

**AN ANALYSIS OF STUDENTS' PROBLEMS IN WRITING PARAGRAPH  
AT THE ELEVENTH GRADE OF VOCATIONAL HIGH SCHOOL 4  
JAMBI CITY**

**A THESIS**

**Submitted as a Partial Fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in English Education**



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## **DECLARATION**

Hereby I state that a thesis entitled “An Analysis Of Students’ Problems In Writing Paragraph At The Eleventh Grade Of Vocational High School 4 Jambi City” is fully my own work. I am totaly aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the thesis.

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## **MOTTO**

“The most important days in your life are the day you are born and the day you find out why.” (Mark Twain)

## **DEDICATION**

I dedicate the success of this thesis to my beloved parents, my Ibu and my Ayah. I immensely thank them for offering me the constant love, always support me, and taught me everything.

## **ABSTRACT**

**Putri, Y. A.** 2021. An Analysis Of Students' Problems In Writing Paragraph At The Eleventh Grade Of Vocational High School 4 Jambi City. Thesis. English Language Education, Faculty of Teacher and Educational Sciences, University Of Batanghari, Jambi, 2021. First Advisor: Yanti Ismiyati, S.Pd, M.Pd and Second Advisor: Khidayatul Munawwaroh, S.Pd, M.Pd

This thesis aimed at finding out problems faced by the eleventh grade students of Vocational High School 4 Jambi City in writing paragraph. This study was designed to be qualitative which settled descriptive case study and focusing on analysis of problems experienced by students. The subject of this study was the eleventh grade Beauty Class 1 of Vocational High School 4 Jambi City in academic year 2020/2021 consisting 32 students. Six students from XI Beauty Class 1 was taken as sample. Interview was used as instrument in getting the data. The data from the interview was primary data. The data gathered was analyzed through steps such as identification, description and explanation. After analyzing the data, the result of the study reveals that major problems faced by the eleventh grade students of Vocational High School 4 Jambi City in writing paragraph were in the use of sentence structure (tense) and vocabulary (article, preposition, and pronoun). In addition, the difficulty in determining the idea, difficulty in the selection of appropriate vocabulary, and difficulty in translating the writing from Indonesian language into English were also other problems for students in paragraph.

**Keywords:** *Students' Problems, Writing, Paragraph*

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Assalamualaikum, Wr. Wb

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- All lecturer in English Education Program and Faculty of Teacher Training



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8. And for my classmates in English Education 2017.

Finally, as a human being the writer realize that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement if this thesis.

Jambi, August 10<sup>th</sup> 2021

The Researcher

Yolanda Afsari Putri

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Research

Developments in the world of education requires students to improve the four basic skills, such as listening, speaking, reading, and writing. A productive writing and speaking skills, while reading and listening to a receptive skills. In practical terms, these four types of capabilities are mutually supportives. From the above skills both written and spoken skills a lot of practice and effort that must be done gradually.

In studying a language, one must go through the stages of language skills. The stage of language skills here means the components of language skills that someone will master gradually over time. These four components are listening skill, speaking skill, reading skill and the writing skill. (Tarigan, 2008). Just as in Indonesian, people will also find those four components in English. According to Tarigan (2008), those four abilities obtained in the study of language over time starting from childhood, in which one learns to listen and talk, until then continues to learn how to read and write.

The key role of English language ability in writing has an important and encouraging impact on the academic achievement of students. This is because the ability to write various genres of writing effectively through English is becoming increasingly important in our global community (Weigle, 2002). In addition, “writing is an essential component of thinking and learning in school context, and

writing tasks are crucial tool for social development.” (Bruning and Horn, 2000: 30).

Writing is an effective way to communicating and expressing our thoughts, feelings, and opinions to others. Writing has purpose to entertaining and making fun. There are a variety of ways to use writing in our everyday live. Referring to above condition, the writer concludes that writing is a skill that needs extra works to be mastered.

In the subjects of English language high school level (high school), students are required to write a paragraph before understand and create a variety of functional text short monologue form of procedure and essays, descriptive, recount, narrative, and report. Each type of this text have measures of its own rhetoric. Thus, how to understand the texts would be different. Because before writing a text students have to understand the text in advance.

Writing a paragraph requires an overall sense of organization; each sentence has to fit within this organizational framework. In a well-written paragraph, sentences and ideas are organized in a clear and logical way as they are unified by the main idea of that paragraph. Students must be able to use a connected serious of words and sentences that are grammatically correct, they may not pass the intended message meaningfully. A good paragraph is achieved when the knowledge of choosing a good topic sentence; a topic sentence is intelligently chosen for each paragraph helps students arrange the sequence of their information in a logical order.



From the observation of researcher in grade eleven beauty class in the field experience program at SMK N 4 Kota Jambi. The researcher found that there are many students who consider writing paragraph is difficult. The problems that students faced are low in vocabulary and language use. Most students take more time to determine the ideas in a paragraph. From this background, the researcher intends to hold research about “ An Analysis of Students’ Problems in Writing Paragraph At the Eleventh Grade of Vocational High School 4 Kota Jambi”. Hopely the result of the research could answer the question in this research especially about students’ skill in writing paragraph.

## **1.2 Formulation of Problem**

Based on the background above, problem that will discuss in this research can be formulated into “What are the problems of students in writing paragraph at the eleventh grade of Vocational High School Kota Jambi?”

## **1.3 Limitation of The Problem**

The researcher found that, the students problems in writing paragraph in between, low mastery of vocabulary and use of language skills, most students taking more time to determine the ideas and the idea in a paragraph, accordance with the object being viewed, students have problem when told to describe what they heard and what they are tough, problem students in determining topic sentence, supporting sentences, concluding sentence, unity, and coherence.

Because there are too many problems students face in writing a paragraph, the researchers limit their research on students' problem in writing paragraph.

#### **1.4 The Purpose of The Problem**

In general, the purpose in this research is to know the students ability in writing paragraph. In details, the purpose are : To know the students' problem in write a topic sentence, supporting sentences, and concluding sentence in paragraph.

#### **1.5 The Benefit of The Research**

##### **1. Theoretical Benefit**

The researcher hope the results of this research can be helpful in English teaching learning process especially for teaching writing paragraph.

##### **2. Practical Benefit**

###### **a. Student**

To the student, this research is very useful because the student got much information related to writing paragraph.

###### **b. Researcher**

To the researcher, many new valuable experience especially in language education are useful for the researcher preparation to be an English teacher in the future especially in mastering writing paragraph.

