

PARAGRAPH STRUCTURES OF NARRATIVE ENGLISH ESSAY IN THE
PRETEST THE STUDENTS OF THE UNIVERSITY OF
HKBP NOMMENSEN UNIVERSITY

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Abstrak. Banyak teori belajar serta pendekatan pengajaran menyarankan pretest sebagai alat diagnostik guru. Pretest Esai bahasa Inggris digunakan untuk mengidentifikasi informasi yang cukup tentang pemahaman objektif setiap siswa tentang pelajaran pertama kalinya. Tujuan dari penelitian ini adalah untuk mengidentifikasi setiap keterampilan kemahiran siswa dalam menulis esai naratif bahasa Inggris di prodi Pendidikan Bahasa Inggris, Universitas HKBP Nommensen Pematangsiantar. Populasi subjek penelitian adalah 34 siswa dalam kelompok B dan penulis memilih 10 tugas siswa secara acak sebagai sampel. Ini adalah deskriptif kualitatif dengan pendekatan studi kasus. Menurut Ary (2010: 29) penelitian kualitatif berusaha memahami suatu fenomena dengan memfokuskan pada gambaran total daripada memecahnya menjadi variabel. Analisis data, temuan penelitian, dan diskusi menunjukkan bahwa siswa menulis paragraf mereka tidak disusun secara struktural. Penelitian ini menemukan bahwa 12 paragraf (30%) memiliki struktur yang kompleks. 28 paragraf lainnya (70%) tidak memiliki struktur lengkap. Hasilnya menunjukkan bahwa lebih banyak siswa yang tidak mengerti menulis paragraf mereka secara struktural.

Kata kunci: Narasi, Esai Bahasa Inggris, Struktur Paragraf, Pretest.

Abstract: Many study theories as well as teaching approaches suggest pretest as a teacher diagnostic tool. Pretest of narrative English essay are used to identify a fairly information about the objective understanding of each students about the lesson for the first time. The purpose of this research is to identify every student proficiency skill on writing narrative English essay in English Language Education Department, University of HKBP Nommensen Pematangsiantar. The population of the subject research was 34 students in group B and the writer chose 10 students assignments randomly as samples. This is descriptive qualitative and case study approach. According to Ary (2010:29) qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The data analysis, research finding and discussion show that the students wrote their paragraphs not arranged structurally. The research found out that 12 paragraphs (30%) had the complex structures. The other 28 paragraphs (70%) did not have more complete structures. The result indicated that more students do not understand writing their paragraphs structurally.

Key words: Narrative, English Essay, Paragraph Structure, Pretest.

Introduction

The educators, Grant Wiggins and Jay McTighe (2005:2) in their book, *Understanding by Design* developed pretest as the backward design begins with the objectives of a unit or course. It is clarifying what students are expected to learn and be able to do. Teacher may prepare lesson plans to achieve those desired goals. Therefore, for some reasons there must be decision for time teaching with certain skillset and concept helping students' level proficiency in writing.

Reason pretest was conducted before starting the English essay lesson was it helped to determine complete teaching package, it was not only finding detail students' writing competence but also searched objective answers to every student weakness. Teacher diagnosed the pretest carefully to define the proper teaching design formula. As a media, it would be a resolution reaching their stimulating and interesting for the entirely lesson. Pretest can give teacher a fairly accurate idea of how students might perform on the final assessment and allowing them to better anticipate problems that might arise.

Jeremy Hummer (2006:1) in his book, *How to Teach Writing* mentioned there are writing strategies used for learners. In writing, every writer combines idea and rules of writing to produce an art. Kinds of information coming to the writer are filtered separately to create an organization idea. Then in another side, structures for the essay model are arranged fashionable and eye catching. Both the organization and the model must be acceptable and accessible for all readers. A good writer must be able to predict the interest of the readers generally, the flow of the public

like such as the most searching theme and the way to touch the readers. A good writer is not only capable to produce interesting topics but also to write the topics from nothing to be something outstanding.

Pretest shows the facts of each student skill and understanding about narrative English essay. A qualitative researchers used to seek an understand phenomenon by focusing on the total picture rather than breaking it down into variables. The data analysis, research finding and discussion show that the students wrote their paragraphs not arranged structurally. The research found out that 12 paragraphs (30%) had the complex structures. The other 28 paragraphs (70%) did not have complete structures. The result indicated that more students do not understand writing their paragraphs structurally.

In teaching English essay, the teachers have to use different kinds of teaching approach in order not to make the students feel bored. Klancar (2006:53) states that the teacher will get some advantages when they teach students to write by various types of activities such as watching the strong message movies, listening touching music, reading heroic novels, travelling somewhere and series of picture. Writing activity can be started by using media to help students in organizing their idea.

