An Analysis Of Coherence And Unity In Writing Descriptive Paragraph

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Abstract

This research examined about coherence and unity of the students' writing descriptive paragraph at Grade VIII in SMP Negeri 2 Pematangsiantar. The problem of the research is : How are the students' coherence and unity in writing descriptive paragraph at grade VIII of SMP Negeri Pematangsiantar. This research was designed as qualitative research in which the data was analyzed inductively. The researcher used one class to analyze their writing. The data was taken from writing essay from the students in Eight-9 class. The students are grade VIII at SMP Negeri 2 Pematangsiantar as the subject of this research. The result of this research showed that there are still many students' writing that do not contain coherence and unity, they are: coherence and unity or advance criteria are 6 students, intermediate 9 students, Basic criteria are 6 students, Beginner criteria are 4. By seeing the research findings, the researcher concluded that the ability of the students in writing descriptive paragraph is still did not able to writing with coherence and unity.

Keywords: Writing, Descriptive, Coherence, Unity

Abstrak

Penelitian ini mengkaji tentang kemampuan siswa dalam menulis paragraf deskriptif yang mengandung koherensi dan kesatuan di kelas VIII di SMP Negeri 2 Pematangsiantar. Permasalahan penelitian ini adalah : Bagaimana koherensi dan kesatuan tulisan siswa dalam paragraf deskriptif di kelas VIII SMP Negeri Pematangsiantar. Penelitian ini dirancang sebagai penelitian kualitatif yang datanya dianalisis secara induktif. Peneliti menggunakan satu kelas untuk menganalisis tulisan mereka. Data diambil dari penulisan esai dari siswa di kelas Delapan-9. Siswa kelas VIII SMP Negeri 2 Pematangsiantar dijadikan subjek penelitian ini. Hasil penelitian menunjukkan bahwa masih banyak tulisan siswa yang tidak mengandung koherensi dan kesatuan, yaitu: kriteria koherensi dan kesatuan atau tingkat lanjut sebanyak 6 siswa, kriteria menengah sebanyak 9 siswa, kriteria Dasar sebanyak 6 siswa, kriteria Pemula sebanyak 4 orang. Dengan melihat temuan penelitian, penulis menyimpulkan bahwa kemampuan siswa dalam menulis paragraf deskriptif masih belum mampu menulis dengan koherensi dan kesatuan.

Kata kunci: Tulisan, Deskripsi, Koherensi, Kesatuan

INTRODUCTION

Writing is an activity of delivering information to the readers by the researcher in a written form. The information that is delivered is commonly arrange in a paragraph or text. A researcher usually writes and arranges her/his ideas in a good paragraph or text in order to make the readers understand about what the researcher means. According to Rass (2001: 30)" Writing is a difficult skill for native speakers and non-native speakers; because researchers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization. Writing is thinking process, because writing is a process of

putting ideas down on paper to transform thought into words and give them structure and coherent organization.

The researcher focused on writing descriptive paragraph, A description paragraph explain how someone or something looks or feels. A process paragraph explains how something is done . A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. As you read the model paragraph, notice how the description moves from the bottom of the stairway to the top.

According to John Langan (2009: 47) "To write an effective paragraph, you should begin by making a point and then go on to support that point with specific evidence. Finally, end your paper with a sentence that rounds off the paragraph and provides a sense of completion."Then, they state there are three major structural parts in paragraph

Topic Sentence

This part contains with a problem or issue that will be discussed in the paragraph. Dorothy and Carlos (2005: 21) state that "Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph." Topic sentence tells the main idea of paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the researcher and the reader. The researcher can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it.

Supporting Sentences

It is used to develop and support the topic sentence. Usually, supporting sentences contain with reasons, facts, examples or statistics in explaining the topic. Lopez and Dequilla define that "a paragraph has Unity when every sentences in the paragraph works toward developing a single idea." Supporting ideas develop the paragraph by adding more Information. In other words, if the paragraph connects the sentences each other to discuss only one topic, it will create and appear the unity naturally in the paragraph. So, the researchers should make the appropriate supporting details to support the topic sentence in order to appear and get the unity in the paragraph.

The researcher is interested to analyze and focus on students' difficulties in writing descriptive paragraph such as developing their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately. There are two generic structures of descriptive writing: identification and description. Identification is a part of text where the students could identify the phenomenon while description is the part where the students are able to describe parts, qualities and characteristics. In writing a

descriptive text, the students often found some difficulties although their teachers to write it have guided them.