###### **c. Reader**

The reader will get a large knowledge about writing paragraph.

d. Other Researcher

The results of this research can be complementary, especially in terms analysing the student's ability in writing paragraph. Hopefully this research can also be used as a basis for further research.

### **1.6 Definition Key Terms**

There are some significant terms that are frequently used and needed to be defined in order to avoid misunderstandings in this research, those terms are:

1. Writing Ability : An activity as pouring idea with complex capabilities enabled through productive activities in the form of letters and numbers symbolis systematically so that it can be understood by others.
2. Paragraph : A series of sentences that are organized and coherent, and are all related to a single topic. Paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization if the essay and grasp its main points.
3. Students' problems in writing paragraph  
Problems are the real indicators of the errors encountered by the learners. Problems faced by students in writing paragraph related to three main aspects such as text structure (generic structure), purpose (audience, ideas), and language feature (vocabulary, cohesion, paragraphing, sentence structure, punctuation, spelling).

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Definition of Writing**

Writing is the process of using symbols (punctuation, letters of the alphabet, and spaces) to communicate ideas and thoughts in a readable form. To write correctly it is essential to understand the basic system of a language. In English this includes knowledge of punctuation, grammar and sentence structure. Vocabulary is necessary also, as is true formatting and spelling.

Nunan (2003: 88) states that writing is an intellectual activity of find the ideas and think about the way to figure them into a statement and paragraph that is clear to be understood by the people. It indicates the writers are demanded to show the thoughts and arranged them into a right composition.

Meanwhile Marwoto (1985: 12) states that writing is intended as a person's skill to express ideas, thoughts, knowledge, science and the experiences of his life in written language that is clear, coherent, expressive, readable, and understandable by others. Writing also is a way the writer thinking or a way of thinking which is shared to the reader, like Scholes And Comley (1985) said that writing is a way of thinking as well as a means of communication. Brown, (2001: 336) also stated that writing is a thinking process. Furthermore, he states that writing can be planned and given with a limitless number of improvement before its release.

Besides Nurgiyantoro (2001) claimed that a writing activity is the final skills mastered by students after listening, speaking, and reading skills. Writing is a method of thinking and learning. It gives a unique opportunity to inquire ideas and obtain information. The one of four skills of English that have to be mastered by the English learners is writing.

The other definition of writing skill is also defined by Urquhart and McIver and also Hammer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stage. Then, students should learn strategies, for invention and discovery, and teachers should generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and means the readers' needs. It means the writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Hammer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provide language development because the students resolve problems what writing puts in students' minds.

Based on those definitions, it can be concluded that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be understood by the readers. Writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. It indicates that the learners are expected to

explore the ideas and making into good paragraph. Because of that, writing is not easy. The scoring is based on indicators of writing competence, namely organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression.

### **2.1.1 Purpose of Writing**

Writers choose specific writing forms to communicate their intended meaning. To choose effectively, they target their purpose and audience before while they write. No matter what and of writing the writer does, he/she should has specific and clear purpose. Not only type of the text they will produce but including language which they use and the information that they choose.

According to Grenville (2001:1), there are three purposes of writing : to entertain, to inform, and to persuade.

#### **a. To Entertain**

Writing to entertain generally takes the form, of imaginary or creative writing. It means that the writer has to use their creativity. It must not make the readers laugh, but connect their feeling in some ways.

#### **b. To Inform**

The purpose of writing ro informs is to tell the reader about something. This kind of informative writing can focus on places, objects, and events, and procedures. It can be seen in article and newspaper, business reports or scientific, and essays for university and school.

#### **c. To Persuade**

The writer tries to convince the reader of something that a point of view is valid by presenting the data or fact so that readers follow writers opinions and act upon it.

### **2.1.2 Writing Skill**

Writing skill includes all the knowledge and abilities related to expressing ideas through the written word. Writing skill is important because it allows people to get a point across without being physically present. Also writing skill is one of language skill which are taught to students. Writing skill determine students' communicative competence in English.

In addition, Langan (2008:13) states that writing skill is not natural gift. It is a skill driving. Typing, or cooking and like anyskill, it can be learned. It means that skills can be improved with practice everyday.

Based on some opinions above, it can be concluded a writing skill is complicated process need cognitive abilities in recognizing some segments of language to produce a qualified writing. In general writing skills are the skill of ideas, feelings in the form of written language and processing the ideas into readable texts.

### **2.1.3 The Process of Writing**

When someone wants to write something and they want to make a perfect piece of writing, they have to know the process of writing. Not all writers write in the same way, but there several steps that generally occur in the writing process.

At least, there are four main elements in writing process mentioned by Harmer (2004: 4-6). Those are planning, drafting, editing (editing and revising), and final version.

a. Planning

Harmer (2004: 4) said that in planning process, there are main issues have to be thought by students. First, the students have to decide the purpose of writing. Next, students have to think about language styles. Finally, students have to consider the content.

b. Drafting

Harmer (2004: 5) said that drafting is the first version of a piece of writing. In this point the students should be given much of time, because they need to focus on the ideas progress and the organization of those ideas more than the development of perfect grammar, spelling or punctuation.

c. Editing

Harmer (2004: 5) stated that in editing the students read again what they write as a draft to check their writing if there are mistakes. After the students found the mistakes, then revise it. By doing those, the mistakes can be minimize.

d. Final version

Harmer (2004: 5-6) stated that the last stage is the final version. After all process have done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are may change in editing process. Any unimportant information stated in the draft can be deleted.



After finishing that process, the result of writing is ready to be sent out to the reader. It is different if students write spontaneously. Therefore, the result of writing will be better with following those processes.

According to Alice Oshima and Ann Hogue, there are four steps that should be done by writers :

a. Prewriting

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic.

b. Planning (outlining)

In the planning stage, the writer needs to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from brainstorming.

c. Writing and revising drafts

After doing brainstorming and outlining as the first draft and the second process of writing, the writer can start to write and revise several drafts frequently until the writer has produced a final copy to hand it.

d. Writing the final draft

The last step is that to write the final copy or product to hand it.

Based on the experts' descriptions about the writing process above, it can be concluded that there are four necessary elements of writing, they are writer's point of views, subject matter, reader and the form of language.

## **2.2 Definition of Paragraph**

There are some definitions about paragraph based on the some experts. Lunsford an Collins (2003: 116) stated that paragraph is a group of sentences or a single sentence that forms a unit. Sanggam (2007: 11) states that paragraph is a product of written language skill to express the topic in a piece or writing.

