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## An Analysis Of Students' Ability In Writing Paragraph

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### **Abstract**

*This article concerns about students' ability in writing paragraph. A paragraph is the basic unit of writing that functions as a bridge between sentences and larger sections of text, usually expressing a single idea or topic. The population of the research was students of management of UPI YPTK Padang. Sample was students of second semester in 2024/2025 academic year. They were forty five students. The research used test as instrument. The data were taken by asking students to write paragraph. The result of the study showed that students had different ability in writing paragraph.*

*Keywords: Analysis, Writing, Paragaraph*

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## **I INTRODUCTION**

Language is the primary tool of communication, allowing people to express their thoughts, feelings, and ideas. In learning English, there are four skills should be mastered by students. They are speaking, writing, reading and listening. Writing is one of subjects that should be mastered by students. Students should have balancing skill between speaking, writing, reading and listening. The skills are related each other. In writing, students also need to use correct grammar, word choice and spelling. Students should have ability in writing sentence and writing paragraph. There are three kinds of

sentence. They are simple sentence, compound and complex sentence. a simple sentence is a sentence that consists of one independent clause (Siswoyo, 2025). An independent clause is a group of words that contains a subject and a predicate (verb) and expresses a complete thought. Because it has only one independent clause, a simple sentence cannot contain another independent or dependent clause within it. In other words, a simple sentence is the most basic form of sentence structure in English. Despite the term "simple," it does not mean the sentence is always short or plain. A simple sentence can

be short (e.g., She runs.) or long (e.g., My brother and I went to the market yesterday and bought some fresh vegetables for dinner.), as long as it contains only one independent clause (Andriani & Afersa, 2024). According to grammar experts, the simple sentence serves as the foundation of English communication (Ningsih, 2018).

In addition, compound sentence consists of two or more independent clauses joined by comma and conjunctions. The conjunctions are FANBOYS. FANBOYS are For, And, Nor, But, Or, Yet and So. Example is 'he is tired so he goes to rest' (Kadek et al., 2023). Moreover, a complex sentence is defined as a sentence that contains one independent clause and at least one dependent clause. An independent clause, also known as a main clause, is a group of words that contains a subject and a predicate and expresses a complete thought. It can stand alone as a complete sentence. In contrast, a dependent clause, also called a subordinate clause, contains a subject and a verb but does not express a complete thought and cannot stand alone as a sentence. The dependent clause depends on the independent clause to complete its meaning.

The key characteristic that identifies a dependent clause is the presence of a subordinating conjunction or a relative pronoun at its beginning. These grammatical markers signal that the clause cannot stand alone and

must be attached to an independent clause. For example, in the sentence "Although it was raining, we decided to go hiking," the word "although" is a subordinating conjunction that introduces the dependent clause "Although it was raining," making it subordinate to the independent clause "we decided to go hiking" (Rahma & Maharani, 2025).

A paragraph is defined as a grouping of sentences that develop a single idea or concept (Syah, 2008). Paragraphs are important for organizing thoughts, enhancing readability, and guiding the reader through the text. The structure of a paragraph typically includes a topic sentence, supporting details, and sometimes a concluding sentence, which collectively contribute to the coherence and clarity of the writing (Andriani, 2019).

The main components of a paragraph include:

- a) **Topic Sentence:** This sentence introduces the main idea, guiding the reader on what to expect (Teguh et al., n.d.)
- b) **Supporting Sentences:** These sentences provide evidence, examples, or explanations that strengthen the topic sentence, ensuring a logical flow and coherence
1. (c) **Concluding Sentence:** This ends the paragraph by summarizing the main point or transitioning to the next idea.

## II RESEARCH METHODS

The research is descriptive research. Descriptive research is describing the way as they are (Zellatifanny & Mudjiyanto, 2018). Population is a group people that is correspondence to the research (Willie, 2024). The population of the research was students of Universitas Putra Indonesia YPTK Padang. Sampling technique of this research was purposive sampling. The sample chose a class as

the sample. The class was students of management seven class. They were fortyfive students. The data took through a test. Test is one of the tools to measure the research (Andriani & Anggraini, 2020). The test was writing test. The students are asked to write a paragraph. Topic of the paragraph is free to be choose by students. Then, the students' paragraphs were analysed one by one.

## III RESULTS AND DISCUSSION

Based on students answer, the ability of students in writing paragraph can be seen as following table:

Table 1. Students' ability in writing paragraph

No	Criteria	Percentage
1	Choosing topic	75%
2	Supporting details	70%
3	Conclusion	65%

Based on table 1, it can be seen that students have enough ability in writing paragraph. The students have different topics in writing paragraph. For example, the student 1 write topic about 'my hobby'. The paragraph is

*My hobby is swimming. Every Sunday, I do swimming. Before going swimming, I prepare everything that I need in the night. Swimming makes me happy and feel fresh. I am very happy*

*after doing swimming. I go swimming with my friends. I am waiting for my friend in my house, and we go swimming together. After do swimming, we eat together. We are very happy.*

From paragraph above, it can be seen that topic is about swimming. The student has clear supporting sentences and has clear conclusion.

The next student writes paragraph as follows:

*My favorite food is fried rice. I like fried rice because it's a spicy food. I love spicy Foods. I usually eat friend rice during breakfast. My mother usually males me a fried rice. My mother' s fried rice is very good. The special thing about fried rice is its simplicity and taste.*

Based on the paragraph, the student chooses topic about her favorite food. Her favorite food is fried rice. She also very like her mother's fried rice because it is very delicious. Student also uses clear supporting details and conclusion.

#### IV CONCLUSION

Students' ability in writing paragraph is good. The students choose free topic to write. Some students choose topic about favirite food, hobbies, daily activity, family or favorite motorcycle and favorite pet. Students can

develop paragraph by choosing the topic that they like. Students' paragraph is still need to improve to make they are more have ability in writing.

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