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STUDY OF EXPOSITION PARAGRAPH DEVELOPMENT IN TARBIYAH AND TEACHER TRAINING FACULTY STUDENTS

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Abstrak: Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar pengembangan paragraf eksposisi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Sulthan Thaha Saifuddin Jambi. Mahasiswa sebagai calon guru harus lebih mampu mengembangkan paragraf yang efektif daripada peserta didiknya nanti. Penelitian ini bertujuan untuk: mendeskripsikan tingkat kemampuan mahasiswa mengembangkan paragraf eksposisi, ditinjau dari (1) aspek kekohesifan paragraf, (2) aspek kekoherenan paragraf, dan (3) aspek keefektifan paragraf. Penelitian ini menggunakan metode deskriptif. Sampel terpilih secara acak proporsional sebanyak 34 buah paragraf eskposisi, yang terdiri atas 1220 buah kalimat yang ditulis oleh 169 mahasiswa dari empat Program studi (Pendidikan Agama Islam, Pendidikan Guru Madrasah Ibtidaiyah, Pendidikan Matematika, dan Pendidikan Bahasa Inggris). Metode pengumpulan data berupa tes esai. Data setiap kalimat dan paragraf dianalisis, dan diinterpretasikan menurut klasifikasinya dengan proses kalimat per kalimat, dan kartu per kartu. Setelah itu ditabulasikan lalu dipersentasekan.

Kata Kunci: Kemampuan Mahasiswa, Pengembangan Paragraf Eksposisi.

Abstract: This research was motivated by the low learning outcomes of developing the exposition paragraph of the students of the Tarbiyah and Teaching Faculty of UIN Sulthan Thaha Saifuddin Jambi. Students as prospective teachers had to be able to develop effective paragraphs than their students. This study aims to: describe the level of ability of students to develop exposition paragraphs, in terms of (1) aspects of paragraph cohesiveness, (2) aspects of the coherence of paragraphs, and (3) aspects of paragraph effectiveness. This research used a descriptive method. The selected sample was proportional randomly 34 pieces of exposition paragraphs, consisting of 1220 sentences written by 169 students from four study programs (Islamic Education, *Madrasah Ibtidaiyah* Teacher Education, Mathematics Education, and English Language Education). The method of data collection was in the form of essay tests. Data for each sentence and paragraph is analyzed and interpreted according to its classification by the process of sentences per sentence, and cards per card. After that tabulated then percentage.

Keywords: Students' ability, development of exposition paragraphs

مستخلص : هذا البحث يسببه انخفاض نتيجة طلبة كلية التربية والتعليم بجامعة سلطان شريف الدين الإسلامية الحكومية في تطوير فقرة البيان التفسيري. لابد لكل طالب كمرسخ المدرس أن يتمكن كثيرا تطوير الفقرة الفعالية ممن سيكون طلابه. يستهدف البحث إلى الوصف عن مستوى قدرة الطلبة في تطوير فقرة البيان التفسيري من المنظور: (1). ناحية تماسك الفقرة. (2). ناحية ترابط الفقرة. (3). ناحية فعالية الفقرة. استخدم البحث الطريقة الوصفية، وعينته عشوائية طبقية متوازنة تبلغ أربع وثلاثين فقرة التي تتكون من 1220 كلمة والتي يكتبها 169 طالبا وهم من أربع أقسام وهي قسم التربية الإسلامية وقسم تربية مدرس المدرسة الابتدائية وتربية مدرس الرياضية وتربية اللغة الإنجليزية. طريقة جمع البيانات باستخدام الاختبار المقالي. حلل كل البيانات من الكلمة والفقرة وتفسيرها حسب أنواعها كلمة بعد كلمة وبطاقة بعد بطاقة وبعد ذلك قام الباحث بتبويبها ويعطيها نسبة مئوية.

الكلمات المفتاحية: مستوى القدرة، تطوير، بيان تفسير.

Introduction

Writing is an activity of delivering messages by using written words as its media. The message is the content found in writing. And writing is also a symbol or sign of language that can be seen and used unanimously. There are four aspects involved in writing, that is; a writer as the massager, message or the content of the writing, media in the written form, and the reader as the message receiver. Communication skill in the written form is about difficult, compared to the oral form since it is considered as a productive and informative skill. It means that this capability needs an integrative process from what is heard, read and talked then re-expressed in the written.

More exercise in writing is needed to improve the skill. One of the common paragraph forms is exposition. The nature of this type of paragraph is to describe an object and oriented on the readers. It means that the ideas delivered have to be easily caught/understood to omit the difference of meaning given by its writers. The unity of writing is realized in some paragraphs. A paragraph consists of some relevant sentences which discuss one topic and unite one idea. Paragraphs that shape writing is determined by some aspects; cohesion, coherence and the effectiveness of sentences.

Based on the early observation done by the researcher as one of the lecturers on Faculty of Education and Vocation UIN Sultan Thaha Saifuddin Jambi, it is assumed that students writing is strictly difficult to understand. It can be measured by a large number of students who are not competent in developing an effective paragraph. There are many mistakes in both language and logic made by these students. The condition is reflected by students academic writings.

This problem is also detected by many complaints from lecturers in the other seven faculties. This is also confirmed through academic assignments, like as; essay examination, written assignments, subject summary, on-field report, and thesis. From those activities, it is simply known that paragraph development becomes a crucial problem. Some mistakes appeared are ineffective sentences, long sentences, out of the topic discussed, lack of vocabulary, and also in comprehensive ideas. It makes the paragraphs to be uncommunicative. The reality is different from the purpose of University Subject of Indonesia Language which underlines that they have to be communicative in written media. Specifically, it is said that the skill of communicative writing is not achieved yet.

Related to this, it is clear that a study becomes an urgency, along with some considerations. Firstly, the research has not ever done yet. Secondly, students of the Faculty of Education are candidates / prepared for the teaching profession, it urges them to be competent in writing before having evaluated their next student's writings. Based on those backgrounds, thus the focus of the research is; how is the student's competency in developing exposition paragraph seen from (1) paragraph cohesion, (2) paragraph coherence, and (3) paragraph effectiveness. The study is aimed to; describe the student's competency level in developing the exposition paragraph referred to these three aspects.

Paragraph Development

The paragraph is also known as *Alinea*. The word *alinea* is derived from Latin; a *linea*, that means to begin from the new line. The word paragraph comes from the Latin / Middle Latin, paragraphs (McCuen, 1980:23). It means a sign that indicates separated parts. Words are classified into phrases, phrases into clauses, and clauses into sentences. Sentences are then united into paragraphs, paragraphs into parts, and parts into chapters. This is the main element of a book. Some writers have defined the concept of a paragraph with a different version but almost the same meanings. Trimble (1979: 46) stated that a paragraph is a group of sentences that forms a complete unit of ideas and signed by space and indentation. Hogin and Lillard (1971:35) also defined a paragraph is a series of

interrelated ideas and facts that form a unity. Furthermore, Fisher (in Saraka, 1988:26) thought that a paragraph is a logical unit of thoughts, explorations, development, and support for center ideas called topic (topic sentence). Oshima (1981:3) also claimed that a paragraph is the basic unit of mind organization in writing that consists of groups of sentences that collaborated to develop the main idea. In short, it is said that a paragraph is a unit of written logical organization that gives detail information which explores, develops and supports the main idea.