According to Alice Oshima and Hosue (1997), A paragraph is group of related sentences which a writer develops about a subject. The starting sentence explains, the certain idea while the other sentences ate stated to support it. They also explained that it is emphasized by identifying the first word from the left hand margin. So, a paragraph is made up of three sorts of sentences, the topic sentence which is described as around about sentence.

From the explanation above, it can be concluded that paragraph is a written form which is contain several sentences and related to main topic.

### **2.2.1 Generic Structure of Paragraph**

According to Walters (2000), there are three principal part in paragraph writing. These three parts are the topic sentence, supporting or body sentences, and the concluding sentence.

a. Firstly, the topic sentence states what the paragraph is about. It normally comes at the beginning of the paragraph and asserts one main idea. The topic sentence has three important functions. First, it clearly states the main point of the paragraph. Second, it declares what the paragraph will be about. Third, it controls

the subject matter of the paragraph. All details and explanations must directly relate and support the topic sentence.

b. Secondly, supporting sentences are a group of sentences that explain the idea presented in the topic sentence. In addition, there are many sources to add specific details and examples such as personal experience, memories, observation, facts, statistics, and research studies.

c. Finally, the concluding sentence or the summary sentence comes at the end of the paragraph in order to summarize the information that has been presented. It is not existed in every academic paragraph. Some paragraph tend to be very short; thus they do not include concluding sentence.

In conclusion, these three components or parts are essential in writing well-structured paragraphs that have academic purpose.

### **2.2.2 Kind of Paragraph**

According to the writing purpose, paragraphs may be classify into four types. Those are descriptive paragraph, narrative paragraph, expository paragraph, and persuasive paragraph.

a. Descriptive paragraph is a paragraph that describe the features of someone, something, animal, or a certain place. Wardiman in fitriyanti (2014: 16) stated that descriptive text is a kind of text which describe particular thing, person, or other.

b. According to Rebecca (2003), a narrative text is a text, which relates chronologically related events and a series of logically which are caused or experienced by factors.

c. Expository text is a type of informational text that provides factual information about a topic using a clear, non-narrative organizational. Expository writing is a mode of writing in which the purpose of the author is to explain, inform, define or describe his or her subject to the reader.

d. Persuasive text is any text where the main purpose is seeks to persuade a reader and to present a point of view. A persuasive paragraph tries to persuade the reader that a particular point of view is worthy of consideration.

### **2.2.3 Problems in Writing Paragraph**

In writing a paragraph, there are some problems that students faced. It happens because they have the poor memory in grammatical aspects or limitation of vocabulary so that the students misuse in sentence writing. There are the following criteria of good paragraph:

a. Content/Topic Sentence

Beginning a paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing. The function of topic sentence is to describe what the paragraph will be about, such that the reader has clear expectations about what will follow. Some students have problem to make a topic sentence because of the lack of knowledge so that they cannot think an idea to their writing.

b. Organization

A paragraph must have organization, that is include body sentence and concluding sentence. It contains controlling idea, using facts, arguments, analysis,

examples, and other information. The students must rich of vocabulary to make sentences in paragraph writing, the grammar also has to be mastery by the students.

c. Grammar

The grammatical is one of the most important criteria in writing, whenever the person tries to write well, he or she does not do the best because the person does not work well in sentence writing. The problem relating to less competence happens because the person does understand the use of grammatical components completely yet. The fault in the use of grammatical component happens because of the lowness of understanding the concept.

d. Mechanic

The mechanic in writing paragraph include spelling, punctuation, capitalization. First spelling, if spelling is wrong it can change the meaning of the sentence and lead to misconception. Second punctuation, Arama (2009-2010) stated that punctuation marks have the same duties of facial expressions and body language, they help readers understand what the writer exactly means. For this reason, errors of punctuation may cause misconception, so students have highly been trained to use them correctly. And capitalization, although McCaskill (1990) displayed different opinions abd rules concerning capitalization, the researchers of the current study focused only on come of the essential rules. These rules were to capitalize the first letter of ach word at the beginning of a sentence, the first letter of the proper nouns, the first letter of the names of months and days, as well as to capitalize the pronoun "I".

### **2.2.4 Guides in Writing Paragraph**

There are several things which should be known before writing paragraph.

They are:

a) **Communicative purpose:**

There are some purposes of paragraph, such as describing, narrating, comparing, contrasting or analyzing information. Each part of the paragraph plays an important role in communicating our meaning to the reader.

b) **Rhetorical structure:**

As explained before, rhetorical structure of paragraph are introduction, body, and conclusion. Introduction is the first section of a paragraph, it should include the topic sentence and any other sentences at the beginning of the paragraph. Body follow the introduction, discusses the controlling idea. And conclusion is the final section or the summary of paragraph.

c) **Grammatical patterns:**

In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea. Create parallel structure, by constructing two or more phrases or sentences that have the same grammatical structure and use the same parts of speech. Be consistent in point of view, verb tense, and number. Use transition words or phrases between sentences and between paragraph.

According to Oshima and Hogue (2006: 56), a paragraph has three major structural parts; a topic sentence, supporting sentences, and concluding sentences.

### 1. Topic Sentence

Firstly, the topic sentence states what the paragraph is about. It normally comes at the beginning of the paragraph and asserts one main idea. Oshima and Hogue (2006: 29) state that, topic sentence is a complete sentence and it is usually (but not always) found at the first sentence in the paragraph. Edward (2013: 28) states that, when we write an essay, the first thing we have to decided on is a topic. Topic help us to stay focused on what we write.

### 2. Supporting Sentence

Secondly, supporting sentences are a group of sentences that explain the idea presented in the topic sentence. Oshima and Hogue (2006: 17) explained that, the topic sentence by giving reasons, examples, facts, statistics, and quotations. Supporting sentences explain and develop the topic sentence. They present logical thoughts, evidence, and explanation in support of the controlling idea.

### 3. Concluding Sentence

Finally, the concluding sentence or the summary sentence comes at the end of the paragraph in order to summarize the information that has been presented. Oshima and Hogue (2006) state that, the concluding sentence consist of three point, they are (1) it signals the end of the paragraph, (2) it concludes the main point of paragraph, (3) it gives the final comments of the topic and leaves the most important idea to think about.

### **2.3 Previous Studies**

In accomplishing the research, the writer uses the previous research dealing with the topic of study as guidance.

Firstly, the research was done by Muhammad Abduh Sunyoto (2015) entitled “An analysis of difficulties in writing descriptive text of the tenth grade of MAN 2 Boyolali in the academic years 2015/2016. This research was conducted in the first grade student’s worksheet of MAN 2 Boyolali. It was a qualitative descriptive text. The subject of this research were the students worksheet of the Intensive class (X IPS 2). The data collected from documentation (interview, observation, student’ worksheet). The data were analyzed by reducing data, presenting the data, analyzing the data by Hughes theories and taking the conclusion and verification.

