

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar



Nurlyanti Wulandari Karim¹, Syamsiarna Nappu², Erwin Akib³

^{1,2,3} Master of English Education, Universitas Muhammadiyah Makassar, Indonesia

ABSTRACT: Nurlyanti Wulandari Karim, 2024. "An analysis of English Paragraph Development Made By The Third Semester Students of English Education at Universitas Muhammadiyah Makassar". Supervised by Syamsiarna Nappu and Erwin Akib.

This research aimed to explore the students' paragraph development in terms of coherence and cohesion in writing argumentative essays. The participants of this research were nine students of the third semester at Universitas Muhammadiyah Makassar.

This research applied a quantitative descriptive design. The data collection techniques were lecturer's documents. Meanwhile, the data analysis techniques used descriptive quantitative for analyzing the paragraph development in terms of coherence and cohesion.

The findings of this research described as follows; (1) In terms of coherence, the average score of students' paragraph development in coherence is 2.91. (2) Furthermore, the average score of students' paragraph development in cohesion is 2.75. (3).

It can be concluded that the paragraph development from students' in writing argumentative essays in terms of coherence and cohesion are a little competent and the factors that make it difficult for someone to write a paragraph, such as lack of structure, limited vocabulary, improper grammar, or difficulty developing ideas clearly. These factors require preparation before starting to write a paragraph, including identifying the topic, planning the paragraph structure, gathering supporting information, and preparing connecting words.

KEYWORDS: Paragraph Development, Coherence, Cohesions, and Argumentative Essays.

1. INTRODUCTION

A. Background

English was the most widely spoken language on the entire globe. As a result, it has become one of the most important skills to have in the current period. Mastering English implies having a greater and larger chance of success. With this in mind, many people attempt to learn English in order to advance their jobs. Many people from non-native English-speaking nations try to take advantage of the opportunity and begin learning English, Hasanah & Utami (2019). However, it is not as simple as it appears, and many of them lose up and never attempt again.

Furthermore, it was not simple to learn a new language, especially in speaking and writing. This is very crucial because English is grammatically, in terms of writing according to Ramendra (2021) students' grammar rules which include errors in diction, syntactic structure, and meaning are detected and detailed in the context of correct grammar rules. So learning English was very challenging because of the grammar rules in speaking and writing.

Although, the grammar is difficult to understand then paragraph development in writing needs more attention. Because it is very important because the main idea or topic of the sentence can be made into paragraph development and assisted by supporting such as Ariani (2023) said that writing skills are very important for academic and professional communities, because they express feelings, ideas, and arguments. Therefore, the development of this paragraph depends on an interesting idea that will be discussed. Another case according to Bracewell R. J (2020) writing is the most demanding and complicated human cognitive task. This condition will contribute to poor writing, especially for basic writing.

Good ideas were a crucial component of writing in developing paragraph because they allow the author to effectively express his viewpoints and help the reader understand the main idea. Therefore, a well-written essay that effectively conveys its main ideas. According to Kencana & Melati (2020), the ability of students to build paragraphs was crucial to their ability to express themselves in written work. So that the main idea or topic of an interesting sentence can build the writer's paragraph more develop in writing.

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

Writing was also one of the most important abilities to develop. Because it was very crucial where the writer conveys his feelings, thoughts, and arguments are easily conveyed clearly. Moreover, the students have to learn beyond about basic writing principles while studying writing. They begin with parts of sentences, phrases, capitalization and punctuation in a sentence, part of speech, peer editing, and so on. Students learn about the three primary sections of a paragraph while writing them: the topic sentence, the body or supporting phrase, and the conclusion sentence, Sheldon C H Smith (2012). In this scenario, students will learn how to identify the topic sentence, supporting sentence, and conclusion sentence of a paragraph.

The problem in generating paragraphs frequently stems from the students' inability to place the components that comprise a paragraph. Some students have struggled to position the primary thinking sentence correctly. The primary notion or key sentence in a paragraph is highly significant in developing communication or transmitting ideas in this scenario. It is very crucial in constructing communication or delivering thoughts to readers.

The four basic skills of listening, speaking, reading and writing must be improved by students in order to keep up with developments in the educational environment. English as a language learning is the most crucial challenge for the non-native English learners Skarpaas & Hellekjær (2021). Learning English in productive skills are speaking and writing skills, and receptive reading and listening skills. These four different types of abilities practically complement each other. One of the abilities is writing. According to Ramzan & Hafeez (2021) stated that among language skills, writing is considered the most challenging and complicated skill compared to other skills, mostly in writing paragraphs through the outline.

Difficulty in writing or composing originates from difficulties in constructing or developing a paragraph. As we all know, paragraphs create a piece of writing. There are some writings. That is simply one or two paragraphs long. It happens because Kencana & Melati (2020) states that students frequently struggle to break down a single statement or idea into numerous sentences that form a logical paragraph. This limits their capacity to write well according to scientific writing guidelines. Therefore, many compositions that contain hundreds or even thousands of paragraphs because of limits statement idea into numerous sentences.