Paragraph Structure

Inkoff (1984:1) explained that sentences in a paragraph that well written could be analyzed by four general functions. First, it has paragraph identification that is sentences which shape the center issue as a whole. Second, paragraph development, it serves the details or examples that support the idea mentioned by paragraph identification. Third, the point of view or context modulator; that is sentences that provide a smooth shift between different ideas. Fourth, paragraph ending which logically concludes discussing ideas in the paragraph. Not all essays could meet this analysis, but most successful paragraphs usually contain some combinations of these four sentences.

Furthermore, Jones (1985:14) and Oshima (1981:3) said that to write a good exposition paragraph, the writer has to be able to master the paragraph structure. It has five elements divided into three main elements (topic sentence, supporting sentence, and conclusion sentence) and two additional elements (unity of ideas and ideas coherence). The three elements will be next explained. The topic sentence is a complete sentence containing a subject, a verb and (usually) a compliment. The main function is not only to telling the paragraph content but also to clearly state the specific topic or idea that controls the paragraph.

A topic sentence has two important parts; topic and controlling idea. The topic sentence states the subject or main idea of the paragraph. The controlling idea gives specific comments about the topic. It limits paragraphs into the special aspect of the discussing topic. The topic of a paragraph must be explicitly understood. It has to be stated in a topic sentence that does not lead the misconception about the subject being discussed. Then, if this clearly stated, the next step is to establish the writer position to place the topic well. This kind of topic sentence will be effective and easily developed.

In compliance with that, a good topic selection mostly depends on writers attraction. If the writer has a strong attraction towards a certain topic, then it will be simply developed. In contrast, if the writer tries to develop the topic that not in his/her interest, then the

process of developing a topic will be much difficult, but possible. By asking some questions about the topic, the writer can take a “finding” to see whether the strong ideas that support the topic are available. Jacobus (1977;15) explains seven questions that could help a writer to comment on the topic. They are; 1) is the topic need to be defined? 2) is the topic need to be defended or not?, 3) is the topic need to be described?, 4) is the topic need to be compared or challenged to other idea?, 5) is the topic wanted or not?, 6) is the topic possible or not?, 7) is there any relevant question towards the topic?. By orientating on these seven questions, a writer can write the topic well.

The controlling idea is the central idea that developed in a paragraph. It makes the controlling idea becomes also a conclusion of the whole information in the paragraph. The controlling idea is the limitation since it limits the information provided in the paragraph. Controlling idea has to be developed and explained completely. For example :

There are three reasons why John is not going to university. In the first place, his father is dead and if John went to university, his mother would be left all alone. She has a few friends, but they do not live very near, and she would probably have to spend most evenings alone. Consequently, although John wants to go to university very much, he is going to get a job near home instead. (Caplen), 1974:2)

Controlling the idea of the paragraph is three reasons why John is not going to university. Because of that, the readers wish to read these reasons for the next sentences. But, unfortunately, the paragraph only serves one reason; “his father is dead and if John went to university, his mother would be left all alone”. Readers will be curious about two other reasons. This means that the paragraph is not good because its controlling idea has not developed completely.

Chaplen (1974;9) argued that controlling idea is the central idea. It is also a summary of all information as well as the paragraph limitation. In other words, if the controlling idea is clearly stated, readers can predict the messages or ideas explained by the next sentences.

The first sentence of the paragraph above is the topic sentence and the next sentences comment on it. The controlling idea informs the readers that the paragraph limits its discussion only in four general functions of the sentence. The paragraph focuses on the main idea. The connected ideas between the sentences are linked by transitions; first, second, third and fourth. A definite controlling idea will make readers easy to receiving the messages.

Next, one of the writing steps is selecting information. It would be uneasy if the writer does not make the topic sentence containing its controlling idea that borders the

subject. A writer must write the topic sentence that provides a distinct controlling idea for him/herself and also for the readers. For instance, see the topic sentence I saw Mary Smith last week. The sentence has no controlling idea to explain the subject of the paragraph. As a result, the writer will be “little lost” from one idea to another and fail to lead the readers to a clear conclusion. This is why on the above topic sentence, a writer has to define; what clothes are the Mary wearing, how is her looks, what she says, where and who she meets someone, or even how is the weather on the day.

In contrast, see the topic sentence I heard some good news from Mary Smith last week. This topic contains a controlling idea that explains the correct paragraph topic. This controlling will help the writer to concentrate only on the good news received from Mary Smith last week. So, it provides definite guidance for the reader as well as the writer. For this reason, there are three important things about the topic sentence. First, it is a complete sentence, consists of a subject, verb, and complement. Second, it has one topic and one controlling idea. The topic sentence does not only introduce the topic of paragraph but also limits the topic itself. Third, one topic sentence only has one main idea in one paragraph. And the last is these crucial components above are the basic elements that have to be known by a writer.

Jacobus (1977;10) stated that to evaluate the topic sentence, a writer can use the three basic criteria of the paragraph. First, the topic sentence has to provide one topic for one paragraph. Second, it has to be clearly stated and defined. Lastly, the topic contains ideas that need development. In this case, a controlling idea is needed to develop a discussion. The second structure of the paragraph is supporting sentences. These sentences develop the topic by providing definitions, examples, facts, comparisons, analogy, causatives, statistics, contrasts and statements. Below are some examples of supporting sentences that illustrate the topic sentence; “ Gold, a precious metal, is prized for two important characteristics”.

First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its utility in industry and science. The most recent application of gold is in astronauts’ suit. (Oshima, 1981:4).

From the theories above, it is concluded that the paragraph is a mini-essay and part of a discourse that consists of one topic sentence and some complement / supporting sentences. The content is the unity of thought and messages distributed in a paragraph. The concept is used to analyze data in this research.

Halliday and Hasan (1976) define cohesion as the grammatical connection between the sentences in one text, and in which one element with others could build an interpretation. Moreover, he stated that as a semantic concept, cohesion refers to related meaning in a discourse that expressed grammatically and lexically. This connection could happen between the sentences or parts of sentences. It is appropriate with the idea of Van De Velde (1989). In his opinion, a text must be acceptable and grammatical. The acceptance is caused by cohesion element. Halliday and Hasan (1976) and Salkie (1995) classified some cohesion aspects; references, substitutions, ellipses, conjunction, and lexical cohesion. Thus, it implies that to analyze the paragraph cohesion, there are five indications provided. It was explained that cohesion is the meaning connection of sentences. Samsuri (1987) asserted that cohesion in a discourse signed by marks that connection between what is going to say and what was described. McCrimmon (1963) and Samsuri (1987) explained that the connection could happen intern-sentences or intra-sentences. It is concluded that intra-sentences cohesion relates the substances on a sentence, while the intra-sentences cohesion relates the two different sentences (Salkie 1995)