There were some difficulties faced by students in writing Descriptive text, are: 1) The students’ difficulties in arranging the sentence. 2) The students lack vocabulary. 3) The students do not mastery grammar well. 4) Generating idea.

Secondly, a research was done by Prasetyo Hariyadi (2018) who conducted a research entitled “An Analysis of Students’ Ability in Writing Descriptive Text at The Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2016”. This research is about students writing ability in descriptive text at the tenth grade students of SMAN 11 Jambi. The researcher applies descriptive method. In collecting the data the writer uses written test.



Third, a research was done by Ronal Candy S. Lasaten (2014) with title “Analysis of Error in the English Writing of Teacher Educatuin Students in Philipines”. This research use qualitative method. This research examine the common linguistic erros in the writing of the English language teacher education is an error in the form of the verb, structure sentence, punctuation, diction, spelling, preposition, and articles. Based on the explanation above, the advantages can help the teacher to assess their own teaching methodology and their students’ ability in writing and to guide them in choosing strategies and topics most suitable for their students. While, the weakness is majority of these error are caused by the learners’ poor knowledge of the target language and limited vocabulary in the targer language.

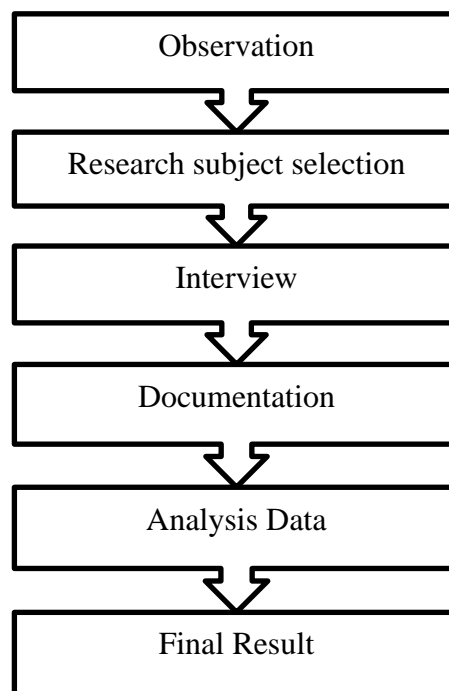
The differences of this research with previous research is first the research discuss about students’ problems in writing paragraph and taken data the research using interview. Second the research discuss about problem analysis in writing paragraph measured from some indicators such as content, organization, grammar, and mechanic. Third, the research discuss about writing paragraph and analysis students’ problems in writing paragraph.

## 2.4 Conceptual Framework

The researcher proposed the conceptual framework of this research as follows:

Figure 1

Conceptual Framework



Based on the conceptual framework above, it can be explained that the first step in this research is to analyze the student's problems in writing paragraph. In this case, the researcher will do an observation at Vocational High School Jambi City. The researcher will choose the subject of this research used purposive sampling. The researcher interviewing the subject of this research with ask them some questions about writing paragraph. The answers of those questions will be

record by the researcher. In turn, researchers will collect the data. Finally, researchers will analyze the data and find the result.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design of this research method is qualitative. Qualitative research is a type of social science research that collect and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places.

Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). Qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspective, and attitudes.

According to Michael Quinn Patton (Encyclopedia of statistics in behavioral science,2005) Qualitative research analyses data from direct fieldwork observations, in-dept, open-ended interviews, and written documents. Qualitative researchers engage in naturalistic inquiry, studying real-world settings inductively to generate rich narrative descriptions and construct case studies. Inductive analysis across cases yields patterns and themes, the fruit of quality research.

From the definitions above the researcher conclude that, qualitative research usually collect data where the participants are experiencing issues or problems. Qualitative researchers typically gather multiple forms of data, such as interviews,

observations, and documents, rather than rely on a single data source. Qualitative research is used to know what are the students' problems in writing paragraph of the eleventh grade of Vocational High School Jambi City.

### **3.2 Setting of the Research**

The researcher was conduct this research at the eleventh grades students in Beauty class of Vocational High School 4 Jambi City in academic year of 2020/2021.

### **3.3 Subject of the Research**

Subject of the research were the students from at the eleventh grades students in Beauty class of Vocational High School 4 Jambi City in academic year 2020/2021. In this research sampling technique will be use to take sample is purposive sampling. Purposive sampling is all cases that mean some criterions that would be useful for quality assurance (Creswell, 2014: 209). In this research, researchers took a sample of 32 students of at the eleventh grades students in Beauty class. For these criteria, this research focuses on students who have low achievement in class in learning English. For the participant, 6 students were enough for this research. The reason the researchers chose these students as the criteria was because these students have more problems in writing English paragraph, making it easier for researchers to know about students' problems in writing paragraph.

### **3.4 Instrument of the Research**

Instrument of the research is interview. McNamara (1999) defined that interview is the verbal conversation between two people with the objective of collecting relevant information for getting the story behind a participant's experiences.

Interviews conducted towards students as subjects who can provide relevant information with this research. With this technique, communication is expected direct, simple, and flexible as well as open, so that information obtained more and more widely.

### **3.5 Technique of Data Collection**

In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses interview supported by documentation.

#### **1. Interview**

Interview is activity that involves interviewer and interviewee where the interviewer will give several questions to be answered by interviewee. Ary et.al (1985: 342) stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent".

In this study, researchers interviewed students by asking several questions related to students' problems in writing paragraph. Participants in this study were carried out in the eleventh grade beauty class. The number of participants in this study were 32 students.

In this researcher, data collection was obtained from interviews with students, because researchers wanted to know students' problems in writing paragraph. The steps of interviews conducted by researchers are as follows:

1. Researcher examined the informants based on purposive sampling technique by determining the criteria for informants to be interviewed.
2. Then, the researcher determines the type of interview that will be conducted and what information is relevant in answering the research question.
3. Next, the researcher prepared a recording device used to record the results of the informants' conversation. At this time the interview research was conducted by telephone.
4. Researcher compiles a list of interviews.
5. Researcher determines the time to conduct interviews.
6. Researcher conducted interviews by giving several questions that had been presented to the informants.
7. After all interview questions have been answered by the informant, the researcher ends the interview.

### **3.6 Technique of Data Analysis**

After collecting data, the researcher analyses the data. Wiersma (1991: 85) stated “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation on the phenomenon under study”. In short, data analysis is systematically process to analyse data which have been collected.