Through the media, learners have sources for their vocabularies as well as the guide to arrange their topics. The media helps them to know the beginning, the middle and the end. They also are helped to identify each rhythm and parts of the media easily. Their mind will be trained to analyze as the new are in a train. It is enjoyable. As a

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picture paints a thousand of words and pictures are a great way of improving writing skills, especially if you are a visual learner.

In teaching narrative texts, short animated stories are better to be used as media. Short animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of characters. Meanwhile, short animated stories are almost the same as movies in their moving pictures. They do not contain too much dialog so that students can catch the content easier.

Moreover, someone who wants to write a text must know the steps in writing processes and aspects of writing. The writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into a good paragraph structures. According to Zemach and Rumisek (2005:1) a paragraph is a group of sentences about a single topic. It contains of a topic sentence, supporting

sentences and concluding sentence.

RESEARCH METHOD

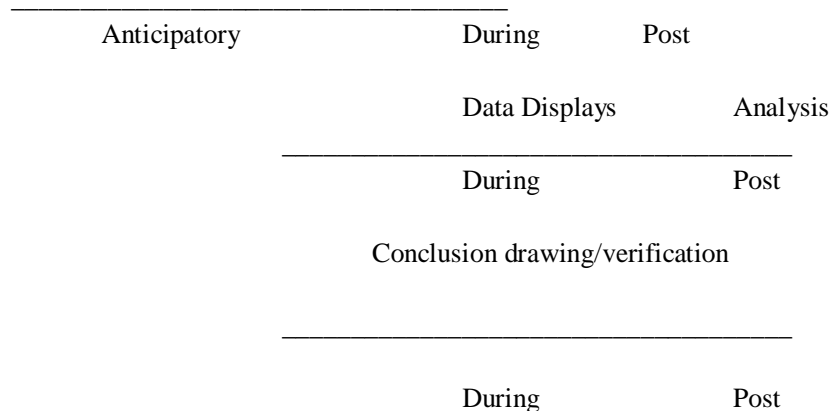
Research Design

This is descriptive qualitative and case study approach. According to Ary (2010:29) qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The research design is qualitative; it is used to describe the paragraph structures written by the students in their research background.

Technique of Analyzing Data

After the data had been collected, they were analyzed. To answer the research question: *“How are the arrangement of the paragraph structures of the Narrative English essay written by the second semester students of group B of English major of Teaching Faculty of University of HKBP Nommensen Pematangsiantar.”* Data analysis proposed by Miles and Huberman (1984) as in the following figure:

Data reduction



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Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the 'raw' data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is the part analysis. *Data Display* is the second major flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. *Conclusion Drawing/Verification* is the third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is nothing regularities, patterns, explanations, possible configurations, causal flows, and propositions. (Miles & Huberman 1984: 21-22).

FINDINGS

This chapter discusses about the result data analysis and interpretation. It shows how the data is analyzed. Data analysis is to find out the paragraph structures of the Narrative texts written by the semester II students of university of HKBP Nommensen Pematangsiantar.

Data Analysis

The sentences in the paragraphs were numbered for easy identification of the topic sentence, the supporting sentences, and the concluding sentence. A paragraph was said to have a complete structure if it had topic sentence, supporting sentences and concluding sentence. The major supporting sentences are the main details that tell us about the topic sentence. These sentences directly write about the topic sentence. The minor supporting sentences tell us more about the major supporting sentences. It means that the

relationship between major supporting sentences and the topic sentence is direct while the relationship between the minor supporting sentences and the topic sentence is indirect. In analyzing data easily the writer identifies the paragraph structure by marking topic sentence (body), supporting sentence (italic) and concluding sentence (underlying).

Data I
Melisa Edelweis

TWO BEST FRIENDS

TS: Once upon a time, in a village near the jungle, there were two poor best friends named Roni and Edel.
 SS1: Every day, they went to the jungle to find fire wood to be sold.
 SS2: Roni was strong while Edel was quick and agile.

TS: One day they found a treasure map in the jungle.
 SS1: They were so surprised and Roni invited Edel to find out the treasure.
 SS2: "Edel look I got something such a treasure map" Roni whispered.
 SS3: "It just only a fake map, buddy. Don't trust it" Roni answered.
 SS4: "How about if we try to find it out tomorrow?"
 SS5: He invited. "Hummum" Edel was thinking.