Limited idea was also the most common issues students face when writing a thesis or dissertation, as well as when learning ways for extension paragraphs and shortening sentences, are inconsistency in indenting (some sentences are indented, some are not); and illogical sequence of phrases in paragraphs. According to Saprina et al (2020) stated that generating ideas, putting thoughts into written form, establishing a thesis statement, making writing intelligible, merging ideas into correct sentences, and organizing paragraphs are all challenges in developing ideas in writing. So, in creating writing not only thinking about what ideas but also connecting sentences and organizing paragraph ideas in writing.

Writing was one of many courses taught in the English Education Department (EED), ranging from fundamental writing to essay writing. Students learn about basic writing principles while studying writing. They begin with parts of sentences, phrases, capitalization and punctuation in a sentence, part of speech, peer editing, and so on. Students learn about the three primary sections of a paragraph while writing them: the topic sentence, the body or supporting phrase, and the conclusion sentence. In this scenario, students will learn how to identify the topic sentence, supporting sentence, and conclusion sentence of a paragraph.

In contrast with Heryana (2022) divided four ways that a paragraph can be developed, namely (1) Exemplification, Process, Cause and effect, Comparison or contrast, Definition, and Division-Classification; (2) Description; (3) Narration; and (4) Argumentation. These four approaches combine to generate nine paragraph development patterns, each with its own set of growth techniques.

The most challenges that student face during the writing process. From English itself, such as how to form words, use grammar and tenses as effectively as possible, and so on. The challenges were also influence writing process according to Nappu et al (2022) when students study online during the Covid-19 pandemic and still complete their writing, especially in lectures, these challenges are one of the influences of students' paragraph development in writing.

Inspite of that, the challenges in the writing process. only need direct practice in working so that it was easy to complete writing or writing on essays and theses. According to Parr (2022) writing was one of the skills which can be easily acquired by practicing. With writing the Students' ability to write paragraphs can be improved with a lot of practice and work, which should be done gradually using the outline technique. It would also be helpful to look at some of the elements that affect students' ability to write some paragraphs.

Therefore according to Masadeh (2019) students struggle with using synonymous words, accurate conjunctions, and transition words, as well as repeating ideas, dividing paragraphs, and elaborating ideas, hindering their ability to produce coherent essays. Especially for grammatical cohesion, which relates to the creation of links between sentences in a text through the use of grammatical resources of the language, is included under cohesion and coherence. It means to make the relationships between phrases more obvious in a text.

Grammatical cohesiveness was classified by Bahaziq (2016) as reference, substitution, ellipsis, and conjunction. They all contribute to the cohesiveness and textuality of a work. The combination of sentences that use grammatical coherence and have semantic relationships between sentences in the text can increase the text's connection.

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

However, writing was not easy for students. Based on the researcher's experience with several students of University Muhammadiyah of Makassar at the third Semester of English Education, it could be assumed that students still have problems in writing specially paragraph in essay English. This can be proven by their fair average score where the students get 60-69 score of their result. It could be also assumed that the students have problems in expressing their ideas with supporting statement and also students have the less of paragraph development in connecting their ideas even the already have an outline of their topic. The third students difficult to produce the supporting statement.

Therefore, students have to focus on the connectedness of sentences, according to de Oliveira et al (2022) the use of explicit cohesive devices at the paragraph level, and the use of connective devices such as pronouns, repetitive structures, and transitional markers when they need them to produce coherence in their written texts. For the characteristics of paragraph development that needs to be considered 5 characteristics, namely (1) Completeness element, (2) unity, (3) order and (4) coherence, (5) cohesions. Unfortunately in previous studies by Masadeh (2019), Essays et al (2019), Budiyo (2020), Šafranek et al (2022) and Idea (2022) only uses one of these paragraph developments. Therefore, the researcher conducted a research entitled "An analysis of paragraph development made by third semester students of English Education at Universitas Muhammadiyah Makassar".

B. Research Question

Based on the background, the researcher formulated research question as follows :

1. How is the students paragraph development on argumentative essay in terms of coherence ?
2. How is the students paragraph development on argumentative essay in terms of cohesion ?

C. Objectives of the Research

Based on the previous research question, the objectives of this research as follows :

1. To analyze students' coherence of paragraph development in argumentative essay.
2. To analyze students' cohesion of paragraph development in argumentative essay.

D. Scope of the Research

The research conducted of the third semester at Universitas Muhammadiyah Makassar. The subjects of this study were the students of third semester in English Education at Universitas Muhammadiyah Makassar. This research focused on paragraph development in terms of coherence and cohesion. The researcher analyzed how the paragraph development of argumentative essay. The students' challenges in writing argumentative essay paragraph development of the third semester students' English Education at Universitas Muhammadiyah Makassar

PREVIOUS RELATED FINDINGS

Hakim et al 2022 found that developing module of English Speaking using ASSURE model obtained a positive response from both program participants and teachers.

Altun (2021) in his study found that the students enjoyed the activities and materials; yet, they encountered challenges, particularly in tasks like reading texts and participating in vocal question-answer sessions. In conclusion, students generally felt that the lessons prepared using the ASSURE methodology were successful, and the goals were met. As a result, certain suggestions were given to improve the effectiveness and efficiency of the class.