Example of descriptive paragraph:

Favorite Place

My favorite place to relax is a small café down the street from where I live. This café is on small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window as a small window box with brightly colored flowers. There is a small wooden door that opens into the café, and as you go in, you can see a dozen small tables all around the room. Even though it isn't a big place, its size makes it very cozy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favorite café.

(Taken by Zemach and Rumisek)

This paragraph is about descriptive paragraph. The first sentence describes about *identification* and the all of the others sentences is describe about *description* and also this paragraph has one idea, every sentence has unity so that the reader eis asy to understand about this paragraph.

In composing a good paragraph, unity and coherence are two main parts that should be there inside it. Unity means the paragraph has one topic to be discussed and then it is developed by good supporting details. According to Oshima and Hogue (1991: 29), every good paragraph has unity, which means that in each paragraph, only one main topic is discussed. It means that coherence and unity in a paragraph will be showed when the paragraph only talks about one single idea and every sentence will best develop the paragraph's main idea. After that, the supporting sentences of the paragraph should support the topic sentence directly.

Coherence

Coherence in writing is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text unified and coherent, the reader can easily understand the main point. It determines that the sentences connect in a logical order and they work together to develop the main idea is the paragraph. Thus, the researcher concludes that coherence is a logical arrangement of the sentences in making a paragraph. The sentences must be connected each other to build the coherence in the paragraph. Each sentence should flow smoothly into the next one. It shows that the connection of the sentences in a paragraph should be connected logically in order to avoid the jumping of ideas. A good transition words or conjunctions should support between one sentence and the next. So, the coherence of the paragraph can be achieved. Coherence makes the paragraph easily understandable to

a reader. You can help create coherence in your paragraphs by connecting one sentence to another using:

1. Parallel constructions

2. Pronouns

3. Synonyms

4. Repetition of key words

5. Transitional words

6. Systematic sentence organization: from general to specific, from specific to general, order of importance, chronological order, space order, steps, cause – effect, comparison and contrasts. So, the coherence can be achieved in the paragraph or text.

Unity

Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence. According to Oshima and Hogue, every good paragraph has unity, which means that in each paragraph; only one main topic is discuss. There are several factors in unity :

1. Develop a paragraph around a major idea. Express this idea in the topic sentence.

2. Make the relationship between the main idea of the paragraph and the thesis of the paper clear.

3. Support the main idea of the paragraph with details.

4. Create separate paragraphs for those details that explore your topic from different perspectives.

5. Eliminate sentences that do not support the main idea. Alternately, you may revise the main idea to include those sentences.

For the topic sentence, researcher could discuss only two benefits of studying abroad. It could not discuss three benefits, or start discussing the disadvantages of studying abroad. If researcher did it, the paragraph would not have unity. Even if there is no specific topic sentence (more advanced researchers do not always have an obvious topic sentence), the paragraph should still have one central topic area so it retains unity. You achieve unity by discussing only one idea in a paragraph and always staying on the topic in your supporting sentences.

[Example 2] paragraph for unity and coherence

The Human Body

The human body is a wonderful piece of work that nature has created. It is not beautiful like the body of a butterfly or peacock but it is shaped practically. It can do many types of work which other animals cannot. It is not strong like the body of a tiger. But in place of physical strength it has a big and sharp brain. By using this brain the human physique has been able to overcome many of its limitations. By sitting in an aero plane it flies faster than a kite, by riding a motorcycle it travels faster

than a leopard, and by firing a machine gun it fights much better than a tiger. In spite of all this, the human body suffers from many diseases because it has a weakness for habits such as smoking, drinking and overeating. When it is healthy the body can give great pleasure but when it is sick it can cause great pain. The wise man would always keep his body fit because a healthy mind can work only in a healthy body. (Taken by http://www.englishindo.com/2011/06/paragraph-unity-penjelasan-dan-contoh.html#ixzz4elhnuCxS)

The first sentence states the **Topic Sentence** of the paragraph and claims the superiority of the human body over the rest of the creation. It enables the reader to expect the **Supporting sentences** in the paragraph that explain and illustrate the qualities and attributes of the human body. The second, third, fourth, fifth, sixth, and seventh sentences compare, contrast, elucidate and justify the main idea or topic sentence. They establish the main theme with logical explanations and transitions. They create a graphic picture in the minds of the reader with suitable and appropriate language expressions. In brief, they develop the main idea of the paragraph. The eighth and the ninth sentences interpret and analyze the limitations of the human body and prove the strength of the topic sentence. They, further, lead the main idea into a **concluding sentence**. Finally, the tenth sentences conclude with the idea that the human body should be well preserved for a proper functioning of the system and that a healthy mind can work only in a healthy body. Thus the paragraph, The Human Body, is a unified and coherent paragraph.