TS: The next day Roni and Edel went to find the treasure based on the map they had gotten.
 SS1: The map guided them to a cave, then they went inside.
 SS2: After they had walked for hundred meters, they met two branches of tunnels-yellow and blue tunnel-in the cave.
 SS3: As their problem, there was not a direction about what the right tunnel in the map. CS: So that they were confused to think which tunnel they should choose.

TS: As a result they began to debate.
 SS1: Roni thought that blue tunnel was the right way, whereas Edel preferred to choose Yellow cave.
 CS: Finally they separated by choosing different tunnel to get the treasure.

Analyzing 1:
Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Major Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Concluding Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Concluding Sentence.

Analyzing 2:

Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Concluding Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Concluding Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Concluding Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Concluding Sentence.
Paragraph 5
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Concluding Sentence.

Data II
Keyen Butarbutar

ROMEO AND JULIET

TS: In ancient times, in Verona city, Italy, lived two great families.
 SS1: That is the Capulets and Montague families.
 SS2: Both of the families had famous bussiness in the city.
 SS3: And they had many workers too.
 SS4: These two families are against each other.
 SS5: The feuds have lasted a long time.
 CS: The Capulets and Montague families often got into a fight between families.

TS: One day, the Capulets celebrated her 17th daughter birth day.
 SS1: Juliet was a very beautiful girl.
 SS2: Her beauty was known in the city.
 SS4: Juliet's father held a very large birthday party which also served to introduce her to a young man of her father's choice.
 SS5: On the night of the party, Romeo a common vow of the Moutage families noticed the feast.
 SS6: And he slipped into the party in secret.
 CS: Romeo mingled in the party, he was fascinated by the sight of such a beautiful girl and he dared to make his acquaintance with that girl who turn out to be Juliet.

TS: Since that meeting Romeo and Juliet were in love.
 SS1: The two of them found each other in secret until they become lovers.
 SS2: Their relationship was a secret from their family.
 SS3: Romeo and Juliet kept their relationship tightly.
 SS4: Because they knew the relationship between the two of them was against both of their families.
 SS5: And there was no one in both of their families would admit or supported their relationship.
 SS6: Even if the Juliet family found out about their relationship, Romeo could be punished by her family and also his family.
 CS: They realized and understood the consequences of their love.

TS: Then, one day there was a fight between Mermuto of the Moutage families and Tybalt who was a member of the family of Capulet.
 SS1: This fight caused Mermuto to die who was a good friend of Romeo. Romeo was angry and avenged the death of his friend by killing Tybalt.
 SS2: For what he did, Romeo was banished not to return to Verona forever. Romeo also became separated from Juliet and Juliet was very sad.
 SS3: The wedding proposal of Valiant Paris had come that Juliet's parents wouldn't refuse it.
 SS4: They forced her to get married as soon as she could and she couldn't refuse him.
 SS5: Juliet tried to tell her wedding plans to Romeo through a friend with letters she wrote.
 SS6: In the letter, Juliet wrote that she would try to break up her marriage by pretending to be dead, and she had Romeo pick her up after three days of her fake obituary.
 CS: The plan worked and eventually the marriage could be aborted but the letter did not reach Romeo.

TS: Yet the rumors of Juliet's wedding remain be covered of Romeo.
 SS1: He came to Verona to annul Juliet's wedding but when Romeo reached Verona, she saw her lover dead.
 SS2: Romeo regrets and guilt have left Juliet.
 SS3: He came to Juliet's grave and in that very grave Romeo killed himself drinking poison right next to his beloved.
 SS4: The effect of that sleeping pill that made Juliet pretend to be dead, that Juliet came to her senses, and saw Romeo die beside her.
 CS: She was very sad and caught up Romeo with sticked a knife in her heart. In the end they both died with their great love.

Data III
Claudia Clintin Fasatiba

A NOBLE HEART DWARF

TS: Once upon a time there was a Dwarf lived inside the forest.
 SS1: His name was Frodo.
 SS2: He only lived with animals in the forest.
 SS3: And his house the trees or the caves.
 SS4: He had considered the animals as his family, since his friends died.
 CS: He always worked for his life by selling fruits to the town once a week.

TS: One day, he saw unconscious princess Camilla laying near the river.
 SS1: He took her to his home, and made her a cup of tea.
 SS2: The Princess suddenly woke up and felt surprised to see the dwarf.
 SS3: The dwarf explained to her that he found the princess near the river.
 CS: The princess thanked him because he had saved her.

TS: Since the incident, the princess had lived in the middle of the forest with the dwarf and animals.
 SS1: When the Dwarf worked to look for the fruits, the Princess always cleaned the dwarf's house and cooked food for them.
 SS2: The Dwarf was always so happy even he returned home because he knew that the princess was waited for him and prepared dinner for him.
 CS: The Dwarf and the princess lived happily.