Al Huda et al. (2022) in their study of ASSURE-Based Digital Learning Modules' findings showed that the digital learning modules for the English course were adequate in terms of the media and featured extremely relevant categories. Regarding the materials, they were divided into excellent groups. A respectable category was incorporated in the learning process.

Hartati and Fatmariansi (2016) in their study "ASSURE Model Implementation in Development of Natural Science Learning Application," drew the conclusion that the natural science learning application, which includes a quiz and menu display material, met excellent standards for display, operation, and interaction after performing the research and creating the learning application.

Reyes and Oreste (2017) in their study "Acceptability Level of Developed Material (SAI) Using ASSURE Model, determined that the SAI is assigned a high descriptive value and may provide a different approach to close the gap in the teaching-learning process.

Lee (2022) Because they offer versatility in terms of learning pace, material selection, and presentation, internet computers aid in the teaching and learning of listening skills. Visual graphics on the internet will captivate learners. However, if there are regular internet traffic jams or if broadband is unavailable, students might not be able to take advantage of the new teaching and learning mode. Before utilizing technology to teach listening, teachers should be aware of the technological issues and address them (for example, by providing movies on CD-ROM for students without access to computers at home).

Qomaria and Zaim (2020) revealed that because students can use YouTube videos outside of the classroom, they helped students become more proficient speakers and showed them more interest in learning English.

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

1.1. Argumentative Essays

Argumentative essays are necessities to know of academic writing in higher education. because Zarefsky (2006) define argumentative as the study of argumentation with effective reasoning. discussing it can involve giving reasons to justify or support statements about arguments logically. Success in writing argumentative essays depends not only on the strength of the argument, but also on the ability to develop paragraphs effectively.

Despite of that, According to Rizkia S (2018) in Kongpolphrom, the purpose of an argumentative essay is to persuade readers of the writer's position through rhetorical techniques. Similarly, an argumentation essay is a proposal to influence and persuade others, both orally and in writing, using credible facts or reasons Marni et al (2019).

With this in mind, to write a critical argumentation essay, the researcher needs rules that include evidence, theories, phenomena, and reasoning. Guidelines that provide data, theories, phenomena, and questions are needed as a starting point for this study to develop its arguments. The researcher should start the arguments with these principles with the aim of preventing negative attitudes towards critical thinking among the researcher.

2.2. The Concept of Paragraph

The concept of a paragraph refers to a basic unit of writing that has one main idea or a specific idea. When we enter the world of writing, understanding the concept of paragraphs becomes very important because paragraphs are the foundation of a strong writing structure.

In other words that according to Zemach, D.E., Rumisek (2006) concept of paragraph is an important structural element in writing because it allows authors to communicate their ideas in a logical and coherent manner. Thus, understanding the concept of a paragraph is essential for anyone striving to become a proficient writer, as it lays the foundation for conveying ideas effectively and engaging readers in meaningful discourse.

Ultimately, the concept of paragraph serves as a cornerstone in the art of writing, allowing writers to use language with finesse, coherence, and units of thought, thus enriching literary language and fostering a deeper connection between writers and readers. As a unit of thought in a paragraph, it can help organise information and present ideas in a clear and coherent manner. Here are some key aspects of the concept of the paragraph according to Angel (2000: 26):

- a. **Unity:** A well-developed paragraph has unity, meaning that all sentences within it focus on a single main idea or topic. This idea is typically expressed in the topic sentence, which sets the tone and direction for the rest of the paragraph.
- b. **Coherence:** Coherence ensures that the sentences within a paragraph are logically connected and flow smoothly. Transition words and phrases are often used to maintain coherence and show the relationships between ideas.
- c. **Development:** A paragraph should provide sufficient supporting details, examples, evidence, or explanations to strengthen and elaborate on the main idea presented in the topic sentence. This development helps readers better understand and engage with the content.
- d. **Length:** While there is no strict rule for the length of a paragraph, it is generally recommended to keep them relatively concise and focused. A paragraph is typically composed of three to five sentences, although this can vary based on the context and purpose of the writing.
- e. **Organization:** A well-organized paragraph follows a logical structure, with sentences arranged in a manner that enhances the reader's understanding of the topic. Different organizational patterns, such as chronological order, cause and effect, or comparison and contrast, can be used to structure paragraphs effectively.
- f. **Purpose:** Paragraphs serve various purposes in writing, such as presenting arguments, providing evidence, offering explanations, or transitioning between ideas. Understanding the purpose of a paragraph helps in crafting it appropriately to fulfill its intended role in the overall piece of writing.
- g. **Indentation:** In printed or digital writing, paragraphs are typically visually distinguished by indentation at the beginning of each paragraph. This indentation helps the reader identify the start of a new thought or topic.

Therefore, the concept of a paragraph is central to effective writing, enabling writers to present their ideas logically and coherently while making it easier for readers to comprehend and engage with the content. By mastering the art of paragraph construction, writers can create well-structured and compelling pieces of writing.

2.3. Definition of Paragraph

The primary idea is the only issue that is discussed in each paragraph. According to Oshima and Hogue (2007: 3), a paragraph's initial phrase should express its precise argument or core idea, and the subsequent sentences should bolster that point.