METHOD

This researcher used descriptive qualitative research because it described and analyzed the elements of coherence and unity that were arranged by the students when they wrote or composed paragraph. Descriptive qualitative research is discourse analysis because the data analysis to know the ability of students to develop the idea in a paragraph and analysis the important of students to know the important that students writing a paragraph with coherence and unity when they writing a paragraph.

The researcher choosed SMP Negeri 2 Pematangsiantar as the subject of this research. It was taken by one class with twenty five students at grade VIII Junior High School. The instrument of the research is written test about descriptive paragraph..

Tabel 1. Aspect to Measure of Coherence

Category of writing	Very Good	Good	Poor	Very Poor
Topic sentence	- State a clear main idea and complete thesis statement.	- States a clear thesis of the paper.	- States the thesis but does not adequately	Thesis and/or problem are vague or unclear.

		- States the Main topic, but does not describe using details.	describe the background of the main topic. - The problem is stated, but lacks detail.	
Supporting sentence	- Five or more statement to support the idea are well developed with supporting details. - Refutation Paragraph acknowledges the Opposing view - transitions make a good "flow"	- Three or more statement to support the idea present but may lack detail and development in one or two. - Refutation paragraph acknowledge - need more transitions.	- Two or more statement support , but all lack development - Refutation paragraph missing and/or vague. - there are only two transitions	- Less than Three supporting sentences , with Very poor development of ideas. - Refutation missing or vague. - there is no transitions
Concluding sentence	Summarizes the main topics without repeating previous sentences; researcher's opinions for change are logical and well thought out.	Summarizes main topics for change are evident.	Summarizes main topics, but is repetitive. No opinion for change for conclude.	Conclusion does not adequately summarize the main points. No opinion to Conclude.

Tabel 2. Aspect to Measure of Unity

Category of Writing	Very Good	Good	Poor	Very Poor
Organization	Ideas flow in the paragraph and clearly support the main idea (related to the paper's thesis).	Ideas in the paragraph support the main idea, but could be organized more clearly.	A few ideas in the paragraph do not support the main idea or are out of place, causing a confusion of meaning.	Ideas in the paragraph are disorganized and do not support the main idea, causing a confusion of meaning

Evidence	- Support the claim with logical reasoning and relevant evidence - Demonstrating a complete understanding of the topic	- Supports the claim with reasoning and evidence - Demonstrates some understanding of the topic	- Evidence is not relevant or not completely thought out	- Lacks evidence and relevance

Table 3. Criteria of the score coherence and unity

Criteria	**Score**
Very Good	80-100
Good	60-79
Poor	30-59
Very Poor	0-29

The steps of collecting data are :

1. Explaining how to make an descriptive paragraph to the students briefly.

2. Asking the students to see the example of descriptive paragraph from their textbook and invite them to analyze its language features. The purpose of this analysis is to show the students about applying the language features in the descriptive paragraph.

3. Asking the students to make a descriptive paragraph and the topic are about places, person, something et cetera, by own words and the teacher give time during 90 minutes.

4. Finally collects 25 Descriptive Paragraphs written by the students and uses them as data in this research.

The technique of analyzing data in this research is to discover or find out the coherence and unity of students ability in writing descriptive paragraph. The ways of the researcher for analyzing data are:

1. Reading the descriptive paragraph written by students.

2. Identifying the elements of paragraph: topic sentence, supporting sentence, concluding sentence, vocabulary, relation the sentences in paragraph coherence and unity to know bad or good of their writing paragraph.