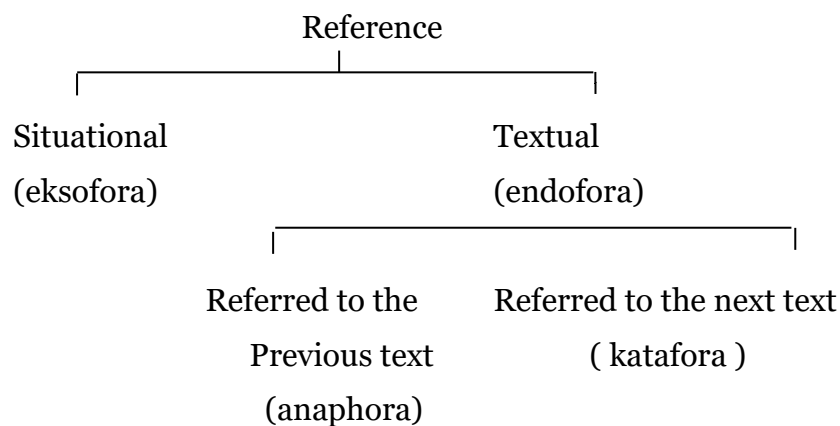
By that, McCrimmon (1963) Samsuri (1987) and Yue (1993) and Djajasudarma (1994) described that cohesion is provided as elements connector in a text. They also defined that the interpretation process of an element depends on other elements. This means the dependency creates the relation/connection intern-elements of a text. Based on some opinions above, it is summarized that cohesion refers to the form connection that creates understanding and harmony between elements of the text/discourse. Cohesion mark has five criteria; reference, substitutions, ellipses, conjunctions, and lexical cohesion. These will be discussed one by one.

Halliday and Hasan (1976) explained that reference is a word that has the same reference. It means that it has a presupposing item. He stressed that the reference has the exact meaning (definiteness) or specific and related meaning that also equal (semantic properties). In this case, Salkie (1995) asserted that tracked information is the referential meaning from its reference and the cohesion is on its referring continuity (the appearance of the same thing for the second time in the text). Brown and Yule (1983) supported it. They thought the reference is a translated meaning form that can be done towards its basic form but has to be referred. For example;

7) Anika comes here. 7a) he looks tired. 7b) he needs to take a rest.

Three sentences above are cohesive. It is signed by grammatical relation intern-sentences; between He (7b, 7a) and Adika (7). The word He refers to Adika, or Adika is the reference of He.

Halliday and Hasan (1976) classified reference into some parts. First, based on referenced meaning, it is divided into two; *eksoforik* and *endoforik* reference. *Eksoforik* reference is out of the text that is in situation context, while *endoforik* reference is on the text, reflected by linguistic items. Second, reference-based on its position on text consists of anaphora and *katafora* reference. *Anafora* reference points on the backward / part of the text before reference. In contrast, *katafora* refers to points on forwarding or the part of text after reference. The classification could be seen on the scheme;



Salkie (1995) viewed that substitution is the replacement of an element as the substitution of repetition. It is a textual relation that appears anaphorically since it is the connector between parts of the text and tied to it. The principles that differ the substitution and reference are; substitution is relation on a linguistic level such as words, phrase or clauses while reference is a relation on semantic level (McCrimmon 1963). Further, it explains that on the textual cohesion point of view, substitution is almost similar to reference since both is anaphoric potentials. And both of them are tied to the text. Look at the example of Halliday and Hasan below (1976):

(8) I have an interesting story about my life. But this one is the most interesting moment from all my life experiences. The word this one is the substitution of an interesting story.

Salkie (1995) explained that ellipses are word extraction or phrase that already mentioned, and no need to be repeated. Ellipses relation is on text (anaforik) and generally, the element has existed on the previous text (Halliday and Hasan, 1976). In this relation, McCarthy (1991) asserted that ellipses are the removing elements that

grammatically needed, but was already assumed by the writer through context. Thus words, phrases or clauses do not have to emerge.

Halliday and Hasan (1976) also thought that specifically ellipses describes its structure on previous words or phrases that lately functions as the source of information and rises “space” or emptiness. Ellipse is a kind of substitution by zero substitution. Nevertheless, they have a difference in which substitution, on referred substitution item, is replaced/substituted by another item while ellipse, its referred item is dismissed/removed. Conjunction is relation-signed inter-sentences and intra-sentences that realized as connector word by word, phrase by phrase, or clause by clause to form a semantic connection. Conjunction functions to “pack” how a sentence with the next ones connected or relevant (Halliday and Hasan, 1976 and McCarthy 1991). They saw that the conjunction is different with reference, substitutions or ellipses. It is because conjunction does not belong to the previous meaning or the next coming meaning. It implies the relationship between the elements of the text.

Halliday and Hasan (1976) and Cook (1989) classified conjunction into some parts; (1) to state the relation of additional information (additive) which signed by words or phrases such as; and, next, also, nevertheless, likewise, then, further, second and many others. (2) to state the contradiction and comparison (adversative). Contradiction expressed by words or phrases like; But, in contrast, although, even though, and others. Comparison is seen by words or phrases; as mentioned, like, at the same point, and so on. (3) to state the causative, result, or purpose through; as a result, too, that is why and some others. (4) to state place and time (temporal). The words or phrases used are like; here, there, to show time, it uses; at that time, before, long time before, etc. (5) to define the conclusion and stressing, this described by; so, in conclusion, nevertheless, in general, on that point, specifically, to be stressed on, and many others. Lexical cohesion is the interpretation process through meaning relation that been used. It happens by word repetition, synonym, hyponym, and collocation (Djajasudarma,1994)

Coherence is one of the conditions for an effective paragraph (McCrimmon,1963). Coherence means interrelated. Further, Wohl (1969) defined coherence as the organization of facts and ideas that form a logical order/series that messages could be easily understood. A paragraph is seen coherent if the sentences are interrelated to create meaning. In this thing, Oshima (1991) viewed that coherence is one indication of good paragraph development. He also said that coherence includes; pronoun, repetition, transition and logical order.

Yasin (1991) explained that meaning is the definition of sentence emerged by the shift of form and logical order in the sentence itself. Thus, readers could gain an understanding of the series/order of meaning of one proposition to another.

Beaugrade and Dreastyer (1992) indicated that cohesion and coherence are two basic criteria to analyze communicative text. Yasin (1991) mentioned that cohesion refers to the form aspect while coherence is about the aspect of meaning.

McCrimmon (1963) and Oshima (1991) indicated some ways to make a paragraph coherent. A pronoun is a component that determines the coherence of a paragraph. In general, three pronouns used as relation-signed; 1) personal pronoun; He or she, they, and it, 2) possessive pronoun; his, her, their, my, your 3) demonstrative pronoun; that, this. Besides, the harmony or the appropriateness also has to be very well noticed. Generally, in every writing of technical text like a scientific or formal report, the personal pronoun could not be written on the word I or We. This is aimed at guaranteeing its objectivity of the writing. It uses the form of no- doer. Thus, the use of pronouns has been fulfilled.

Repetition is the repeating word or phrase in a paragraph. It functions as confirmation. See the text fragment below:

(19) The animal is a creature somewhat similar to humans. (19a) The entire universe is creature, created by God. (19b) The most powerful of Gods creature on earth is a human being. (19c) Even human is said as the God representative on earth. (19d) Human is allowed to use all of the natural things to support their life. (19e) But it is not permitted to hurt, torture and neglect it.

On the example above, sentence (19) and (19a) has coherence mark; the repeated word of a creature. Then, sentence (19a) and (19b) provides the repeated phrase of Gods creature, while in (19b), (19c) and (19d) contains the repeated word of Human.

