objects or things, places, people in details. The students must have the capabilities to understand the vocabularies related to the object they want to write and grammar to arrange word by word properly in order to make the reader understand easily. The basic step which the students did was writing a good sentence. Then, the related sentences could be gained in making a good single paragraph. When the students could write a good single paragraph, it could be well developed into an essay which became three paragraphs long as the part in united ideas of short writing (Zemach & Rumisek. 2003). Finally, a descriptive text in the form of essay could be created by them.

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This study was only limited to the paragraph development. The researcher wanted to find out the students' ways to develop the ideas in a good single paragraph. It covers the component of topic sentence, supporting sentences and concluding sentence in order to make them go to the upper level capabilities in creating an essay.

Review of Related Literature:-

Writing a single paragraph

Writing a single paragraph is difficult for the students who do not have a common sense in writing process especially when the texts must be written in English. They do not only need the ideas but also to gain more vocabularies to express. Additionally, the sentence patterns are also suitable to deliver it. Then, the ideas must be arranged clearly by the students (Patricia et al, 2001).

Students could not write sentences freely. They must select the ideas referring to the ordered topics. Then, they formulate it to the statement called the topic sentence. This topic sentence gives the limitation of ideas for supporting sentences. Students could not write any topic except the topic which has been stated in controlling ideas. When it has been set properly, all ideas in supporting sentences could be accommodated by the topic sentence limited by controlling ideas inside. The last component of a paragraph is concluding idea. It could be done by restating the topic sentence or giving comments to the topic sentence. Wolf et al (2006) mentioned that when the texts could be well arranged chronologically, the reader is easy to comprehend the contents of text, such of the text really has a good unity and coherence.

Creating a single paragraph needs some steps to be categorized as a good one. All ideas referring to the topic and supporting ideas could give more explanations to the topic sentence. Then, concluding sentence could be added then. The last step which could be done is by reviewing all texts and revising the texts by doing a proofread or editing the texts.

Gathering ideas

Gathering ideas is the step which could be done after knowing the ordered topic. This step involves various ways to be done by the students such as main mapping, free writing, or making a list of ideas referring to the topic.

Topic is the subject what the piece of writing is about. It is usually the thing which is thought in a long period of time before going to the next steps. Students usually need discussion to determine the proper topic sentence with friends even their lecturer or teacher. One of good ways to formulate the topic sentence is by gathering ideas (Syarief et al. 2009). Then, they select the ideas which are not too broad or narrow to state it as a topic sentence completed by giving a strong controlling idea inside.

Although gathering ideas could be done by doing a main mapping, brainstorming, making outline or list of ideas, even free writing or notes, it needs a filter to determine a strong topic sentence in order to make the students easy to write. Some ideas only could be gathered to formulate the topic sentence. They could not use all ideas in their mind otherwise the topic sentence will come out of the ordered topic. Controlling idea which could be gained by choosing a proper adjective helps the student finding ideas to write supporting sentences.

Writing a descriptive text

A descriptive text becomes the materials which are learnt by polytechnic students. It is given in the beginning of period because they will get the ways how to describe the object, place, things, or people in their environmental works. This text is different with the report text.

A descriptive text is a text used to describe anything objectively. It only happens in a specific condition which means that its description could not be generalized. Reporting text is general descriptions to the objects, phenomenon, or condition which could be generalized and compared to others. They will have the same condition. For example, if the students write about welding process to the specific materials by using the certain filler, they write a report text because that condition will be the same compared to other welding process. If the students describe about the results of welding process, that phenomenon could be written in a descriptive text because the results of welding process could not be generalized each others. The results are different.

Writing a descriptive text gives more detail information to the certain object reflecting the condition at that time (Koski et al, 2016). It brings various ideas which is developed by students or authors subjectively. On the other

hand, According to the Oshima et al (1991) stated that the report text is a text which is used to report the condition or process objectively. Both of the texts are really different in functions and the way of author delivers the ideas.