To analyze the data, the researcher uses qualitative method. According to Sugiyono (2008: 245), there are three activities to analyze data in qualitative research. Those activities are data reduction, data display, and conclusion drawing/ verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

In short, the steps in analyzing the data are: (1) the researcher collects the data through interview and documentation. Then, the researcher selects, identify, and focuses on the data by referring the formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn. Moreover, to get validity of data, the interview is supported by documentation about voice recorded of the informants.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The purpose of this research is to find out the students' problems in writing paragraph and the factors that made students have some problems in writing paragraph at Vocational High School 4 Jambi City. The interview was used to collect the data regarding students' problems in writing paragraph as Dornyei (2005) stated, interview is a good way to take the data in qualitative research.

#### **4.1 Findings**

The interview was done by telephone with 6 students of eleventh grade as the participants. The interview was done with ten questions for each participant. This interview was done to find out students' problems in writing paragraph.

Ten questions were provided to be answered by students. All of the answer can be seen in the following.

Regarding to the first question about "What do you know about writing paragraph?" the data were:

Student 1: "Writing paragraph is combining some sentences into a paragraph."

Student 2: "In my opinion, paragraphs are several main thought or ideas in sentences that are interrelated and have a unified."

Student 3: “A paragraph is a section of text that consists of at least one sentence and starts on a new line.”

Student 4: “Paragraph in English is a text or sentence in English.”

Student 5: “Paragraphs are the main ideas or sentences that are neatly arranged and standardized.”

Student 6: “Paragraph is the arrangement of several words or sentences in one paragraph.”

Based on these explanation, it can be concluded that according to students, Writing paragraph is combining some sentences into a paragraph that are organized and coherent.

In regards to the second question, “What kind of paragraph that you know?”. Some students answer:

Student 1: “I just know, descriptive text and narrative text that’s it.”

Student 2: “Paragraphs of description, paragraphs of exposition, paragraphs of narrative, paragraphs of argumentation, paragraphs of persuasion.”

Student 3: “Deductive, inductive, exposition, argumentation, description paragraphs.”

Student 4: “Descriptive paragraph, narrative paragraph, and argumentative paragraph.”

Student 5: “Deductive paragraphs, persuasion paragraphs, exposition paragraphs, narrative paragraphs, argumentative paragraphs, and inductive paragraphs.”

Student 6: “Paragraphs of description, narration, and argumentation.”

Based on these explanation, it can be concluded that some students already know kinds of paragraph in their own knowledge about that. Whether, according to the writing purpose, paragraphs may be classify into four types. Those are descriptive paragraph, narrative paragraph, expository paragraph, and persuasive paragraph.

Related to the third question, it is about “Have you ever write a paragraph?”. Some students answer that:

Student 1: “Yes, ofcourse.”

Likewise student 2 and the others said: “Yes, I have ever wrote a paragraph.”

Based on these explanation, it can be concluded that all of the students already have ever write a paragraph in English.

Regarding to the fourth question about, “What are the generic structure of paragraph that you know?”. The data were:

Student 1: “Identification, description, and conclusion.”

Student 2: “Transition sentence, topic sentence, developer sentence, affirmative sentence”.

Student 3: “The generic structure of a paragraph consists of words, topic sentences”.

Student 4: “Orientation, complications, and resolution.”

Student 5: “The generic structure of paragraphs are transition sentences, topic sentences, developing sentences, and affirmative sentences.”

Student 6: “Opening sentence, body sentence, and closing sentence.”

Based on these explanation, it can be concluded that some students at Vocational High School 4 Jambi City do not know the generic structure of paragraph correctly. Which is the generic structure of paragraph are the topic sentence, supporting or body sentences, and the concluding sentence.

In regards to the fifth question “Are you happy/ get interest while you writing paragraph?”. Some students answer:

Student 1: “Sometime.”

Student 2: “Yes, I am happy.”

Student 3: “Yes, I am very interested in writing a paragraph.”

Student 4: “Yes, I am interested.”

Student 5: “Yes, I am happy.”

Student 6: “Yes, I am happy.”

Based on these explanations, it can be concluded that students at Vocational High School 4 Jambi City very interested to write a paragraph. So, the teacher can motivate students to writing English paragraph correctly to reduce students’ problems in writing paragraph.

Related to the sixth question, it is about “What are problems did you faced in writing paragraph?”. Some students answer that:

Student 1: “The problem is hard to find the idea and the sentences.”

Student 2: “The problem is the difficulty in developing ideas and affecting the results of the writing we make.”

Student 3: “Problems that are often encountered when writing paragraphs in English are difficulty finding ideas and finding the right vocabulary.”

Student 4: “Sometimes when making paragraphs in English the wording is often reversed.”

Student 5: “The problem I faced was that difficult to develop ideas and find the main ideas.”

Student 6: “The problem is I have difficulty getting ideas and arranging words in English.

Based on these explanations, it can be concluded that some students at Vocational High School 4 Jambi City have problems in writing paragraph, those are: difficult to find ideas, lack of vocabulary, low mastery of grammar, lack of knowledge so that they cannot think an idea to their writing, and they do not know to combine or organize sentences into a paragraph.

In regards to the seventh question “Why do you have problems in writing paragraph?”. Some students answer:

Student 1: “Because I don’t have any idea and my English vocabulary is so so.”

Student 2: “Because not very good at making an essay.”

Student 3: “Maybe because I don't know how to write good paragraphs and don't really know the correct paragraph structure.”

Student 4: “Do not understand how to organize words in English.”

Student 5: “Lack of mastery of the material.”

Student 6: “Don't know how to arrange words in English.”

Based on these explanations, I t can be concluded that according to students at Vocational High School 4 Jambi City, the reason why they have problems in writing paragraph because of their lack of English, their lack to organize sentences

in English, and also some of students do not understand to combine words in English.

Related to the eighth question, it is about “What do you think about learning to write a paragraph?”. Some students answer that:

Student 1: “I think its good, because we can pouring our idea and develop our skill or ability to become a great writer. And also can spend our time more quality.”

Student 2: “Good for increase knowledge.”

Student 3: “Lack of understanding and difficult to compose words from the start to the end sentences correctly.”

Student 4: “It's hard to understand.”

Student 5: “Learning to write paragraphs at school make it easier for me to understand than studying on my own.”

Student 6: “Difficult to understand.”

Based on these explanations, it can be concluded that according to students at Vocational High School 4 Jambi City, learning to write a paragraph is partly difficult to understand. It is difficult to organize words into sentence in English, some students said learning with the teacher at school can enhance their interest in writing paragraph and also can increase their writing skill.