Furthermore, Oshima and Hogue (2007: 2) defined a paragraph as an arrangement of connected ideas that an author produces on a topic. Like Johnston, Warsito (2007: 8) said that a paragraph's essentials are a collection of phrases that make sense when put together and always address a single subject, which is the major idea. According to Oshima and Hogue (2007),

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

a paragraph's specific argument, or major concept, is conveyed in the first line, and the remaining sentences in the paragraph reinforce that point.

Furthermore, according to Vokoun and Solomon (2010), a paragraph consists of a collection of sentences. A paragraph's sentences are all focused on the same subject. A paragraph differs from a sentence in that it can be as short as one sentence or as long as 10. Asshima, According to Alice & Hogue (2007), the length of a paragraph's sentences is irrelevant as long as it effectively develops the core concept. Conversely, Zemach, D.E., Rumisek (2006) defined a paragraph as a collection of six to twelve related phrases discussing a single topic in a clear and concise manner. As a result, a paragraph is an assortment of connected ideas that an author generates about a topic. As a result, the paragraph also helps readers understand the information in the main concept and how it relates to the other paragraphs.

A paragraph should include a topic sentence, supporting sentences, and a There are several types of paragraphs in academic writing that students must understand in order to write well. The defining paragraph is one of the paragraphs. A definition paragraph is unquestionably a paragraph that describes what something is. When something is difficult for someone to understand. Furthermore, according to Oshima, Alice & Hogue (2007), a definition paragraph is a paragraph that describes what something is, such as love, happiness, grief, poverty, and so on. As a result, the definition of paragraph is a type of paragraph that is used to define or explain something. It explains what something means and why it is important.

Three sentences should make up a paragraph: a topic sentence, supporting sentences, and a To write well in academic writing, students need to comprehend the many sorts of paragraphs. Among the paragraphs is the defining paragraph. Without a doubt, a definition paragraph is a paragraph that explains what something is. when someone finds something hard to understand. Additionally, a definition paragraph, according to Oshima, et, al. (2007), is a paragraph that defines a certain concept, such as love, happiness, grief, poverty, and so on. Consequently, a paragraph used to define or explain something is what is meant to be defined as a paragraph. It clarifies the meaning of something and its significance.

Oshima et, al.(2007) state that there are three ways to write the topic sentence of a definition paragraph: (1) the word or object the writer is defining or explaining (the topic); (2) the broad category or group to which the word or object belongs; and (3) the unique qualities that set it apart from other members of the category. After that, include details in supporting sentences to help the reader understand the subject. Examples, a description, an explanation of a process, and additional details like who, what, where, how, and why can all be found in the supporting sentences.

2.4. Components of Paragraph

Based on Zemach, D.E., Rumisek (2006: 17) there are components of paragraph namely: topic sentence, supporting sentence, and concluding sentence. Below the description of each these parts :

1. The topic sentence

According to Zemach, D.E., and Rumisek (2006: 17), a paragraph's topic phrase expresses the major idea of the paragraph. It is the most general sentence in the paragraph and is typically the opening sentence. As a result, the topic sentence serves as the primary concept and focal point of the written paragraph. In a paragraph, the topic sentence may appear anywhere. They are usually seen in the opening sentence of a paragraph.

2. The supporting sentence

A supporting sentence is one that clarifies the topic sentence. According to Zemach, D.E., and Rumisek (2006: 17), supporting sentences provide a more thorough explanation of the ideas presented in the topic phrase. The explanation is comprehensive and offers further details regarding the main phrase.

3. The concluding sentence

The final sentence that brings the paragraph's point to a close is the concluding sentence. Zemach, D.E., and Rumisek (2006: 17) assert that a concluding sentence is a completed sentence that wraps up the image or narrative surrounding the sentence's subject. Additionally, it serves to remind the reader of the main idea. Furthermore, according to Oshima, Alice, and Hogue (2007: 23), the conclusion phrase summarizes the major concepts of the paragraph and restates the topic sentence in a different way, leaving the reader with the most essential ideas.

2.5. Paragraph Development

Arnaudet (2016: 9) states that Paragraph Development is an integrated manual for English language learners who are intermediate to advanced. It emphasizes the physical paragraph as the fundamental unit of composition in business, professional, and academic writing. The book can be utilized as a writing component in individual courses or intense or semi-intensive programs. The book presents a clear and practical method, with visual representations for students to follow in each chapter. As a result, for English language learners, paragraph development might direct students toward academic writing.

The process of expanding on a certain topic or idea to create a cohesive and well-structured paragraph is known as paragraph development. A well-developed paragraph according to Zemach, D.E., Rumisek (2006: 18) usually begins with a

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

topic phrase that presents the primary idea and is followed by supporting sentences that provide evidence, examples, or explanations to better emphasize the issue.

The paragraph is the basic unit of composition, because a paragraph is a group of sentences which develop one central idea. According to Rahman Yenni (2022) Controlling idea provides writer's perspective on a topic. It means idea or topic in a paragraph can support an idea to develop paragraph in writing. So, Controlling ideas help readers understand writing's essence, preventing confusion and ensuring clarity in paragraph discussions.

Several more phrases that reinforce or add to the notion in the topic sentence are included in addition to it. Stated otherwise, each of these sentences needs to be relevant to the subject and, as a result, have to cite the topic sentence Arnaudet (2016: 8). It indicates that the supporting notion in the topic phrase explains a general statement in more detail using particular examples.