The existence of a paragraph could be observed by its smooth relation between sentences. Besides that, the word pair will be maintained by equaling the ideas that have similar functions into similar grammatical form. This means that if an idea is mentioned in the noun, the word pair must be also in a noun. In this case, the used word pair comes from the similar word class.

Razak (1978) and McWhorter (1980) saw that paragraph structure consists of one topic sentence and some supporting sentences. The sentences arranged in a paragraph must be relevant to each other. McCrimmon (1963) explained that paragraphs on a text must also be related. Starting from the introduction, content and closing paragraph, these have to be in order and continual. This indicates that the idea of the introduction paragraph is

relevant to its content and closing ones. To make a good shift and continuity inter-paragraph, the repetition of keywords and transitions could be used. For this, McCrimmon (1963), Razak (1978) and Oshima (1991) argued that topic sentence which placed in the first paragraph could help the reader to understand the information paragraph by paragraph. Soedjito (1991) said that the other side which could build the inter-paragraph relation is transition idea in each paragraph.

Based on the above description, it is implied that paragraph coherence signed by; pronoun, repetition, word pairs and inter-paragraph relation. The concept of the coherence is used to analyze the data of the study.

McCrimmon(1963) reviewed that paragraph development is a way of delivering ideas and information in a united-related sentence. In specific, the purpose of exposition text writing is oriented on readers knowledge development (McCrimmon,1963 and Parera 1987). Thus, the writers have to express the writing in paragraph units in which every paragraph discusses one part of the composition.

Communicativeness of a text is realized by effective paragraphs. A communicative paragraph is well-performed in explaining things. It means that the paragraph provides a similar interpretation between the writer and the reader. For this reason, McCrimmon (1963) said that the effectiveness of paragraphs has to meet four indicators; a. completeness; the delivering ideas are written in one topic sentence and some supporting sentences, b. unity of ideas; all sentences are the unity of writers ideas or thoughts, c. orderly; detail information is ordered clearly and systematically by using the inductive or deductive form, d. coherence; the unity and relation that create a logic meaning between sentences. The unity aspect is dealing with ideas while relation is the connection between one part to others. Besides this concept, Legget (1988) saw that paragraph effectiveness has some indications; unity, coherence and ideas development.

McCrimmon (1963) explained that unity deals with ideas. It is supported by Legget (1988). He said that the united paragraph brings a distinct united focus. This means that all sentences related to the focus. The focus is made by using one controlling idea as to its basic or composition. In one paragraph, this controlling idea is explicitly implied in its topic sentence. Thus, every paragraph has a united topic as its controlling. To create this unity, all supporting sentences have to be referred to it (Legget,1998). See the text provided by McCrimmon (1963) below; (26) The downfall of Rome is not a sudden thing but a slow disintegration process caused by many reasons. Some were too smooth that could not be detected. The high tax rate and a very strict law warned the workers to change their field that citizens slowly went and found the work in rural areas. This decrease in

people reduced the state's wealth that made recruiting and funding the army became a problem to face.

As a result, it pushed the army and generals to rebel against the government. So, the government system slowly stopped. And when the Barbarian came, there was no organized force to hold an opposition.

On the text above, the first sentence is controlling idea or topic sentence that talks about disintegration while other sentences are supporting ideas or sentences. The next sentence function as describing this process of disintegration; high tax rate, very strict law, citizen went away, states wealth decreased, military rebellion, and the invasion of Barbarian. The whole sentences ideas focus and refer to the problem. Thus, the harmony and relation of each sentence create the paragraph unity.

The example (26) above is a paragraph that provides an ideal unity. Compare to the text (27) with no unity of ideas below; (27) the last ten years excavation made Pompey City completed. (27a) as seen now, most Pompey is 163 ha, and now its length is 150 yards. (27c) scientists are sure that Vesuvius Mountain will erupt and pile up on the city. (27d) archeologists did not think about Vesuvius in the last ten years and the progress is achieved so fast. (27e) Pompey is now a museum, people come to see the archeologists findings. (27f) the technique used in the last ten years is now more scientific and known as city maintenance.

Three first sentences (27,27a,27b) are all focused on "how far is the Pompey excavation". Then the focus of (27c, 27d) shifts to Vesuvius mountain, in which the relevance is not linked to excavation mentioned before. The sentence (27c) is then back to the issue of Pompey that becomes a museum. The last sentence (27f) informs the difference between the last technique and the modern one used archeologists, which is also out of the main topic. This paragraph is estimated to be uneasy to understand. This is because of three supporting sentences that not in the order of the main idea.

Legget (1998) explained that a coherent paragraph provides the inter-connection of one thought to others flows logically and orderly. This is aimed to make the main idea and supporting ideas are completed with each other. Wohl (1969) and Legget (1988) argued that paragraph coherence is a way to organize the ideas to be more logic and related in meaning. In this case, Legget (1988) stated that organization of ideas could be done by; a) chronology order; based on the order of events, b) space order, c) deductive and inductive form, d) climax; based on the stressed part, e) comparison, f) classification, g) definition, h) causative. See the fragment below;(28) The isolation of Tropic Club causes dissatisfaction among the tourists. The quality of the food served is bad. People

want a kind of night entertainment. Most of them spend more time to gather day by day. People hope that they can hang out for dinner even at midnight.

In the text above, the underlined sentences are the topic. Paragraph (28) is less coherent for some reasons. It is indicated by supporting ideas that follow which not well referred. This gives readers a difficulty to track the information made by the writer. Next, Legget (1988) compares the text (28) with the fragment (29) below; (29) The isolation of Tropic Club cause dissatisfaction among the tourists. The hopes that they can go out for dinner if they feel hungry, but this is impossible since its location is far from the district. It is getting worse as the quality of served food is bad. The isolated location also forces them to spend most of their time just to gather along the night. At night, most of the people are hoping for getting food, entertainment, and gathering.

The fragment (29) is more coherent compared to (28). It is because of its supporting idea is referred to like the topic. As a result, it will be easy for the readers to catch the meaning and track the information.

Legget (1988) stated that readers need clear details to understanding the writer's intention. The paragraph that not developed would be so close to its topic sentence. Even it is sometimes found that paragraph has only a unit of topic sentences or out of its purpose. Finally, Legget (1988) concluded that ideas development spread into paragraphs must be consistently done and reflects the writer's principle. See the example below:

(30) Having a holiday in Tropic Club has its benefit and suffers. The beach is beautiful but not enough for the tourists. (Legget,1988;377)

In the example (30), it is explained "one benefit"; the beautiful beach. Whether it has another benefit, is not mentioned. This also happens to the "suffers" which is not informed at all. This makes the paragraph seems "dry" since the information is not developed in detail.