In the ninth question about “While you are learning at school can you understand? Do you enjoy it?”. Some students answer that:

Student 1: “Ofcourse, I enjoy writing although not often.”

Student 2: “Yes, I understand.”

Student 3: “Do not completely understand.”

Student 4: “Sometimes I understand and sometimes I don't understand.”

Student 5: “Sometimes I understand and sometimes I don't understand.”

Student 6: “Sometimes I understand and sometimes I don't understand.”

Based on these explanations, it can be concluded that according to students, learning to write a paragraph at school with the teacher, it can be more helps than learning by their ownself. So, the teacher must have some ways to make students get interest in learning, some ways to make students easy to understand the material, and the most important thing to do is team work between teacher and students. Hopefully students can mastery how to write a paragraph in English and reduce all kinds students problems in writing paragraph.

And the last question about “Do you think learning to write a paragraph is important?”. Some students answer:

Student 1: “I think its important to learning to write a paragraph.”

Student 2: “Yes, important because can increase the knowledge.”

Student 3: “In my opinion, learning to write paragraphs is very important because we can know how to make paragraphs well.”

Student 4: “Important, because English is an international language and we must mastered it.”

Student 5: “Very important, because it can increase our knowledge in learning.”

Student 6: “Important, because writing paragraphs is part of the English lesson that must be mastered.”

Based on these explanations, it can be concluded that according to students, learning to write a paragraph is important because writing is one of four skills in English that have to be mastered by students. So, students have to be able to write a paragraph in English, hopefully their future work will be more easier and brighter because they have already have important skill in English.

After the interview above, the researcher analysed that there are some indicators or problems in writing paragraph that students experienced, as follows:

a. Content/ Topic Sentence

Based on the explanations by students, the researcher concluded that students have problem to make a topic sentence because of the lack of knowledge so that they cannot think an idea to start their writing.

b. Organization

Based on the explanations by students, the researcher found that students have difficulty in combining words into sentence. So, it could be students problem to organize a good paragraph, which is to make a paragraph students have to know the organization of sentence into paragraph.

c. Grammar

Based on the explanations by students, the researcher concluded that the grammar is the biggest problem that students faced while writing. All of students do not know the grammar correctly. It happens because the laziness of student to learn.



d. **Mechanic**

And the last problem that students experienced in writing paragraph is the mechanic. The mechanic in writing paragraph include spelling, punctuation, capitalization. Based on the explanations by students, the researcher found that students also have difficulty in this last indicator. Because, first students have to mastery those three indicators. Such as content/ topic sentence, students must to think an idea to their writing. Next, Students have to know the organization of paragraph (body sentence, and concluding sentence). And students have to mastery of grammar. So, if the students are good in those ways students will know the mechanic of good paragraph, how to spelling, how to make punctuation, and the use of capitalization.

## **4.2 Discussion**

The purpose of this research was to find out the students' problems in writing paragraph at Vocational High School 4 Jambi City of the Eleventh Grade Beauty Class. In conducting research, researcher applied an instrument to get the data, there is interview.

The researcher interviewed six of students at the Eleventh Grade Beauty Class. Based on the result of the interview with the students. It can be concluded that students have various problems in writing paragraph. The problems that students often experienced in writing paragraph are difficulty to find an idea to make content/ topic sentence, low mastery of paragraph organization, students do not know the grammar correctly, and students do not understand the mechanic in writing paragraph. It happens because the lack of vocabulary, so students are

constrained in composing sentences and the relationship between teacher and students in classroom.

Meanwhile, students who lacked ideas in writing paragraph had their own challenges. Like feeling lazy in writing, afraid making mistakes, and consequently they do not write at all. The hope of the students in the future is that teachers can teach material, especially writing paragraph with various media and learning method that support their era. So that students do not get bored easily in learning writing paragraph.

From the data above, it can be concluded that many factors cause students to experience problems in writing paragraph. Among others, lack of ideas in writing, lack of vocabulary that was recognized by the students and the laziness of the students in writing. Thus, after knowing what the problems of students in writing paragraph, hopes that this finding can be a reference for EFL learning in writing paragraph.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

As already mentioned the first chapter, the aim of this study are to analysis students' problems in writing paragraph at the eleventh grade beauty class of Vocational High School 4 Jambi City. Based on the results and discussion of the research, it can be concluded that:

1. According to students writing paragraph is combining some sentences into a paragraph that are organized and coherent. Some students have knowledge what paragraph is and the kinds of paragraph.
2. The interest of students at Vocational High School 4 Jambi City in writing paragraph is good enough, the students have ever write a paragraph but some students do not know the generic structure of paragraph appropriately.
3. The problems that students experienced in writing paragraph are the lack of vocabulary, difficulty in combine words into sentences of paragraph, low mastery of grammar, and the laziness to ask to the teacher while learning at school. Because good interaction between students and teachers is the important thing in learning writing paragraph.
4. According to students learning to write a paragraph is important thing, but learning to write a paragraph is partly difficult to understand. It is difficult to organize words into sentence in English, some students said learning with

the teacher at school can enhance their interest in writing paragraph and also can increase their writing skill.

5. There are four indicators that students faced in writing paragraph are difficulty to find an idea to make content/ topic sentence, low mastery of paragraph organization, students do not know the grammar correctly, and students do not understand the mechanic in writing paragraph.

## **5.2 Suggestions**

As for the suggestions of this research are as follows:

1. For further researchers, the writer hopes will be other researchers who analyzes similar topics. In addition hopefully csn be useful for them.
2. For students, researchers hope students to study harder in writing paragraph to solve the problems in writing skill. Because writing is the one of four skill that must students mastery of English.
3. For English teacher, researchers hope English teacher should improved the characteristic of creative teacher to get the good learning strategy.

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## APPENDIX I

### RESEARCH RESULT



**PEMERINTAH PROVINSI JAMBI  
DINAS PENDIDIKAN  
SMK NEGERI 4 KOTA JAMBI**

Jalan Urip Sumoharjo No. 31 Danau Sipin - Kota Jambi  
Telp./ Fax: (0741) 60077 Kode Pos: 36122 NSS: 33.1.10.60.09.001 NPSN : 10504614  
Email : smknegeri4jambi@gmail.com smknegeri4\_jambi@yahoo.co.id



#### SURAT KETERANGAN TELAH MENGADAKAN PENELITIAN

Nomor : 162/420/SMK.4/2021

Yang bertanda tangan di bawah ini :

Nama : Drs. Syamsul Bahri, M.Pd.  
NIP : 19621113 198803 1 006  
Jabatan : Kepala SMK Negeri 4 Kota Jambi  
Instansi : SMK Negeri 4 Kota Jambi

Dengan ini menerangkan bahwa :

Nama : Yolanda Afsari Putri  
NIM : 1700888203036  
Program Studi : Pendidikan Bahasa Inggris

Telah Melaksanakan Penelitian dan pengumpulan data penelitian di SMK Negeri 4 Kota Jambi dalam rangka penyusunan skripsi dengan judul *"An Analysis of Students' Problems in Writing Paragraph at the Eleventh Grade of SMK Negeri 4 Jambi City"*.