3. Identifying the irrelevant and irrelevant supporting sentences based the main topic.

4. Identify the chronological all the sentences.

5. Drawing the conclusion

RESULT AND DISCUSSION

Table 4. Classification of the Coherence and Unity of Student's Ability in writing

Data	Student's	Coherence	Unity
1.	EAS	Good	Good
2.	WAS	Very Good	Very Good
3.	RVN	Good	Good
4.	WUAM	Very Poor	Very Poor
5.	FHHS	Good	Good
6.	TS	Very Poor	Very Poor
7.	NFP	Very Good	Very Good
8.	RCS	Poor	Poor
9.	JD	Very Good	Very Good
10.	DHS	Poor	Poor
11.	EP	Poor	Poor
12.	RN	Very Good	Very Good
13.	KNP	Good	Good
14.	RD	Very Good	Very Good
15.	RMS	Good	Good
16.	MM	Good	Good
17.	PS	Good	Good
18.	SS	Good	Good
19.	YS	Poor	Poor
20.	SS	Very Poor	Very Poor
21.	RS	Good	Good
22.	RGS	Poor	Poor
23.	NES	Very Good	Very Good
24.	DH	Very Poor	Very Poor
25.	PYS	Poor	Poor

The data was analyzed based on the coherence and unity of the students' ability in writing descriptive paragraph. Thus, the research problems have been answered on the table above, they are the criteria of the students in writing descriptive paragraph made by grade VIII students to find out the abilities of the students in writing descriptive paragraph. So the abilities of students indicated that many students did not include coherence and unity in writing descriptive paragraph.

1. The ability of the students in writing descriptive paragrah according the data analysis was made in four criterias; the first criteria is very good. There were six students' writing with advance score, because they focused one interesting main idea, all of the sentencse have related for each sentences. The students developed the idea to describe about thing and all of the sentences are relevant, logical and reasoning to support the main idea for many complete the evidence.

2. The second criteria is good, there were nine students' writing with intermediate score because students' writing only state about the main point, there are lack concrete of the sentences. They were still lack of coherence and unity.

3. The third criteria is poor, there were six students who got the basic criteria because the students' writing is acceptable to the main idea and the supporting sentences are sufficient to relate the topic sentence. The students were not able to conclude the sentence about the main topic. The evidence of data is lack of relevant or not complete thought out.

4. The last criteria is very poor, there were four students who got very poor score, the ability of the students need more correction. Because the students' writing are irrelevant, the entire sentences do not describe about the main point. The students' writing were invalid about the topic sentence. They do not contain coherence and unity.

Discussion

After analyzing the data, it showed that the students who have understood about the structure in paragraph will be more capable develop their ideas. The students need to have deep understanding about how to write a good paragraph that should concern on topic sentence and supporting sentences. It was related with Oshima's and Hague's theory, a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. In this research of descriptive writing, student needs to state at least three supporting sentences. Each supporting sentence was discussed in body paragraph. Therefore, the comprehension of paragraph plays the important role about coherence and unity in writing descriptive paragraph. Moreover, writing with unity in a descriptive writing is not easy enough. Based on findings, there were only 6 students who get the very good criteria because their paragraphs discuss only one main topic. It indicated that they have unity in paragraph. Thus, it's appropriate with the theory that every good paragraph has unity and coherence.

CONCLUSION

After analyzing the data, the researcher got the conclusion from 25 data written by grade VIII-9 students in SMP Negeri 2 Pematangsiantar as follows:

1. In writing with coherence, there were only 6 students who got very good score. It indicated that there were only few students who can make the coherence in writing descriptive paragraph. Besides, the very good score, there were good, poor and very poor score. It showed that the students' ability in writing coherence was in fair criteria or not coherence.

2. In writing unity, 6 students were in very good or very good score and 9 students were in good score. It showed that some students can make the unity in their writing. There were 6 students who got poor score. It indicated that many students cannot describe one central idea in their paragraph. The main points do not relate directly to its thesis statement. Then, there were 4 students who got very poor score.

After conducting this research, researcher proposes some suggestions in regard to the use coherence in students' writing.

1. By knowing the problems of students' writing in descriptive paragraph, the teachers should give more explanation about coherence and unity in that have relationship between ideas, and the details of each main points stays in topic. Moreover, the teachers should explain deeply about the transition or conjunction in order to build the logical order in the sentences.

2. For the students, they should understand well about the descriptive structure or the structure of the paragraph first, and then they need to read more about coherence and unity in a paragraph and an essay. Because the two aspects are complex enough, therefore the students should practice a good writing in order to can build coherence and unity well. Moreover, students need to paraphrase and use their own words to give evidence describe in the main points of descriptive writing.

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