TS: The king, the father of Princess Camilla always looked for the princess and told to all of soldiers to put up the posters.
 SS1: The dwarf felt so amazed and happy because the Princess became his wife. And they lived happily ever after.

Analyzing 3:
Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Major Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Concluding Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Concluding Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.

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Data IV
Dame Seña Lamtiur Parba

MARDAN'S STORY

TS: Once upon a time there was a man named Mardan.
 SS1: He was very poor man.
 SS2: He lived with his mother and his young sister named Rauli in a small village.
 SS3: Mardan always helped his mother to work to the field and he always helped her to plant the cassava.
 SS4: Sometimes, Mardan also helped his uncle to herd his uncle's buffalo. He did it to get a little rice for their meal.
 SS5: Mardan always was grateful, although he never enjoyed the real happiness. He thought the poverty also could give him a holy happiness.
 TS: Mardan left his family.
 SS1: He talked him planning of leaving his village and his family to her parents.
 SS2: His parents were up sad hearing his planning but they hid their sadness.
 SS3: Mardan decided to leave his family because of the poverty.
 SS4: He would go abroad with a big ship from the town.
 SS5: He went away from his village and he met with one family in the town.
 SS6: The ship sailed as long as three days on the ocean.
 SS7: After he arrived in the town he directly sent his mother a simple letter passed through a man that wanted to go back to his village.
 TS: Mardan worked and started his new life in the city.
 SS1: Mardan was looking for a new job in the city.
 SS2: He was very enthusiastic to do any job and did it totally.
 SS3: Mardan always worked hard seriously and he was very faithful to help his master.
 SS4: He always woke up early than his master.
 SS5: He cooked and baked that family to go to the market to sell their wares.
 SS6: After going home from that market, he also helped his auntie to clean her house.
 SS7: Any work that his master gave him, he did it well.
 SS8: He also didn't complain for any salary that his master gave him.
 SS9: All his responsibilities and works were finished well.
 SS10: Mardan righteousness made his master's family was very interested to see Mardan's attitude because he always worked hard.
 TS: Mardan got married
 SS1: Mardan's master loved him so much.
 SS2: Because mardan was very kind man.
 SS3: Mardan's master decided to marry him to his daughter named Sripunti.
 SS4: Mardan was very happy because he could get married with the most beautiful girl in that town.
 SS5: He loved Sripunti from the first sight.
 SS6: And Sripunti was really respect her father.
 SS7: Then Sripunti also love to see Mardan's attitude
 SS8: Both Mardan and Sripunti loved each other.

Data V
Koesia Patresia Sidabutar

JAKA TARUB

TS: Long time ago in the village lived a handsome young man named Jaka Tarub.
 SS1: A lot of women in the village liked him but he stayed single because he wanted to have a very beautiful wife.
 SS2: One night, it was full moon at that time, Jaka Tarub was walking in the wood.
 SS3: Suddenly he heard sounds of women near the waterfall.
 SS4: He slowly came close to the direction of sounds; he was hiding behind the trees and saw 7 beautiful women taking a bath in the waterfall.
 TS: Sniffing Jaka Tarub walked over and then he found the clothes of the women lying scattered about.
 SS1: Then he found the clothes of the women lying scattered about, he stole one of them and hid it when angels were about to return to heaven.
 SS2: Six of them wear their clothes and cloth, then fly to the night sky, only then did Jaka Tarub understand that these women were heavenly angels.
 SS3: One of the angels soon realized she lost her shawl and she said to her sisters: "I lost my shawl, I can't go back yet. But I will find it and I will come back. You girls go ahead."
 SS4: An angel named Nawang Wulan was left in the waterfall because she lost her shawl she couldn't return to the sky and then she cried.
 TS: When Nawang Wulan cried on the waterfall, Jaka Tarub immediately appeared and comforted her; then he offered a place to stay for Nawang Wulan until they finally married.
 SS1: Since she married with Jaka Tarub, she lived well and the harvest is abundant and the barn was always filled with rice without ever losing it.
 SS2: Nawang Wulan's shawl was hidden by Jaka Tarub in an always full barn and they were also blessed with a child and live happily.
 SS3: But after a long period of married life, disturbed by Jaka Tarub's curiosity because every day he and his family always ate rice, but the barn always never diminished as if there was no rice used for their food.
 SS4: He planned to know the content of it.
 SS5: He decided to see the content of it.
 TS: Nawang Wulan wanted to go to the river, she told her husband to look after the furnace fire in the kitchen, but forbade him to open the lid of the pot, but Jaka Tarub violated the prohibition of Nawang Wulan and opened the pot of lid, apparently there was only one grain of rice.
 TS: When Nawang Wulan went home and opened the pot, there was only one grain in it.
 SS1: Nawang Wulan was angry because her husband had violated his prohibition, and she became sad because from that moment on, he had to cook rice like an ordinary human.
 SS2: She had to struggle to pound lots of rice into rice before then cooking it into rice.
 SS3: Nawang Wulan again took rice to pound, seeing a lump of cloth protruding behind a pile of rice.
 SS4: Nawang Wulan again took the rice to pound, he saw a piece of cloth popping behind a pile of rice and when it was recalled Nawang Wulan remembered that it was his shawl! Apparently all this time, Jaka Tarub was hiding my shawl, and because the granary content keeps decreasing in the end I can find it again." She thought.
 SS5: Nawang Wulan wore her shawl, and asked Jaka Tarub to take care of their children.
 SS6: Finally, Nawang Wulan flew away to heaven and Jaka Tarub felt very sad.