Moreover, the general statements supported by sources and research, the paragraphs to be developed will also be adjusted to the function and position, also will be adjusted to the applicable requirements Therefore the paragraph in an essay is adapted to meet four requirements: completeness, unity, order, and coherence. These requirements are more commonly applied to the body paragraph than the introduction and conclusion paragraphs.

Some of the statements above, it can be concluded that, the development of this paragraph starts with the topic. by adding more information, explanations, examples, illustrations, etc are easy to know the cohesion and coherence. Students will develop their paragraph development in constructing a unified paragraph, because students will relate every sentence to the topic sentence and the central idea it expresses.

2.6. Types of Paragraph Development

According to Dewle (2020) paragraphs can be developed in several ways, depending on the purpose, topic and type of reader. There are also several types or categories of this type of paragraph development by Dewle (2020) for example ;

1. *those which stay strictly within the scope of the topic: e.g. illustration, description, definition, and cause and effect.*
2. *techniques which involve a second topic: e.g. comparison and contrast .*

by (Dewle 2020)

The most effective development to convey the point to be conveyed will be developed with a certain type of development than others. And it should be realised that in paragraph development students can combine more than one type of paragraph development that will be displayed, such as :

a. Illustration

Illustration can be expressed in a variety of ways, including examples, drawings, figures, and tables. One of the simplest methods to develop a topic is to provide examples. When the writer provide instances, the writer are assisting the reader in comprehending something of a complex and abstract concept that may be contained in the topic sentence. The writer can also persuade the reader that the generalization is valid since the writer have examples to back it up. Examples further pique the reader's attention. Examples are frequently introduced with terms such as for example, for instance, one example, and so on.

When providing examples to back up the writer topic phrase, keep in mind that:

- a) *there should be enough instances to back up your thesis;*
- b) *each example should be logically related to your primary idea; and*
- c) *each example should be developed with intriguing details. (Note that the writer of the paragraph below does not simply list the examples, but describes how each of these species is helpless, the consequences of their helplessness, and how they become self-sufficient.)*
- d) *The examples should be representative of the group with which you are engaging.*

by Dewle (2020)

b. Description

The writer may never have to write full descriptions, but the writer may have to include descriptions in other forms of writing, such as personal letters, narratives, reports, and travelogues. The writer might want to describe people, locations, things, habits, and conditions, as well as scenes like accidents. Because descriptive writing is concerned with detail, the more extensive and exact your vocabulary, the better your descriptive writing will be. The following items are usually included in descriptive writing:

- a) *place and position; direction*
- b) *measurements: weight, size, volume, distance*
- c) *shapes and patterns*
- d) *colours and textures*
- e) *materials and substances*

by Dewle (2020)

When writing a description, keep in mind that the writer must:

- a) *begin with the general appearance;*
- b) *choose physical details that will support the general appearance description you gave in your first sentence; and*
- c) *describe each object by providing characteristics such as size, color, design, weight, and material.*

c. Cause and Effect

In addition to employing illustration and description to establish the topic of your paragraph, the writer may need to apply the cause and effect strategy in some circumstances. The writer may want to discover the cause of your poor grades, a bus accident, the effects or consequences of drug use, deforestation, and so on.

a) *Cause*

Analyzing the cause might be a difficult undertaking. For example, a daughter's rebellion against her father and departure from home may have an obvious immediate reason, but there may also be a chain of causes that extends back in time. As a result, there are likely to be multiple reasons rather than just one.

When writing, the writer can use any of these patterns. The writer can talk about one or more causal relationships between occurrences. The writer can follow a chain of events in which A produces B, which causes C, which causes D, and so on. Choosing between one cause and multiple causes is not always a free choice. It is usually determined by your topic.

When developing a topic that is supported by reasons or causes, keep the following in mind:

- a) *make it clear whether you are dealing with an immediate cause or an earlier cause, a direct cause or an indirect cause;*
- b) *consider multiple causes;*
- c) *account for all the links in the sequence of causes; and*
- d) *write about all the causes or reasons in detail.*

by Dewle (2020)

b) *Effects*

Effects or consequences can be handled in the same way that reasons or causes. However, keep in mind that the basic notion is now considered as creating the effects outlined in the next paragraph. The writer can compose a paragraph that addresses only one effect or one that addresses multiple. If there are multiple repercussions indicated, the writer must be careful to discern between the important and minor ones.

c) *Cause and Effect:*

In the above two examples, the writer have seen a paragraph that provides reasons to support a topic and a paragraph that discusses effects in the preceding two examples. However, the writer may notice that cause and effect are sometimes more closely coupled, establishing a chain where A causes B, B causes C, and so on. In this case, B is both a result of A and the cause of C.

When writing, the writer may need to clarify what something is or means, especially if the writer believe your reader is unfamiliar with it. This usually occurs when the writer employ technical phrases or when the writer wish to add the writer own meaning to a common word.