Legget (1998) described that undeveloped paragraphs would not far from its topic sentence. Thus, compare the fragment (30) with the next one:

(31) Winter Holiday in the Tropic Club has benefited and suffer. The beach is clean and peaceful. Surrounding villages are prosperous and attractive for these eyes that have been so weary of winter. Besides, there are also classes for surfing or snorkeling while others can go home for cleaning the snow, making outbound activities become more fun. In contrast, some parts of the Tropic Club are less standardized. The food is bad and the location is isolated that makes impossible to get a menu from other places. The security is not warranted as some robbing happens in some rooms. So, for some tourists, the

beautiful landscape and fun activities may not satisfied to repay its nasty services and security. (Legget,1988;377)

From the example (30) and (31), it can be seen the difference between undeveloped paragraph (30) and developed one (31). In the fragment (31), the first sentence becomes a controlling idea or topic sentence while others are supporting. Text (31) is more developed as after the main idea, it is also completed by details about the benefit and suffers. Finally, the explanation is more complete. The explanation given is also consistent with the main idea.

Based on the theory above, it is agreed that an effective paragraph is the one that easily understood that serves a similar interpretation between the readers and the writers. The effectiveness is indicated by; unity, ideas coherence and also development.

The sentence is an expression of thought and feeling. Then, a question appeared; what kind of sentence that used by a writer to make his/her ideas effectively received by its readers?. This can be answered by some opinions made by language experts. Keraf (1984) and Gani (1992) stated that effective sentence is used to distinctively represent the writer's ideas that the messages received in similar meanings.

Related to this, Razak (1992) explained that every sentence is involved in delivering and receiving process. What is delivered and what is received may be in the form of ideas, message, definition or information. Further, it is said that an effective sentence must be able to make its delivering process and receiving to be precise and good (Parera,1987 and Legget,1988).

Legget (1988) and Razak (1992) defined some indications of an effective sentence. First, it has a unity; every sentence has its one main idea. Second, the harmony/appropriateness; the maximal language structure, sentence order and its elements to support the writers ideas. Third, parallel or equality of grammatical elements by connecting the same level of parts in a similar construction.

For example, if one of the ideas has delivered by the noun, then other word classes with the same function must also use a noun. Fourth, stressing; the confirmation of words or important parts. It is done by changing the position of the important part, using repetition, contradiction, and particle and so on. Fifth, thrift / efficient; efficient in using sentences that make it clear in ideas. Sixth, variation; dynamic in delivering technique such as; in sentences, patterns, conjunctions, and others. Seventh, the use of EYD / Standardized Spelling. And the last is using the word choice/diction.

From the theories above, it is stated that sentence is the group of some words that have a complete thought, consist of (at least) core elements of subject and predicate. The

effective sentence is the well-oriented sentence that serves to deliver as well as the receiving process to guarantee that similar meaning had by both, writer and reader. Some criteria of the effective sentence; a) united idea in each sentence, b) equal in using similar construction, c) stressing on the important part, d) efficient in words use, e) dynamic in ideas delivering. And these concepts are used in the study.

Legget (1988) stated that exposition is aimed to define and inform the readers about an object. The principles of exposition are commonly used in a textbook, articles, magazines, operation guidance, receipt, and others. Gani (1992) saw some features that affect the exposition; a) it is informative, b) well organized; the order of ideas ensures that similar meaning/information between the interpretation and the writing, c) formality; it includes style of writing. Another aspect was explained by Djajasudarma (1994) that exposition text usually contains arguments/ ideas or conclusions of an opinion. The content explains things by describing the main ideas. It orients on knowledge upgrading of a subject.

The exposition paragraph has one main idea, one topic sentence, and some supporting sentences. The paragraph is developed by some techniques. Every idea on sentences is inter-correlated, the information is complete that form an intact unity of ideas(Keraf 1999;14). The concept is reflected in the exposition paragraph development structure.

It is finally assumed that the exposition paragraph is an explanation that describes a subject without having influenced the readers. The content serves the facts and logic. The language is informative. This concept will be used as a tool for data classification in the study.

Method

The study is conducted by a descriptive approach. The subject is all students of the fourth semester in Faculty of Education UIN Sulthan Thaha Saifuddin Jambi year of 2017/2018 that about 169 students. It includes 4 majors /programs; PAI/Islamic Education, PGMI, Education of Mathematic, and Education of English. The sampling technique is done randomized proportional. The sample from each program is 20%. As the result is obtained; 1) PAI program 85 students, PGMI 27 students, Mathematic 24, and English 33 students. According to Ary (1979), Gay (1983) and Selvilla (1988), sample establishment on descriptive research is 10%-20% of the population. The sample of the study is 34 exposition texts written by subjects. The instrument of study is an essay test of developing the exposition paragraph. The test is designed by criteria; 1) the title is “Role

of Teachers in improving the Human Resources”, 2) using the principles of exposition paragraphs, 3) the time of writing is 60 minutes. To increase the objectivity in assessment, the data is evaluated by two different examiners.

Data analysis techniques; (1) reading all paragraphs one by one while giving the number to each sentence, (2) identifying the aspect of unity, completeness, the order of paragraph, and its coherence, (2) data tabulation then transferred into cards and make the percentage, (4) conclusion of the percentage, conversed into Ari Kunto qualification table (1984) below.

Table 1: Qualification (Arikunto (1984):

Percent	Qualification
76 % - 100 %	Good
56 % - 75 %	Good Enough
40 % - 55 %	Less
40 %	Bad

Result of Study

The data is sentenced in 34 exposition text. These sentences are 1220 sentences. Description of data shows that every text has a various number of sentences; English 581, PAI 300, PGMI 177, Mathematic 162. The number of sentences made by English students is more than others, which are 581 sentences. They tend to make a simple sentence that their number will be more.

34 exposition text that has fewer sentences tend to use long and more complete sentences. It is frequently found a paragraph that only has one sentence. As a result, there is an idea accumulation that endlessly discussed. In the text of 7 Math, there is a paragraph that contains one complex sentence. The sentence could be grouped into one single sentence that makes it more effective.

Description of Paragraph Cohesion

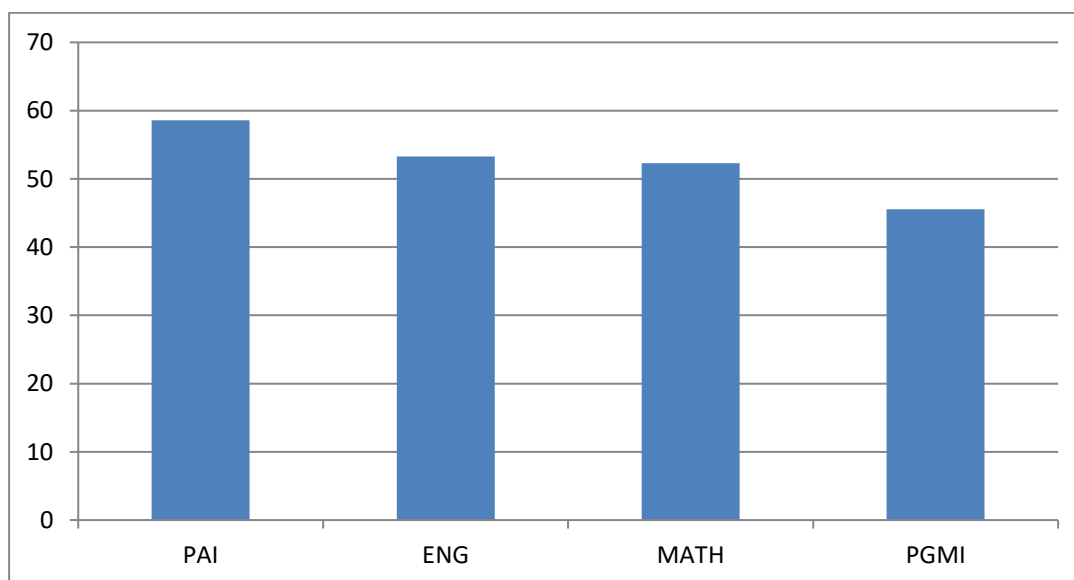
In this step, it is conducted a process of sentence arrangement on the form of cards. It means that sentences or parts are identified based on indicators of paragraph cohesion. After identified, it is next tabulated and percentage that provides the table below:

Table 2: Paragraph Cohesion Level

No	PAI	ENG	MATH	PGMI
1	52,32	57,44	40,38	50,55
2	49,91	68,92	47,34	56,12
3	50,41	84,02	46	51,59

4	51,06	53,27	50,85	53,18
5	51,35	58,33	43,05	54,59
6	60	50,12		
7	50,93	55,58		
8		57,58		
9		56,99		
10		55,58		
11		62,07		
12		44,87		
13		55,21		
14		69,78		
15		55,49		
16		55,23		
17		55,19		
Ttl	52,28%	58,57%	45,52%	53,29%

Table 2 shows the level of paragraph cohesion as; English 58,57%(cohesive enough), PGMI 53,29% (less cohesive), PAI 52,28% (less) and Math 45.52% (less). The result indicates that the English program is more competition from others. Based on the findings, it is concluded that in general the exposition texts made by subjects have the level of 52.49%. it converses into the Arikunto qualification table which asserts the state of less cohesive. For more detail is drawn by the graphics:



Graphic 1: Paragraph Cohesion Level

Distribution of Paragraph Cohesion Aspects

Distribution of the use of paragraph cohesion aspects is needed to identify many things. First, how the description result of paragraph cohesion that includes; ellipses, conjunction, and lexical cohesion. Second, it is aimed to describe the more dominant aspect. Third, the research subject includes 4 different programs. And it will show which one is using more aspects to make their text more communicative. Below is the table of the distribution:

Table 3: Distribution of the use of paragraph cohesion aspects

No	Jenis	PAI	ENG	MATH	PGMI	Average
1	AR	6,22	7,13	10,48	2,92	6,69%
2	AS	0,12	0,37	1,67	0,59	0,69,%
3	AE	2,40	1,54	1,98	0,33	1,56%
4	AK	61,68	51,21	71,03	83,42	66,84%
5	AKL	29,14	29,07	12,1	34,12	26,11%
	total	19,91	17,86	19,45	24,28	32,84%

Based on the data description above, the five aspects of cohesion can be found in 34 texts. Percentage of this aspects is; (1) conjunction 66.84%, (2) lexical cohesion 26.11%, (3) reference 6.69%, (4) ellipses 1.56%, (5) substitution 0.69%.

Next, the distribution will show which program uses more cohesion aspects in the writing. From 34 texts, it is obtained; 1. PGMI 24.28% (not cohesive), 2. PAI 19.91%(not cohesive), 3. Mathematic 19.45% (not cohesive), 4. English17.86% (not cohesive). This result is on average of 32.84% which means that not cohesive.

Based on the data, it could be interpreted that the cohesion aspects are:

Conjunction

The most dominant aspect is a conjunction, 66/84%. It is proved by many kinds of conjunction in the text studied. See the fragment below :

(38) many teenagers around the world are involved in negative things and generally, they come from the high-class family that they do not get enough attention or even love from the parents since the parents are too busy dealing with the career and the children are only provided the material. This makes someone not potential because they do not need to make some efforts or moves as their family would serve them. Thus they will always get what they want (sample 7 Math,)

In the text above, the subject uses more conjunction. The tendency produces long and complex sentences that difficult to be traced. This is caused by having merely one complex sentence. If it is related to a concept by McCrimmon (1963), Razak (1978), McWhorter (1980) and Soedjito (1991) that a paragraph consists of one topic sentence followed by some supporting sentences, then the paragraph studied tend to have no paragraph structure.

Lexical Cohesion

This aspect is in the second position; 26.11%. This aspect functions to process the interpretation through words meaning connection. This is appropriate with the nature of exposition text to give information for the readers and to ensure that the meaning is not interrupted.

Reference

The reference aspect is 6.63%. This is considered low for written discourse. The writers fail to function the reference element. But the case is they are skilled in using the element, the text will be more flexible to consumed by the readers. Look at the fragment below;

(39) The role of a teacher in improving human resources is important as in any environment, especially in school where the teacher does their responsibilities. Since the teacher is also the main resource in improving human resources as at school, the teacher has functions in giving the user or the bad things. Like educating the children for the future, children can take part in state and nation development. So, the teacher is an important part of improving human resources since it is the potential for national development. (sample2PGMI)

In the text above, underlined words are the words having references. But it is not used properly. This appears unnecessarily repeated words. In the proper use, the word teachers using the word He/She, and children replaced by them.

Ellipses

The aspect rises by 1.56%. the ellipses are rarely found in exposition text analyzed. This function as the extraction of the same words, and generally used in the oral discourse. See the fragment below:

(40) A teacher has an important role in education. (40a) He forms his students to know everything, thus by a teacher, the student will be well-educated. (40b) Besides, the

teacher also delivers valuable knowledge and experience. (40c) The teacher also leads the students in their social life. (sample 7 Math)

The word also is an ellipse. This is ellipse for the word role. It is rarely seen, that the percentage is low.

Substitution

The last element of this cohesion analysis is a substitution, 0.53%. it is the smaller / lower percentage. Substitution is the words or phrase replacement into another form. This is estimated to be very helpful in enriching the vocabulary for both writer and reader. By increasing the vocabulary, the delivering ideas would be easier and would help the reader in improving the perception.

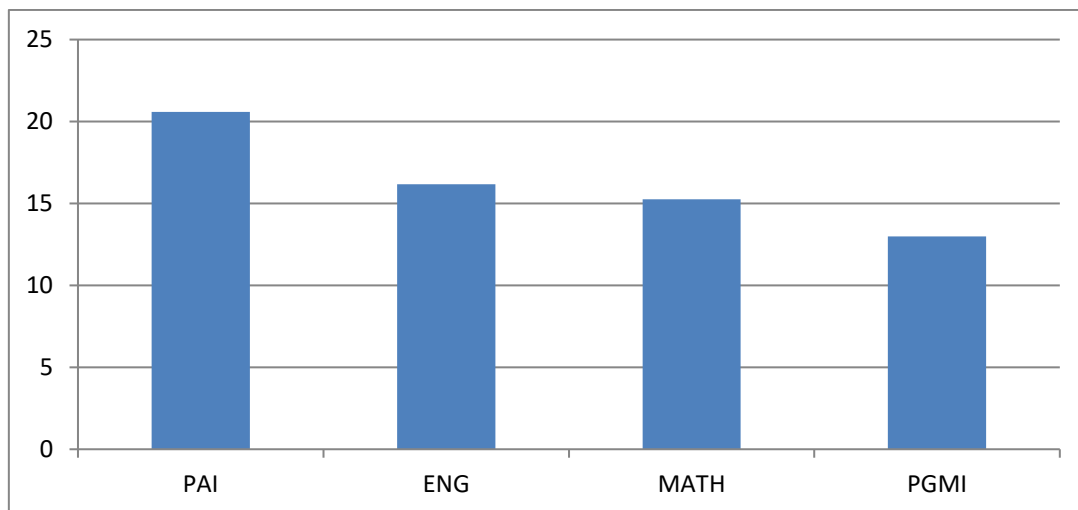
Description of Paragraph Coherence

To define the paragraph coherence level of studied text exposition, the analysis of sentence and cards are conducted. The sentence analysis is done by identifying the indicators of coherence in each sentence. It is then tabulated and transferred into cards based on its specifications.