Demikian Surat Keterangan ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

Jambi, 08 Juni 2021  
Kepala SMK Negeri 4 Kota Jambi

Drs. Syamsul Bahri, M.Pd.  
NIP. 19621113 198803 1 006



**Lembar Persetujuan (Informed Consent)**

Saya yang bertanda tangan dibawah ini :

Nama : R.S  
Kelas : XI Tec 1  
Alamat : Thekot

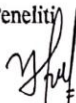
Menyatakan bersedia menjadi responden pada penelitian yang dilakukan oleh :

Nama : Yolanda Afsari Putri  
NIM : 1700888203036  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Jend Gatot Subroto

Judul penelitian : "An Analysis Of Students' Problems In Writing Paragraph At The Eleventh Grade Of Vocational High School 4 Jambi City"

Saya bersedia untuk dilakukan wawancara demi kepentingan penelitian. Dengan ketentuan, tidak menyalahgunakan jawaban saya. Dan saya akan memberikan jawaban yang sejujur-jujurnya.

Jambi .....**mei**.....2021.

Peneliti  


Yolanda Afsari Putri

NIM: 1700888203036

Responden



**Lembar Persetujuan (Informed Consent)**

Saya yang bertanda tangan dibawah ini :

Nama : I.A.O  
Kelas : XI TKC 1  
Alamat : Telana

Menyatakan bersedia menjadi responden pada penelitian yang dilakukan oleh :

Nama : Yolanda Afsari Putri  
NIM : 1700888203036  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Jend Gatot Subroto

Judul penelitian : "An Analysis Of Students' Problems In Writing Paragraph At The Eleventh Grade Of Vocational High School 4 Jambi City"

Saya bersedia untuk dilakukan wawancara demi kepentingan penelitian. Dengan ketentuan, tidak menyalahgunakan jawaban saya. Dan saya akan memberikan jawaban yang sejujur-jujurnya.

Jambi ..... 2021.

Peneliti



Yolanda Afsari Putri

.....  
NIM: 1700888203036

Responden



.....

**Lembar Persetujuan (Informed Consent)**

Saya yang bertanda tangan dibawah ini :

Nama : S. M  
Kelas : X1 TKC 1  
Alamat : Sipin

Menyatakan bersedia menjadi responden pada penelitian yang dilakukan oleh :

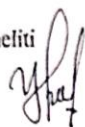
Nama : Yolanda Afsari Putri  
NIM : 1700888203036  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Jend Gatot Subroto

Judul penelitian : "An Analysis Of Students' Problems In Writing Paragraph At The Eleventh Grade Of Vocational High School 4 Jambi City"

Saya bersedia untuk dilakukan wawancara demi kepentingan penelitian. Dengan ketentuan, tidak menyalahgunakan jawaban saya. Dan saya akan memberikan jawaban yang sejujur-jujurnya.

Jambi .....<sup>mei</sup>.....2021.

Peneliti



Yolanda Afsari Putri

.....  
NIM: 1700888203036

Responden



.....

**Lembar Persetujuan (Informed Consent)**

Saya yang bertanda tangan dibawah ini :

Nama : S . A  
Kelas : XI TKL 1  
Alamat : Jl. S . Pakubuwono

Menyatakan bersedia menjadi responden pada penelitian yang dilakukan oleh :

Nama : Yolanda Afsari Putri  
NIM : 1700888203036  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Jend Gatot Subroto

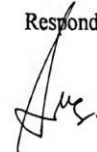
Judul penelitian : "An Analysis Of Students' Problems In Writing Paragraph At The Eleventh Grade Of Vocational High School 4 Jambi City"

Saya bersedia untuk dilakukan wawancara demi kepentingan penelitian. Dengan ketentuan, tidak menyalahgunakan jawaban saya. Dan saya akan memberikan jawaban yang sejujur-jujurnya.

Jambi ..... Mei ..... 2021.

Peneliti  
  
Yolanda Afsari Putri  
.....  
NIM: 1700888203036

Responden

  
.....

**Lembar Persetujuan (Informed Consent)**

Saya yang bertanda tangan dibawah ini :

Nama : ~~G~~ C.M  
Kelas : XI TKC 1  
Alamat : Jl. Kaptun dicham

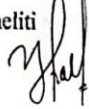
Menyatakan bersedia menjadi responden pada penelitian yang dilakukan oleh :

Nama : Yolanda Afsari Putri  
NIM : 1700888203036  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Jend Gatot Subroto

Judul penelitian : "An Analysis Of Students' Problems In Writing Paragraph At The Eleventh Grade Of Vocational High School 4 Jambi City"

Saya bersedia untuk dilakukan wawancara demi kepentingan penelitian. Dengan ketentuan, tidak menyalahgunakan jawaban saya. Dan saya akan memberikan jawaban yang sejujur-jujurnya.

Jambi ..... Mei .....2021.

Peneliti  
  
Yolanda Afsari Putri  
.....  
NIM: 1700888203036

Responden

  
.....

**Lembar Persetujuan (Informed Consent)**

Saya yang bertanda tangan dibawah ini :

Nama : I . S  
Kelas : XI TKC 1  
Alamat : SIMPANG RIMBO

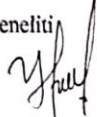
Menyatakan bersedia menjadi responden pada penelitian yang dilakukan oleh :

Nama : Yolanda Afsari Putri  
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Jambi ..... Mei .....2021.

Peneliti  
  
Yolanda Afsari Putri  
.....  
NIM: 1700888203036

Responden



.....

## **APPENDIX II**

### **List of Interview Questions**

1. What do you know about writing paragraph?
2. What kind of paragraph that you know?
3. Have you ever write a paragraph?
4. What are the generic structure of paragraph that you know?
5. Are you happy/ get interest while you writing paragraph?
6. What are problems did you faced in writing paragraph?
7. Why do you have problems in writing paragraph?
8. What do you think about learning to write a paragraph?
9. Can you understand? Do you enjoy it?
10. Do you think learning to write a paragraph is important?