Materials and Research Method:-

A descriptive qualitative was used in this study supported by quantitative data gained by questionnaires to explore the role of controlling idea in students' writing process. Design of qualitative is used to portrait the natural phenomenon to the real condition (Ary, et al.1990). Additionally, Questionnaires were used to know the students' understanding about the definition of paragraph and topic sentence. Those components become the essential to the next step in writing process. Paragraph is a group of related sentences. That concept has been explained by the teacher by giving the example about the related sentences referring to the single topic. Before asking to write, the students got the examples of paragraph development involving complete components. They were topic sentence, supporting sentences, and concluding sentence. The teacher or lecturer explained why the ideas which were written in paragraph must be related each others. Moreover, the teacher gave the steps how to gather ideas through brain storming, main mapping, free writing, or making a list of ideas. Deductive and Inductive paragraph development was given as well to the students. Then, teacher or lecturer delivered the questions to the students by calling one of names in the classroom in order to know whether the students remembered what they had learnt about paragraph development. After that, they were asked to write about a descriptive text in the form of single paragraph by giving the picture and its specification. The last step which was done by the teacher was giving the difference between descriptive text and reporting text because both of the texts were different in purpose. Moreover, the ideas which were written by students would be well selected based on the genre of texts. After writing process was over, the researcher analyzed their writing by textual analysis to gain the students' paragraph development especially in engaging the controlling idea in their topic sentence. Titscher et al (2000) stated that textual analysis was used to gain the contextual meaning based on the used texts in delivering ideas.

Result and Discussion of Study:-

The result was gained that the students wrote the topic sentence as the beginning step of writing process. The topic sentence which was written by the student was based on their experiences. Then, they selected the word categorized as adjective in its part of speech to be located in the topic sentence. After formulating the topic sentence referring to the ordered topic, they developed other components such as supporting sentences and concluding one. The data which was obtained as follows;

Starting from the topic sentence, then they made a supporting sentence and ended with a concluding sentence in the end of paragraph

The data above meant that the student formulated the topic sentence first and the next steps were writing supporting sentences and concluding sentence. Other information was found in other data as follows;

I wrote what was on my mind first, to determine the topic sentence in the paragraph. Next, add word by word to make a paragraph. In the paragraph I will add several point sentences that I have learned in Mr Rikat's class like support sentence and concluding sentence

The data showed that the student stated the topic sentence to develop the paragraph although the idea came from his mind naturally in the beginning of his writing process. The researcher got the different information showing the different technique done the student as follows;

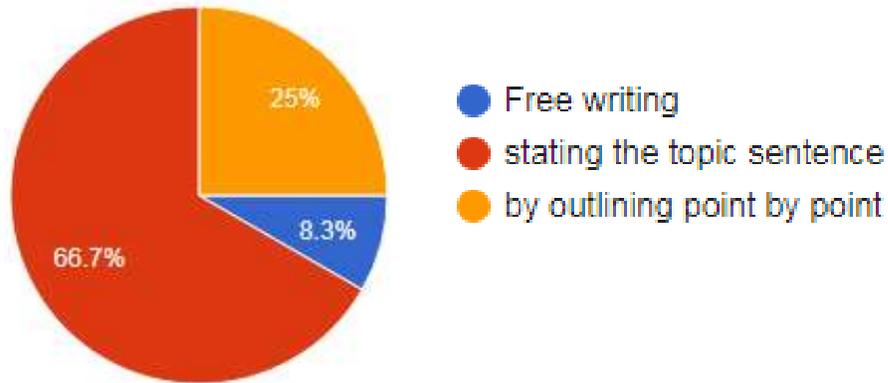
Read the text in its entirety and read its contents, Determining the Main Idea, Making Supporting Sentences, Develop an Outline and Summarize.