Table 4: Paragraph Coherence Level

No	PAI	ENG	MATH	PGMI
1	22,96	16,35	19,25	12,57
2	12,10	15,41	27,54	14,88
3	17,08	15,46	14	13,15
4	16,71	18,58	21,47	9,64
5	17,94	12,24	20,71	14,64
6	11,95	15,20		
7	18,14	15,29		
8		12,36		
9		16,13		
10		14,72		
11		12,64		
12		18,62		
13		10,16		
14		19,56		
15		11,87		
16		19, 46		
17		15,32		
ttl	16,70%	15,26%	20,59%	12,98%

Table 4 is the result of paragraph coherence level analysis. It is obtained that; Mathematic 20.59% (not coherent), PAI 16.17% (not coherent), English 15.26% (not coherent) and PGMI 12.98% (not coherent). All of the texts are not coherent. This shows that the average of paragraph coherence is 16.25% and in the qualification of Not Coherent.



Graphic 2 Paragraph Coherence Level

Distribution of Coherence Aspects Use

Distribution of the use of paragraph coherence aspects is important to get an illustration of many things. First, the description of the paragraph coherence result includes; pronoun, repetition, words pair/conjunction, and inter-paragraph relation. Second, to describe the most dominant aspect. Third, to know which program is using more coherence aspects.

Table 5: Distribution of Coherence Aspects Use

No	Jenis	PAI	English	Mathematic	PGMI	Average
1	Pronoun	24,82	18,92	17,91	21,47	20,78%
2	Repetition	35,64	40,48	29,41	42,2	36,92%
3	Words pair	6,41	2,84	2,06	1,35	3,17%
4	Conjunction	23,21	23,62	36,88	22,86	26,64%
5	Par.relation	9,93	14,51	19,54	10,52	10,9%
	Total	20,80	20,07	21,16	19,85	15,97%

The table shows that the five aspects of paragraph coherence are found in these 34 texts. Its use is varied; (1) repetition 36.92%, (2) conjunction 26.64%, (3) pronoun 20.78%, (4) inter-paragraph relation 10.9% and (5) words pair 3.17%.

Next, this distribution is essential to describe which subject that uses more aspects in the writing. From 34 writings, it is obtained; PAI 20.80% (not coherent), Mathematic 21.16% (not coherent), English 20.07% (not coherent), PGMI 19.85% (not coherent). In general, it is known that the average is 15.97% and this indicates **Not Coherent**.

Repetition

Repetition is the most frequent aspect used, which is 36.92%. repetition functions as words, repetition to confirm and strengthen the meaning. But in exposition text studied, this function is not used correctly. The writers do a repetition, but not to confirm the meaning. Thus, this makes the mistakes appear.

Conjunction

The second aspect that commonly used in conjunction. This rises 26.64%. the subjects tend to use the long sentences that force them to use the relation-sign of; and, which, because, since, or, thus and many others in intra-sentences. These have to be used in inter-sentences. This makes the writers trapped by long and endless sentences.

Pronoun

the third aspect is pronoun 20.78%. from 34 texts, the pronouns commonly used are, he, we, they, this and that. Generally, the subjects are competent in the use of the pronoun.

Inter-paragraph Relation

This aspect is 10.9% and classified as the low category for a written text. This relation is important to create a more communicative written text. It means that information provided by the writer, beginning from introduction until the conclusion, build integrated, orderly and continual ideas. From 34 texts, it is known that the subjects tend to ignore the continuity. It makes incoherent paragraphs. See the fragment below:

(44a) the role of the teacher in improving the human resources will be proved and reflected if the teacher knows the characteristics and nature such as talent and interest, and this is the parameters for a teacher in preparing the good human resources.

(44b) the good teacher's role in the quality of human resources is the one who implements what he/she gives to others and have evidence that he/she could be

responsible for what he/she says, and by giving evidence, it would be indicated whether the human resources improved or not. So the teacher has to be careful in promoting the role and the most important thing to be noticed is how someone can do something in the future. Since in the national development, qualified human resources are crucial. (sample 2 PGMI)

Ideally, one paragraph consists of one topic sentence that explained by some supporting sentences. In the above example, paragraph (44) only has one topic sentence without its supporting ones. But in paragraph (44a), there is no illustration a relation with the previous paragraph. Even the writer re-writes the role of the teacher, with no continual idea. Thus, the principles of paragraph relations that integrated, orderly and continual have not fulfilled yet.

Words Pair

The words pair meets the lowest percentage from 34 texts analyzed, which is 3.17%. Words pair is a factor that has to be prioritized on an exposition text. This element would make the text to be more interesting. One of the functions is using a different word with similar meaning that could increase the writers and the readers' vocabularies. From the analysis of 34 exposition writings, the use of words pair is very less. The subjects tend to use repetition.

Description of Paragraph Effectiveness Result

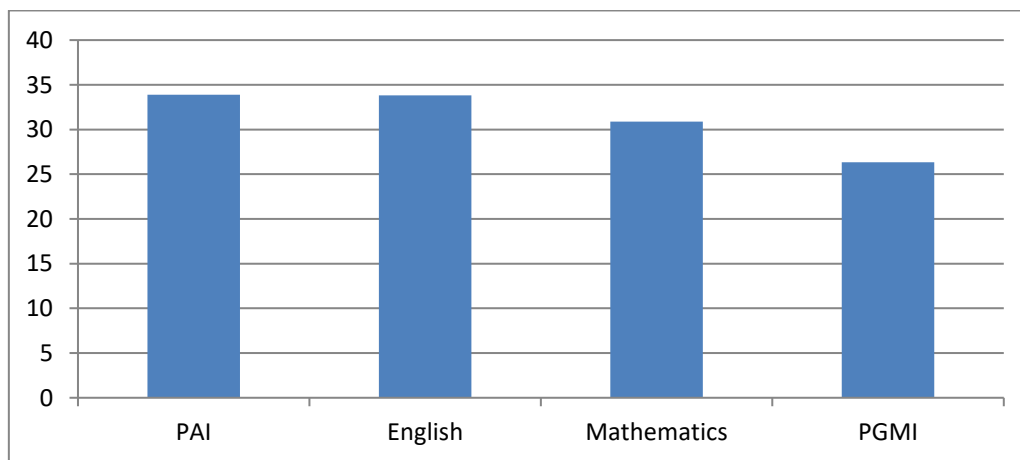
The effectiveness of paragraph is the third indicator analyzed in the study. Aspects that analyzed on each text are; 1. Unity of ideas (UI), 2. Ideas coherence (IC), 3. Ideas Development (ID). Thus, the aspects are about writers delivering ideas on exposition text. The data obtained from this analysis is below:

Table 6. Paragraph Effectiveness Level

No	PAI	Eng	Math	PGMI
1	24,72	26,21	40,38	36,89
2	37,99	25,68	25,12	29
3	32,51	1	40	35,26
4	32,62	28,16	27,68	37,18
5	29,48	29,41	36,24	30,77
6	28,05	34,68		
7	30,93	29,13		

8		30,06		
9		26,88		
10		29,70		
11		25,29		
12		36,52		
13		34,64		
14		10,67		
15		32,64		
16		25,30		
17		31,49		
ttl	30,9%	26,32%	33,88%	33,82%

Table 6 shows the result of the analysis of paragraph effectiveness. It is shown as; 1.Mathematic 33.88% (ineffective), 2.PGMI 33.82% (ineffective), 3. PAI 30.9%(ineffective), 4. English 26.32% (ineffective). This wholly indicates that all of 34 texts are not effective.