## APPENDIX III

### Script Interview

#### Student 1

1. What do you know about writing paragraph?  
Answer : Writing paragraph is combining some sentences into a paragraph.
2. What kind of paragraph that you know?  
Answer : I just know, descriptive text and narrative text that's it.
3. Have you ever write a paragraph?  
Answer : Yes, ofcourse.
4. What are the generic structure of paragraph that you know?  
Answer : Identification, description, and conclusion.
5. Are you happy/ get interest while you writing paragraph?  
Answer : Sometime
6. What are problems did you faced in writing paragraph?  
Answer : The problem is hard to find the idea and the sentences.
7. Why do you have problems in writing paragraph?  
Answer : Because I don't have any idea and my English vocabulary is so so.
8. What do you think about learning to write a paragraph?  
Answer : I think its good, because we can pouring our idea and develop our skill or ability to become a great writer. And also can spend our time more quality.
9. Can you understand? Do you enjoy it?  
Answer : Ofcourse, I enjoy writing although not often.
10. Do you think learning to write a paragraph is important?  
Answer : I think its important to learning to write a paragraph.



## Student 2

1. What do you know about writing paragraph?  
Answer : In my opinion, paragraphs are several main thought or ideas in sentences that are interrelated and have a unified,
2. What kind of paragraph that you know?  
Answer : Paragraphs of description, paragraphs of exposition, paragraphs of narrative, paragraphs of argumentation, paragraphs of persuasion.
3. Have you ever write a paragraph?  
Answer : Yes, I have ever
4. What are the generic structure of paragraph that you know?  
Answer : Transition sentence, topic sentence, developer sentence, affirmative sentence.
5. Are you happy/ get interest while you writing paragraph?  
Answer : Yes, I am happy.
6. What are problems did you faced in writing paragraph?  
Answer : The problem is the difficulty in developing ideas and affecting the results of the writing we make.
7. Why do you have problems in writing paragraph?  
Answer : Because not very good at making an essay.
8. What do you think about learning to write a paragraph?  
Answer : Good for increase knowledge.
9. Can you understand? Do you enjoy it?  
Answer : Yes, I understand
10. Do you think learning to write a paragraph is important?  
Answer : Yes, important because can increase the knowledge.

### Student 3

1. What do you know about writing paragraph?

Answer : A paragraph is a section of text that consists of at least one sentence and starts on a new line.

2. What kind of paragraph that you know?

Answer : Deductive, inductive, exposition, argumentation, description paragraphs.

3. Have you ever write a paragraph?

Answer : Yes, I have ever

4. What are the generic structure of paragraph that you know?

Answer : The generic structure of a paragraph consists of words, topic sentences.

5. Are you happy/ get interest while you writing paragraph?

Answer : Yes, I am very interested in writing a paragraph.

6. What are problems did you faced in writing paragraph?

Answer : Problems that are often encountered when writing paragraphs in English are difficulty finding ideas and finding the right vocabulary.

7. Why do you have problems in writing paragraph?

Answer : Maybe because I don't know how to write good paragraphs and don't really know the correct paragraph structure.

8. What do you think about learning to write a paragraph?

Answer : Lack of understanding and difficult to compose words from the start to the end sentences correctly.

9. Can you understand? Do you enjoy it?

Answer : Do not completely understand.

10. Do you think learning to write a paragraph is important?

Answer : In my opinion, learning to write paragraphs is very important because we can know how to make paragraphs well.

#### **Student 4**

1. What do you know about writing paragraph?

Answer : Paragraph in English is a text or sentence in English.

2. What kind of paragraph that you know?

Answer : Descriptive paragraph, narrative paragraph, and argumentative paragraph.

3. Have you ever write a paragraph?

Answer : Yes, I have ever

4. What are the generic structure of paragraph that you know?

Answer : Orientation, complications, and resolution.

5. Are you happy/ get interest while you writing paragraph?

Answer : Yes, I am interested

6. What are problems did you faced in writing paragraph?

Answer : Sometimes when making paragraphs in English the wording is often reversed.

7. Why do you have problems in writing paragraph?

Answer : Do not understand how to organize words in English.

8. What do you think about learning to write a paragraph?

Answer : It's hard to understand.

9. Can you understand? Do you enjoy it?

Answer : Sometimes I understand and sometimes I don't understand.

10. Do you think learning to write a paragraph is important?

Answer : Important, because English is an international language and we must mastered it.

## Student 5

1. What do you know about writing paragraph?  
Answer : Paragraphs are the main ideas or sentences that are neatly arranged and standardized.
2. What kind of paragraph that you know?  
Answer : Deductive paragraphs, persuasion paragraphs, exposition paragraphs, narrative paragraphs, argumentative paragraphs, and inductive paragraphs.
3. Have you ever write a paragraph?  
Answer : Yes, I have ever
4. What are the generic structure of paragraph that you know?  
Answer : The generic structure of paragraphs are transition sentences, topic sentences, developing sentences, and affirmative sentences.
5. Are you happy/ get interest while you writing paragraph?  
Answer : Yes, I am happy.
6. What are problems did you faced in writing paragraph?  
Answer : The problem I faced was that difficult to develop ideas and main ideas.
7. Why do you have problems in writing paragraph?  
Answer : Lack of mastery of the material.
8. What do you think about learning to write a paragraph?  
Answer : Learning to write paragraphs at school made it easier for me to understand than studying on my own.
9. Can you understand? Do you enjoy it?  
Answer : Sometimes I understand and sometimes I don't understand.
10. Do you think learning to write a paragraph is important?  
Answer : Very important, because it can increase our knowledge in learning.

## Student 6

1. What do you know about writing paragraph?  
Answer : Paragraph is the arrangement of several words or sentences in one paragraph.
2. What kind of paragraph that you know?  
Answer : Paragraphs of description, narration, and argumentation.
3. Have you ever write a paragraph?  
Answer : Yes, I have ever
4. What are the generic structure of paragraph that you know?  
Answer : Opening sentence, body sentence, and closing sentence.
5. Are you happy/ get interest while you writing paragraph?  
Answer : Yes, I am happy.
6. What are problems did you faced in writing paragraph?  
Answer : The problem is I have difficulty getting ideas and arranging words in English.
7. Why do you have problems in writing paragraph?  
Answer : Do not know how to arrange words in English.
8. What do you think about learning to write a paragraph?  
Answer : Difficult to understand.
9. Can you understand? Do you enjoy it?  
Answer : Sometimes I understand and sometimes I don't understand.
10. Do you think learning to write a paragraph is important?  
Answer : Important, because writing paragraphs is part of the English lesson that must be mastered.