Analyzing 5:
Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.

SS10: Finally Mardan got married but mardan didn't invite his family to come to his wedding for he was ashamed that his family was very poor.

Analyzing 4:
Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Major Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Major Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Minor Supporting Sentence.
 Sentence 8: Minor Supporting Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Major Supporting Sentence.
 Sentence 8: Minor Supporting Sentence.
 Sentence 9: Minor Supporting Sentence.
 Sentence 10: Major Supporting Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Major Supporting Sentence.
 Sentence 6: Major Supporting Sentence.
 Sentence 7: Minor Supporting Sentence.
 Sentence 8: Minor Supporting Sentence.
 Sentence 9: Minor Supporting Sentence.
 Sentence 10: Concluding Sentence.

Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Major Supporting Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Major Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Concluding Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Major Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Concluding Sentence.

Data 6
Ida Hutagaol

PLAYING BADMINTON

TS: Playing badminton during my junior high school was a very good time.
 SS1: Even though I only won a local competition, playing badminton giving a favorite enjoyment.
 TS: Every leisure time and rest time in my junior high school were spent by playing badminton.
 SS1: When I entered the junior high school, I saw a national badminton player playing in our school field.
 SS2: Since the time, I used to play badminton everywhere I had.
 SS3: In my school, I used to play badminton in the back field of my school.
 SS4: Sometimes, I played with some friends.
 CS: For the time, all was for playing badminton.
 TS: Living in the school's dormitory gave me more time to practice and develop my badminton skills.
 SS1: There were more time for me to practice playing badminton skills.
 SS2: Abroad TV channels and you tube had many ways to improve badminton skills.
 SS3: Some techniques were difficult for the first time but practice made perfect.
 CS: All those things supported my skills playing badminton.
 TS: Even though during the sports hours I was different from sports with other female students, I was never discouraged even though I played with male students, but have never been said to be discouraged.
 SS1: Because I had hoped to take part in district level badminton competitions.

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SS2. And my talent was also known by a pastor, he always encouraged me to develop my talents.
 SS3. And I always develop it, once there was a sports school activity.
 SS4. I was selected to play basketball at the district level, I felt happy because the dream was reached too.
 SS4. Will, but when the activity was left a few days away my record would be held damaged, yes I was forced to not participate, and I did not immediately despair.
 CS. That is the most memorable thing in my life.

Analyzing 6:
Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Concluding Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Concluding Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Major Sentence.
 Sentence 7: Major Sentence.

Data VII
 Ruth Junisa

ENI'S LIFE

TS : One day, there lived a poor girl named Eni who lived with an old grandmother.
 SS1... They came from families who could not afford to fulfill their daily needs.
 SS2... And things looked well with both of their life.

TS : Eni's parent was the old grandmother.
 SS1 : The grandmother took care of her since her baby age.
 SS2 : Since little, Eni was abandoned by his father and mother because her parents had long been divorced.
 SS3... And Eni did not know anything about her parents because she worked hard to support herself and her grandmother.

Data VIII
 Eva Manuring

A PART OF THE TOBA LAKE LEGEND

TS : A long time ago in a village in northern Sumatra there lived a man named Toba. SS1 : He lived alone in his small house.
 CS : He worked every day as a farmer to fulfill his needs.

TS : He also usually went fishing in the river.
 SS1 : Sometimes he felt in his heart lonely and tired did living alone.
 SS2 : But he remembered that he had to survive.