The simplest method to define a phrase is to provide a synonym or to place the word in a broad category and then separate it from others in that category. As an example:

Term	Class	Differentiation
<i>Widow</i>	<i>a woman</i>	<i>whose husband died</i>
<i>Surgeon</i>	<i>a doctor</i>	<i>who performs medical operations</i>

by Dewle (2020)

d) **Comparison and Contrast**

So far, we have seen how to create paragraphs that focus on a single topic. A topic can sometimes be developed by demonstrating how two objects are similar or distinct. Do the writer realize that comparison and contrast are typical literary devices? Mostly because it is how we think! The writer are aware that our selections are frequently based on comparison and contrast.

For example, if the writer decide to attend a specific college or institution, choose a vocation or employment, or even buy a specific brand of toothpaste, comparison and contrast will dominate the writer thoughts. The writer frequently compare the writer professors, the writer neighbors, the cities the writer've visited, the food offered at various restaurants, and so on. As a result, comparison and contrast are a constant in everyone's lives.

Generally two items are compares and contrasred for three basic purposes:

- a) *To point out distinctions in order to give information about the two things.*
- b) *To clarify the unfamiliar by comparing it with the familiar.*
- c) *To show the superiority of one thing over another, for example comparison between two cars*

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

by Dewle (2020)

2.7. Characteristic in writing

Coherence, cohesiveness, and unity are seen as distinguishing characteristics of good writing. To write in a more coherent, cohesive, and united manner, one should adhere to the aforementioned traits. It will also assist readers in following the written text's logical sequence by Frydenberg (2008).

1. Coherence

Tanskanen (2009) posits that coherence is contingent upon the audience-text interaction and arises from the interpretation of the text's meaning. Therefore, a text's coherence can only be noticed if the recipient has sufficient prior knowledge to understand how the discourse's messages are connected.

The paragraph makes sense when all of the supporting sentences are placed in the correct order. The principles of arranging vary based on the kind of paragraph. For instance, spacing arrangement affects a descriptive paragraph's coherence. The use of locational prepositions, such as in, on, above, behind, beside, under, and so forth, facilitates the application of spatial order. Second, the temporal sequence dictates the coherence of narrative paragraphs. Time-related transitions help us give the narrative paragraph coherence. Lastly, logical order is the foundation of coherence for an explanatory paragraph, and example transitions and logical order help us to implement coherence for an explanatory paragraph Frydenberg (2008).

2. Cohesions

Cohesion is a crucial component of a strong paragraph. When all the supporting sentences in a paragraph work together to support the core sentence, the paragraph is cohesive. Cohesive devices are strategies for joining sentences together. Connectors (such as however, etc.), the definite article (the), personal pronouns (such as he, him, his, etc.), and demonstrative pronouns (such as this, those, etc.) are four crucial cohesion devices in Frydenberg (2008).

According to classify coherence into five types: reference, substitution, ellipsis, lexical, and conjunction. The first three forms are classified as grammatical cohesiveness. Lexical cohesiveness, on the other hand, refers to the relationships that exist between any lexical components. Conjunctive cohesions are influenced by cohesion elements known as conjunctives. Conjunctions are grammatical constructs with a lexical component. The inclusion of these cohesive mechanisms, adopted example by Poudel (2010), is critical for developing text cohesiveness.

Example :

- a. *Wow, how beautiful flower vessel! How much does it cost?* [reference]
- b. *You are going to attend the party? If so, what about these agenda?* [substitution]
- c. *We can buy those apples if we need to (buy those apples).* [ellipsis]
- d. *He passed the exam. However, he did not obtain A plus.* [conjunction]

In contrast, Halliday & Matthiessen (2014) describe lexical coherence as "the cohesive effect achieved by vocabulary selection" (p. 593). Reiteration (using the same or semantically related vocabulary, such as synonyms, superordinates, generic words, or repetition) and collocation (the co-occurrence of lexical components) are two ways to establish lexical cohesion. Here are some italicized examples of cogent ties.

a. Reiteration:

I have a puppy. The puppy is black. [Repetition]

I have a puppy. The pup is black. [Synonym]

I have a puppy. The animal is black [Superordinate]

I have a puppy. The baby dog is black. [General word]

b. Collocation: *With their hammer-nail relation, the boys won the match.*

3. Unity

The last characteristic of good paragraph writing is unity. The paragraph has unity when all of the supporting sentences are related to the topic sentence. If a paragraph contains a sentence that is unrelated to the topic sentence, it is an irrelevant sentence that must be removed Frydenberg (2008).

4. Cohesion and coherence in paragraph

According to Dewle (2020) to develop the major theme of a paragraph, elaborate on the notion provided in the main sentence. This can be accomplished by providing additional information, explanation, examples, illustrations, and so on to the notion represented in the topic sentence.

Moreover, coherence is the appropriateness of the text's contextual occurrence in order to make sense of the message sent, and cohesion is the intra-text connectedness of the pieces. While knowledge or sense elements seem to establish conceptual connectivity in coherence, surface elements appear connected in cohesion.

Although there has been debate on the relative importance of cohesion vs coherence, numerous scholars, including Hasan Albana et al. (2020), Tanskanen (2009), and Hover (1997), maintain that cohesion's role in promoting unity is undeniable. According

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

to Tanskanen (2009), coherent texts without cohesive relationships are extremely unusual in real language data, although they are plausible.