The data above meant that the student developed the ideas by free writing. Then, she reviewed and determining the information which was the most general statement to be written as the topic sentence through outlining and summarizing the whole ideas in her free writing process. Other data mentioned that she had to look at the real object and gained a good feeling to write. The data could be shown as follows;

I determine the topic sentence first. After that, I determined the controlling idea as the opening sentence. After that I wrote support sentences and finally wrote concluding sentences. When writing a

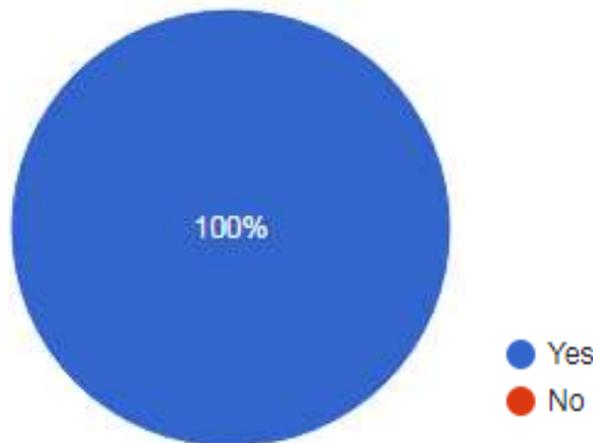
paragraph it is important to write down what I feel when I see an object. So it helps me write paragraphs more easily. The most important thing is to ensure that the paragraphs from start to finish discuss the same topic and are not taken out of context.

Based on the obtained data of Paragraph Development above, it showed that the students felt easy to develop a paragraph by deductive way and gaining more knowledge related to the ordered topic. They were aware to the function of controlling idea in a topic sentence to give the limitation of the whole ideas expressed in supporting sentences even in writing the concluding sentence by restating the topic sentence or giving comments to it. The following data showed that 66,7 % students chose to state topic sentence to be developed by deductive way.



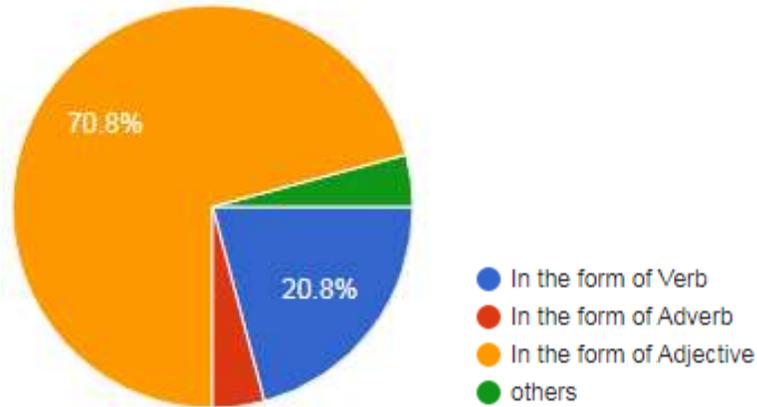
Students chose to develop a paragraph by conducting an outline as well before writing to the ordered topic with the percentage 25 %. The rest of percentage by 8.3 % was conducted by free writing. Based on the questionnaire, the researcher found the data that the students understood what topic sentence and controlling idea are including their functions in a paragraph development as well. It could be seen from the following data.

Understanding definition and its function about topic sentence and controlling idea



Based on the pie diagram above, it showed that all students had understood the definition of topic sentence. While conducting learning process, the teacher asked the questions to the students individually to make sure that the students could understand about the topic sentence, controlling ideas and their functions in developing a single paragraph. The last pie chart was found in this research was about the way which the student chose to develop a single paragraph. The data could be displayed as follows;

Describing on usage of part of speech to be set in controlling idea



Student used adjective to formulate the topic sentence as the controlling idea by 70,8% percentage of 24 students in the classroom. They used it because that part of speech could be easily gained to accommodate all ideas. Other students by 20.8 percentages chose the verb to control all ideas in a single paragraph. Others used the adverb or other part of speech to state the controlling idea in the part of topic sentence in their writing.

Conclusion:-

This study discussed on the process of single paragraph development which became the real phenomenon occurred in teaching and learning process by textual analysis on students' writing. By looking at the results of research, it could be withdrawn a conclusion that students were really aware to the role of topic sentence in paragraph development especially the role of controlling ideas to give the limitation the whole ideas. Although the scope of this text is descriptive text, but it could give the illustration to the real phenomenon in teaching and learning process in producing an English texts for the students in Shipbuilding Institute of Polytechnic Surabaya. Hopefully this study could give a useful contribution for the teachers and lecturers while teaching a writing skill.

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