TS : One day he went fishing to the river.
 SS1 : That day it was not usually difficult for him to get fish.
 SS2 : After a long wait, the bait was eaten by a very big and fat gold fish and bring it home.
 SS3 : When he returned home how surprised he was to see the big gold fish had disappeared and for a moment suddenly a beautiful woman appeared in his house.
 SS4 : The woman said that she was the incarnation of the gold fish caught by Toba.
 SS5 : Toba was very surprised but she was very fascinated by the woman.
 SS6 : The woman said she would cook food for Toba because he looked very hungry.

TS : Toba ate heartily, and Toba wanted her to be his wife.
 SS1 : The woman knew Toba's heart and she was willing to marry with Toba, but with the condition that Toba should not bring up the origin of the woman. Toba agree to do that and they married.

Analyzing 8:
Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Concluding Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.

TS : One day, Eni traded her fry around her village.
 SS1... She sold from morning till evening because there were many customers like it.
 SS2... Because the fried was very much in demand by people, besides buying, there were also those who also ordered food at an event. Eni was never tired of it because she had to fight for her grandmother.
 SS3... Even when Eni delivered the customer's order, Eni had to travel a kilo-meter distance just to satisfy her customers. She had to deliver the order before the show was started.

TS : At one point, her grandmother laid weak and helpless in a bed that was not so soft.
 SS1... Eni struggled alone to process her fried food without the help of her grandmother.
 SS2 : Eni was very sad because she was unable to take her grandmother to the hospital.
 SS3... Eni was willing to go to another village to spend her fried to get money to buy the grandmother's medicine.
 SS4... Until Eni didn't care about her health, she was tired and did not eat so that the money was enough to buy medicine for grandmother.
 SS5... The grandmother saw that her granddaughter had tears in her eyes, but the grandmother could not say anything considering her very weak condition.
 SS6... When eni saw the grandmother, Eni rushed to sell her fried food which she did herself in the morning, not forgetting that she was still strong and struggling to heal her grandmother.
 CS... The young man was responsible for bringing her to the clinic and they become life happily.

Analyzing 7:
Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Concluding Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Minor Supporting Sentence.
 Sentence 7: Concluding Sentence.

Data IX
 Kezia Sinambeja

MUSIC IS THE POWERFUL THING IN MY LIFE

TS : Music is one of the most important and powerful thing in my life.
 SS1 : My life without melodies and harmonies would be totally empty.
 SS2 : Listening to and playing different tunes helps me to de-stress, relax and it can also help to motivate me in trying times.
 SS4 : I love listening to music while on my way to college, and I feel it helps me to prepare for the days.

TS : When I was younger, I didn't have the great love for musical as I do now.
 SS1 : I mainly listened to whatever music and was playing it.
 SS2 : Or what my parents were listening to, I didn't have much of a care for musical compositions.
 SS3 : There was sometimes a little bit of pop music thrown in to the mix, but I really liked it.
 SS4 : Where ever and whenever I was, I didn't care for that genre of music much.
 CS : If enjoy it as it allows me to reminisce on memories from times of my childhood.

TS : Now on, I express myself through the song by playing guitar.
 SS1 : I'm still a beginner, because I started learning how to play guitar last year and I haven't played it perfectly yet.
 SS2 : Once I start playing, I found it extremely hard to put the guitar down again.

TS : This past holiday, my friend taught me how to play the piano.
 SS1 : I had always heard stories about how she was brilliant at the piano.

Analyzing 9:
Paragraph 1
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
Paragraph 2
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Minor Supporting Sentence.
 Sentence 4: Minor Supporting Sentence.
 Sentence 5: Minor Supporting Sentence.
 Sentence 6: Concluding Sentence.
Paragraph 3
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.
 Sentence 3: Major Supporting Sentence.
Paragraph 4
 Sentence 1: Topic Sentence.
 Sentence 2: Major Supporting Sentence.