In text discourse analysis, the phrases cohesion and coherence are relevant to making sense of language. Cohesion and coherence play important roles in message interpretation and meaning negotiation in language. A strong balance of cohesive ties and coherent characteristics in the text is required for successful academic writing.

The purpose of the next paragraphs is to explain coherence and cohesion and their importance in conveying the text's messages. Nonetheless, readers will find it easier to understand and apply the writer's point of view to a text that has coherent connections and coherence.

3. RESEARCH METHOD

A. Research Design

A quantitative research methodology was applied in this research. Quantitative research is a method for analyzing the relationship between variables in order to assess objective hypotheses, according to Creswell (2018). These factors can be measured, often with the help of tools, so that the data can be statistically analyzed.

B. Subject of the Research

The subject of this research were English Education students of Universitas Muhammadiyah Makassar in the third semester who have good score in argumentative writing.

C. Research Instruments

This research used two kinds of instruments, those are document observation and interview

1. Document

The researcher used document to get in-depth data and to verify an analysis of English paragraph development made by the third semester students of English education at Muhammadiyah University of Makassar. To help the researcher investigated the paragraph development, the observation will be supported by document Argumentative Essay of students Third semester investigate how the students' made paragraph development with coherence and cohesion.

4. FINDINGS AND DISCUSSION

A. Findings

1. Students Paragraph Development In Terms of Coherence

From the writing produced by students with the theme argumentative essay involves the development of writing in terms of coherence. Following the students' comprehensive performance in the argumentative essay, the researchers specifically looked at the development of the paragraph, which is reflected in the coherence category.

However, the coherence and cohesions categories both contributed to the complexity of the concepts that were likely not explained in a linguistic way in the essay. The coherence conduct proposed by is used to analyze the five argumentative essays. The coherence consists of Paragraph Structure, Thematic Unity and Global Logical Order and Included Information.

Table 4.2. Students' Paragraph Development in Terms of Coherence

No.	Coherence	Students				Average Score
		S5	S9	S13	S14	
1.	Paragraph Structure	3	3	3	2	2.75
2.	Thematic Unity and Global Logical Order	3	3	4	3	3.25
3.	Included Information	2	3	3	3	2.75
					Σ	2.91

From the table 4.2 above. The coherence of paragraph development in terms of paragraph structure is 2.75, in terms of thematic unity and global logical order is 3.25 and in terms of included information is 2.75. Therefore, the average score of coherence in paragraph development from students' argumentative essays are 2.91 which is categorized as a little competent

2. Students Paragraph Development In Terms of Cohesien

The first research challenge in this study focuses on the most common grammatical cohesive devices. Grammatical cohesive devices improve text cohesion. Grammatical cohesive devices are classified into three types: reference, ellipsis, substitution, and conjunction. The researcher saw no usage of ellipsis in five argumentative writings. In argumentative essays, undergraduate students employ only two sorts of grammatical coherent devices.

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

Objectively, this study aims to establish whether students were aware of cohesive devices in their writing. It also studies semantic relationships to provide feedback to the lecturer on the class's topic of paragraph development in an argumentative essay in terms of cohesion which consist of connection and connectors, use of linguistic reference and thematic progression.

Table 4.3. Students' Paragraph Development in Terms of Cohesion

No.	Cohesion	Students				Average Score
		S5	S9	S13	S14	
1.	Connection and Connectors	4	2	3	2	2.75
2.	Use of Linguistic References	3	3	3	2	2.75
3.	Thematic Progression	2	3	3	3	2.75
					Σ	2.75

From the table 4.3 above. The cohesion of paragraph development in terms of connection and connectors are 2.75, in terms of the use of linguistic references are 2.75 and in terms of thematic progression is 2.75. Therefore, the average score of cohesion in paragraph development from students' argumentative essays are 2.75 which is categorized as a little competent

B. Discussion

This section discusses all the facts that founded by researchers, their relationship to several related literature that contained in chapter II, as well as opinions and suggestions from experts.

1. Students' Paragraph Development In Terms of Coherence

The results of students' writing in argumentative essays were collected in this study to analyse the development of students' writing in five writing elements such as content, organisation, vocabulary, grammar and mechanics. And this revealed that the lowest resulted in students' writing is organisation.

In this case there was a connection in the context of coherence in writing, the relationship between writing organisation and writing connectivity was very important. Because, the coherence refers to the cohesiveness. It is undeniable that writing is a challenging skill for students due to its complexity and high level of awareness. Students need to verbalise abstract ideas into written form, taking into account ideas, concepts, vocabulary, and grammar Khunaifi (2015).

Coherence analysis involves analysing thematic development and logical relationships within the text. The three main patterns of thematic development are theme repetition, zigzag patterns, and multiple theme patterns. Theme repetition represents the same information, while rhyme repetition introduces different information.

Inspired by this study, the current study will investigate not only thematic progression but also the role of cohesive devices in the organisation of texts produced by graduate-level Indonesian English students. Thornbury (2005) suggested an approach for analysing a text's cohesiveness and coherence. He proposes that the cohesiveness of a text can be measured using lexical cohesion, grammatical cohesion, and rhetorical cohesion.

