

## ABSTRACT

Rustanta, Ag. (1998). *Development and Coherence of Paragraph of the Second Semester Students of the English Language Education Study Programme of Sanata Dharma University*. Yogyakarta: Sanata Dharma University

In any production process especially in writing, students can not master a skill by coincidence. They can do that only through experience and practice. They inevitably have to go through the long process in which the learners develop their competence step by step (Krashen: 1983). They will be able to write good writing only after they experience themselves to write through some theories and models of good writing from other writers so that later they are able to write for their own independently.

This research concentrated on the students' coherent paragraph writing in the second semester of the English Language Education Study Programme Department of Sanata Dharma University. The researcher investigated how the students develop their writing into smoothly organized paragraphs.

The method employed in the research was an expo- facto one because the data were already available. They were taken from the mid-test and the final-test paper. The sample of the research was 26 students of the English Language Education Study Programme of Sanata Dharma University of the academic year of 1996-1997. During the research the students were assigned to concentrate on the theories, models and paragraph analysis of coherent paragraphs. During the semester they had a mid-test and a final exam for measuring their competence in paragraph development. The instrument for data collection was the paper done by the subjects on the mid-test and on the final exam.

Since the research was conducted through the use of one sample and the sample was investigated twice, Wilcoxon Signed rank Tests was applied to check the students' development in writing.

The conclusions are:

1. The value of Z score of 1.64 at the 0.05 level of significance shows that the students show different performance in writing. The quality of writing at the end of the semester is higher than that of the beginning of the course.
2. The students really progress in the writing coherent paragraph. 42% of the respondents write well-organized paragraphs.

Finally I suggest that during the process of writing the students' development be monitored from time to time. The feedback from the lecturer to the students' work is really necessary. However the guidance during the

process of writing can not be avoided. The writer hopes that the students and the lecturer go hand in hand to reach the objective of the course through learning and process of good learning atmosphere.



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Dalam hal pengungkapan gagasan khususnya lewat menulis, pelajar tidak dengan sendirinya mampu menguasai suatu ketrampilan bahasa. Siswa dapat menguasainya hanya melalui pelatihan dan pengalaman. Tidaklah mengherankan jika mereka memerlukan waktu yang cukup lama dan bertahap untuk mampu mengembangkan kemampuan bahasa mereka (Krashen:1983). Para siswa berlatih menulis baik dengan bantuan contoh-contoh karya tulis yang ditulis oleh para penulis yang sudah baik maupun melalui penerapann berbvagai macam teori menulis sehingga mereka pada akhirnya diharapkan mampu menulis tanpa alat bantu apapun.

Penelitian ini menitikberatkan pada tingkat kekoherenan karya tulis mahasiswa semester II Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. Peneliti meneliti bagaimana para siswa menyusun ide mereka menjadi suatu kesatuan paragraf yang indah.

Metode penelitian yang digunakan adalah Expo-Facto karena datanya telah tersedia. Data-data itu adalah hasil test baik tes sisipan maupun tes akhir semester. Jumlah sampel ini adalah 26 mahasiswa Universitas Sanata Dharma Program Studi Pendidikan Bahasa Inggris tahun ajaran 1996 1997. Selama penelitian berlangsung para siswa sedang menjalani pengenalan mengai teori menulis, contoh-contoh karya tulis dan juga dikenalkan pada analisa paragraf yang koheren. Dalam rentang waktu satu semester tersebut para siswa menjalani dua macam tes yaitu tes sisipan dan tes akhir semester mengenai penulisan paragraf koheren.

Karena penelitian ini menggunakan satu sampel yang dianalisa dua kali, maka rumus statistiknya menggunakan Wilcoxon Signed rank Tests. Tehnik ini digunakan untuk menganalisa cara-cara bagaimana siswa mengembangkan karya tulisnya.

Kesimpulan penelitian ini adalah sabagai berikut:

1. Nilai Z 1,64 pada tingkat siknifikansi 0,05 menunjukkan bahwa mahasiswa menunjukkan suatu perbedaan kemampuan dalam menulis. Kualitas tulisa di akhir semester lebih baik daripada di awal semester.
2. Siswa sungguh-sungguh mengalami kemajuan dalam menulis paragraf yang koheren. 42% responde menulis paragraf yang sangat terorganisir.

Akhirnya, penulis menyarankan bahwa selama proses menulis, perkembangan mahasiswa diawasi dari waktu ke waktu. Upan balik dari dosen terhadap

pekerjaan mahasiswa sangat diperlukan. Namun pembimbingan selama proses menulis juga tidak dapat ditinggalkan. Penulis berharap bahwa antara siswa dan dosen berjalan seiring sejalan untuk mencapai tujuan pengajaran melalui pembelajaran dan proses belajar yang memadai.