Data X

Kurnia Panjaitan

THE LION AND THE MOUSE

- TS : In a faraway jungle there was a lion who became the king of the jungle.
SS1 : All animals were afraid of him because he was very strong, cruel, and had no fear of everything.
SS2 : His name was so famous and even some animals who never seen him before were SS3 : also afraid because they heard the story of that king.
SS4 : The mouse was the only one who never seen the king before and the mouse was so curious to see him.
SS4 : Because of his curious, the mouse came to the Lion house.
SS5 : But at that time the king was not there yet.
SS6 : The mouse entered the cave silently, looked around and he saw the large footprint of the king.
SS7 : The mouse was so scared and he wanted to get out quickly.
SS8 : But too late, he heard the roar of the king that already came to the cave.
- TS : The mouse was very nervous and he hid behind the stone.
SS1 : The lion was coming and sleep near the entrance of the cave.
SS2 : His body covered up all the way to out and the mouse was trapped and could not find the gap to go outside.
SS3 : The mouse tried to creep on the wall and unfortunately, he fell down above the King's body.
SS4 : The lion woke up and so angry with the mouse.
- TS : The mouse was so scared and said, "Oh my King, forgive me for my curiosity entering your cave.
SS1 : I did not mean to wake you up.
SS2 : I just want to know how great my king is. Please don't kill me and I promise to give my best to help you whichever way I can on one of the bad day you have."
SS3 : The lion roared and laughed to that mouse, "I'll let you go and never do the stupid things like this anymore.
- TS : One day, the Lion was he was hanged by the trap of a hunter's net
SS1 : The mouse saved the lion and since the time, he became the brother of the king.

Analyzing 10:

Paragraph 1

- Sentence 1: Topic Sentence.
Sentence 2: Major Supporting Sentence.
Sentence 3: Minor Supporting Sentence.
Sentence 4: Minor Supporting Sentence.
Sentence 5: Major Supporting Sentence.
Sentence 6: Minor Supporting Sentence.
Sentence 7: Major Supporting Sentence.
Sentence 8: Minor Supporting Sentence.

Paragraph 2

- Sentence 1: Topic Sentence.
Sentence 2: Major Supporting Sentence.
Sentence 3: Minor Supporting Sentence.
Sentence 4: Minor Supporting Sentence.
Sentence 5: Minor Supporting Sentence.

Paragraph 3

- Sentence 1: Topic Sentence.

- Sentence 2: Major Supporting Sentence.
Sentence 3: Major Supporting Sentence.
Sentence 4: Minor Supporting Sentence.
Sentence 5: Minor Supporting Sentence.

Paragraph 4

- Sentence 1: Topic Sentence.
Sentence 2: Major Supporting Sentence.

Research Finding

Based on the data analysis, there are 10 data that the writer has analyzed. The data has analyzed based on the paragraph structures, namely: Topic Sentence, Supporting Sentence, and Concluding Sentence. So the writer found some of the finding as follow:

The semester II students of university of HKBP Nommensen Pematangsiantar are good in making the concluding sentence. They can make the topic sentence in their paragraphs. It means they know what they want to talk about. Then the semester II students of university of HKBP Nommensen Pematangsiantar still find difficult in making the supporting sentence, especially in making minor supporting sentence. They do not have enough minor supporting sentence to explain the minor supporting sentences and major supporting sentences at the previous sentence. This difficulties are also happened in writing concluding sentences. They do not know how to close their paragraph. The students need to learn how to make the paragraph structures more and more in order to master in writing paragraph back ground.

The research found that 12 paragraphs (30 %) employed the complete structure of:

1. Topic sentence
2. Supporting Sentence
3. Concluding Sentence.

The other 28 paragraphs (70%) did not have conclusion and supporting sentences (minor) that they only employed 1) topic sentences, 2) supporting sentences (major). Seeing this research result, the writer feel concerned because the research participants of the study are students of English Department who should have better writing knowledge of writing paragraph structures. So, the lecturers of university of HKBP Nommensen Pematangsiantar should attempt to increase the students' competence such as by giving more practice and more proper instruction.

No.	Students' name	Students' initial
1.	Melisa Edelweis	ME
2.	Yeyen Butarbutar	YB
3.	Caludia Clinton Pasaribu	CCP
4.	Dame Setia Lamtiur Purba	DSLPL
5.	Yosefa Patresia Sidabutar	YPS
6.	Ida Hutagaol	IH
7.	Ruth Junisa	RJ
8.	Eva Manurung	EM
9.	Kezia Sinamberla	KS
10	Kurnia Panjaitan	KP

The Dominant

No.	Students Initial.	No. of paragraphs	Paragraph Structures				Complement /Incomplete	Percentage %
			Topic Sentence	Major Supporting Sentence	Minor Supportign Sentence	Concluding Sentence		
1.	ME	P1: P2: P3: P4:	√ √ √ √	2 2 1 1	- 3 2 -	- - √ √	I I C I	C=25% I=75%
2.	YB	P1: P2: P3: P4:	√ √ √ √	2 3 2 1	2 3 3 -	√ - - √	C I I I	C=25% I=75%
3.	CCP	P1: P2: P3: P4:	√ √ √ √	3 1 1 1	1 3 2 -	√ √ - -	C C I I	C=50% I=50%
4.	DSLPL	P1: P2: P3: P4:	√ √ √ √	3 3 3 2	3 4 7 6	- - - √	I I I C	C=25% I=75%
5.	YPS	P1: P2: P3: P4:	√ √ √ √	2 2 1 2	2 2 4 3	- - √ √	I I C C	C=50% I=50%
6.	IH	P1: P2:	√ √	1 1	- 3	- √	I C	C=75% I=25%