Graphics 3: Paragraph Effectiveness Level

Distribution of the Use of Paragraph Effectiveness Aspects

The distribution of paragraph effectiveness aspects use is important to know. This is based on the need for getting a description about; First, the result of paragraph effectiveness aspects, include; ideas unity, ideas coherence and ideas development. Second, the dominant aspect. Third, the program that uses more aspects to provide an effective as well as communicative texts.

Table 7: Distribution of Paragraph Effectiveness Aspects Use

No	Item	PAI	Eng	MATH	PGMI	Average
1	IU	4,62	6,56	5,72	3,89	5,20%
2	ID	4,70	4	6,24	3,35	4,57%
3	IC	3,83	3,52	5,91	3,52	4,20%
	total	4,38	4,69	5,96	3,59	4,67%

Table 7 shows that the distribution of these aspects is varied; ideas unity 5.20% (ineffective), ideas development 4.57% (ineffective) and ideas coherence 4.20% (ineffective). Thus, these three aspects of paragraph effectiveness provided by Legget (1988) are found in 34 texts while it is not supportive in providing a communicative discourse.

Next, the result shows its distribution is merely 4.67%, which means ineffective. Based on the explanation, it is concluded that:

Ideas Unity

From 34 exposition texts, the idea unity is 5.20%. This reveals that the texts are not effective. Legget (1988) who said that ideas unity is the united ideas on a paragraph which entails from the topic as the controlling, followed by its supporting ones. But, the findings from the studied texts are in contrast. The sentences are just the accumulation of topic sentences. It contains many ideas but fails to describe in more detail. Finally, each paragraph is caught in very long sentences.

It is estimated that the low ideas unity aspect is caused by bad inter-paragraph relation, as analyzed in paragraph coherence aspects. It seems that the inter-paragraph relation is only 10.9%. This indicates that ideas unity is an essential part of continual information.

Ideas Development Aspect

From 34 exposition texts studied, the aspect of ideas development is merely 4.57%. This percentage is categorized as a minimum. To make the information is received as the writer's intention/meaning, the subjects have to develop and complete the ideas. The result found shows that texts tend to neglect the aspect of ideas development. The ideas are incomplete and having no details that it is very close to its topic sentence. Another impact that emerges from the lack percentage of aspect is the chaotic ideas in the next

supporting paragraph. This condition worsens the ineffectiveness of the paragraph. It also makes the paragraph to be incommunicative.

Another weakness is related to sentences position in the paragraph. This is asserted that the subjects are not competent in managing the information that firstly delivered.

Ideally, the important information is firstly served and followed by its explanation. In contrast, 34 texts are not showing this regulation/principles. Some of them are also inconsistent in delivering ideas. For example, in the previous paragraph, it is explained the steps for reaching the role of the teacher in improving the human resources, and in the next one, it is mentioned what the teachers' role is. Thus, it would be difficult to follow the writer's mindset which illogic and inconsistent as well. This leads the readers to nowhere. Lastly, the structure of a text provided by Parera (1987) and Legget (1988) that consists of introduction, content, and conclusion are not successfully achieved.

Ideas Coherence Aspect

Ideas coherence aspect is 4.20%. The percentage is assumed to be very low and not effective. This may be caused by the lack of ideas unity (5.20%) and ideas development (4.57%). Ideas coherence will smoothly and logically flow from one idea to another if the ideas are united in meaning. The ideas development aspect is very essential to form the ideas completeness that controlling or topic along with the supporting sentences is coherent.

In 34 texts, the analysis shows ineffective clarification. Besides the things explained before, the subjects tend to fail in organizing ideas in logic and inter-connected pattern. This makes the main idea and supporting ideas are not related and inconsistent so the paragraph appears to be incoherent. Finally, the closing paragraph also provides information in "separated way". Thus, the aspect of paragraph coherence is also unfulfilled since the ideas are not well organized.

Conclusion

Based on the findings of the study, it is concluded that;

Students competency in paragraph development seen from paragraph coherence aspect on 34 texts is 52.49%. This is classified as less cohesive. Another finding indicates that paragraph cohesion written by English Department students is 58.27%. It is categorized as Cohesive Enough. This implies that the texts written are more understandable than three other departments./programs (Mathematics, PAI, and PGMI).

Related to this, based on the cohesion concept that stated a cohesive text is easy to understand. From the distribution of the paragraph coherence aspect, it merely rises 20.37% / in the classification of ineffective. It means that the five aspects of cohesion used to analyze the data are found. But, these aspects are not supported to form a communicative text since the percentage is below the standard. Based on the result, cohesion aspects that are dominantly used; conjunction, lexical cohesion, and reference. Next, there are two kinds of cohesion, that ellipses and substitution that rarely found and the percentage is very low.

The student's competency seen from paragraph coherence aspects is 19.68%. it is under the standard and classified as incoherent. From the distribution, it is indicated that the average is 21.47%. if it is related to coherence aspects use as the linguistic item, these five indicators are not functioned in building a text. Thus, it is concluded that the sentences and paragraphs on the texts are not logically connected as well as difficult to understand. These writings are also not continual on its ideas.

The students' competency on paragraph effectiveness aspects of 34 texts analyzed is merely 31.23% on average. This is on the classification of ineffective. Another concern that obtained is the distribution of paragraph effectiveness aspects is only 4.67%. This aspect does not support the writings since its level is not standardized.

Recommendation

First, students are encouraged to get more understanding of the concept and theories of a good and effective paragraph as well as the exposition paragraph. A good paragraph has to meet some qualifications; cohesion, coherence and paragraph effectiveness. The cohesion includes reference, substitution, ellipses, conjunction, and lexical cohesion. Coherence aspects are pronoun, repetition, words pair, conjunction, and inter-paragraph relation. The effectiveness is dealing with unity, coherence and completed paragraph development. To make the concepts and theories well understood by students, the more exercise in writing and making paragraphs is becoming an important thing. The writing could not be learned theoretically. Students are forced to analyze many kinds of writings, find the main idea and its supporting ideas, while eliminating the nonlogic sentences.

Second, the lecturers on the related field are supposed to improve the skill of exposition paragraph development through some methods. One of them is by implementing methods that most appropriate and integrated to ensure the language function as communication media is not only focused on language learning/knowledge

but also the skill of language. Third, for other researchers, considering that the study is merely observing the three indicators, then it is highly suggested to conduct more comprehensive research.

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