		P3:	√	2	1	√	C	
		P4:	√	4	1	√	C	
7.	RJ	P1:	√	2	-	-	I	C=25%
		P2:	√	1	-	√	I	I=75%
		P3:	√	1	2	-	I	
		P4:	√	2	3	√	C	
8.	EM	P1:	√	1	1	-	I	C=0%
		P2:	√	1	1	-	I	I=100%
		P3:	√	1	4	-	I	
		P4:	√	1	-	-	I	
9.	KS	P1:	√	1	2	-	I	C=25%
		P2:	√	1	3	√	C	I=75%
		P3:	√	2	-	-	I	
		P4:	√	1	-	-	I	
10	KP	P1:	√	3	4	-	I	C=0%
		P2:	√	1	3	-	I	I=100%
		P3:	√	1	2	-	I	
		P4:	√	1	-	-	I	

Total paragraphs are 40.

Complete paragraph are 12.

$$\frac{12}{40}$$

$$40 \times 1000\% = 30\%$$

Incomplete paragraph are 28

$$\frac{38}{40}$$

$$40 \times 1000\% = 70\%$$

Discussion

The finding that 70% of the students have incomplete paragraph structure means that the semester II students of university of HKBP Nommensen Pematangsiantar have lack of knowledge of paragraph structures. Only 30% of the students can make the complete paragraph structures. This finding is similar with Ruspita's research finding (2016) that 67% of EFL students of (UNISBANK) Semarang, Indonesia have incomplete paragraph structures. Seeing this research results, I feel concerned because the research participants of English Department who should have better paragraph structure knowledge. So, the lecturers of university of HKBP Nommensen Pematangsiantar should attempt to increase the students' competence such as by giving more practice, more proper instruction.

After analyzing the data the writer found that the semester II students of university of HKBP Nommensen Pematangsiantar have a topic sentence in their paragraph structure. It means they know what they are going to discuss. Supporting sentences are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence. Supporting sentence develop the topic sentence. After analyzing the

data, the writer found that the semester II students of university of HKBP Nommensen Pematangsiantar still found a problem in making supporting sentence (minor) in their paragraph structure when they wrote their research background. Many students do not know how to develop their major supporting sentence. So that in the class room the teacher should help more the students to learn about supporting sentence (minor) when they writing research background. Concluding sentence may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just by giving a final comment about the topic. The concluding sentence of a paragraph signals the end of the paragraph and leaves the reader with important points to remember. A concluding sentence serves three purposes as follows:

1. It signals the end of the paragraph.
2. It summarizes the main points of the paragraph.
3. It gives the final comment on the topic and leaves the reader with the most important ideas to think about.

After analyzing the data the writer found that the semester II students of university of HKBP Nommensen Pematangsiantar still found that the students have difficulties in making concluding sentence of their paragraph structure. Some of the

students' data prove that there are no concluding sentences in their paragraph. The lecturers must help the students in making the paragraph structure completely. The students need more knowledge and practices in writing paragraph completely. In other way the lecturers can also use teaching strategy that make the students feel enjoy and interesting in writing. For other researcher the writer suggests that they need to focus on teaching strategy which is interesting for students in writing paragraph structures. So, they will master in writing.

CONCLUSION

After analyzing all the data then the researcher makes conclusions that from 40 paragraphs written by the semester II students of university of HKBP Nommensen Pematangsiantar, the writer concludes:

1. Paragraph structures written by the students are various, namely: topic sentence, supporting sentence and concluding sentence.
2. In making the supporting sentences, the students are more dominant in major supporting sentences than writing minor supporting sentences.
3. Students have problems with paragraph structure. 28 paragraphs or 70% of the students do not conclude and do not have enough minor supporting sentences their paragraphs.
4. Only 12 or 30% paragraphs have complete structures written by the students. Thus, for this reason students have difficulties in creating paragraph structure in their narrative English Essay.

Suggestions

During doing the research the researcher found some problems of the students in making the paragraph structures, as: topic sentence, supporting sentence and concluding sentence. Writing is important subject to be learnt but most of the students have difficulties in producing written text. Therefore, students have to be more serious to follow and to practice their English teacher in writing or producing paragraphs as narrative, descriptive, expository or argumentative as well as other paragraphs.

To improve writing ability, students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

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