In addition, Thornbury (2005) suggested that two perspectives on text coherence: micro-level and macro-level. At the micro-level, text is considered coherent when it meets readers' expectations. It means that the meaning of sentences is clear to readers. To assess a text's micro-level coherence, consider its logical relationships and theme/rheme/commentary. To study coherence through logical relationships, writers should be able to identify how each sentence anticipates or follows an element from the previous sentence.

In contrast with There are varieties of ways to achieve coherence in writing. Oshima, Alice & Hogue (2007) stated that propose four of these: the first key nouns repeat, second uses consistent pronunciations, the third making use of transition signals to connect ideas and the last arranging your ideas according to logic. This is almost similarity with Sherman et.al (2011) mentioned five ways to achieve coherence in writing ; 1) Use repeats to link ideas, phrases, and paragraphs, 2) Use transitional terms to connect concepts, phrases, and paragraphs, 3) Use pronouns to link sentences, 4) Using synonyms for connecting ideas and building diversity, 5) Use parallel structures to link together ideas, phrases and paragraphs.

But this study only focused on Thornbury (2005) theory of thematic progression. There are three types of thematic progression, namely zigzag, constant and multiple. Those three types of thematic progressions are found in five argumentative essays. It showed that multiple patterns in which repeated words from a comment appeared in several subsequent topics, in contrast to the previous study in which the results of student writing on average produced multiple results in which the zigzag pattern occurred when the comment in the previous sentence became the topic in the following sentence. This zigzag pattern is not particularly consistent.

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

Example of one personal S-17

*“Minimalism in interior design is a relatively new design trend that is gaining popularity around the world. **Minimalism** comes from the word minimum in French which means the least or the smallest amount needed for something (Inan, 2014). **It** is the least use of an element or elements, in art, literature or design. **The word 'minimalism'** became evident in the twentieth century and has penetrated into many aspects of modern life including interior design. But more than that, actually **minimalism** is a mindset and lifestyle that makes the most of something that exists or it can also be interpreted as having something that is really needed. **The importance of a minimalist** life can increase the quality of life because you don't have to worry (worry less) about the things you have. The more stuff, the more things you worry about. **And the goal of minimalism** in interior design is to aesthetics.”*

Multiple topic patterns are a development topic with repeating word of a comment in some next topic. It can happen when the new topic are formed from the same comment. In example above, the topic „Minimalism“ „Minimalist“ and „It“ are formed from the comment of the first sentence. Therefore, it is included into multiple topic patterns.

However, the results are insufficient for the relationship in the context of coherence in writing, the relationship between the organization of writing and the connectivity of writing itself.

2. Students' Paragraph Development In Terms of Cohesion

To discuss the results of the questions in the research question. In this third question, there is a relationship between second question because coherence and cohesions are related but in terms of measuring writing results there are differences. This research focuses on the most common grammatical cohesive devices.

Grammatical cohesive devices can enhance text cohesion. where cohesive devices are classified into three types: reference, ellipsis/substitution, and conjunction. Reference as part of grammatical cohesive devices creates cohesion by creating links between elements in a text. Besides that, Besides that, Hameed (2008) states that reference as form of grammatical cohesive devices have function to retrieve presupposed information in a text and must be identifiable for it to be considered as cohesive (p. 84).

Further, Albana et al (2020) The research examines argumentative writing by Darussunnah fifth-semester students, focusing on cohesion issues. Using qualitative and quantitative methods, it examines grammatical and lexical cohesion. Results show students effectively use cohesive devices but need improvement in grammatical cohesion for higher cohesion.

In addition, Episiyasi et al (2022) This study examines the lexical and grammatical coherence of abstracts from STKIP PGRI Lubuklinggau pupils. The method employed was a qualitative case study. The study found that pupils made ungrammatical sentences, incorrect prepositions, spelling errors, and unsuitable cohesive devices. Finally, the abstract utilizes lexical and grammatical cohesiveness. Lexical cohesion involves repeating phrases to keep readers on track, whereas grammatical cohesion describes accessible references, conjunctions, and substitutes to create an effective abstract.

Both Halliday and Hasan (1976) also suggested that cohesiveness emerges when certain aspects of a discourse are interdependent. This indicates that one item in the text refers to another or more objects. When this occurs, cohesiveness is restored by two elements: presuming and presupposing. So, grammatical cohesiveness comprises references, substitutions, ellipses, and conjunctions. Meanwhile, lexical coherence encompasses repetition and collocation. Both of them are founded on two distinct elements. Grammatical cohesiveness refers to the use of grammatical features that reflect semantic relationships between sentences. It encompasses references, substitutions, ellipses, and conjunctions.

Personal specification reference keeps track of information through location using proximity references like “*my, mine, we, they, them, their, it*”. Personal reference was the most used grammatical cohesive devices in the six argumentative essays. It means that the students' of an argumentative essay works to specify the material presented in the essay so that readers may easily comprehend what information is being discussed. Aside from that, it promotes cohesion within an essay by tying the facts or ideas presented together.

Objectively, this study aims to establish whether students are aware of cohesive devices in their writing. It also studies semantic relationships to provide feedback to the lecturer on the class's topic of paragraph development in an argumentative essay in terms of cohesion. This is of grammatical coherent devices in argumentative essays written by English programme students at Unismuh Makassar.

Example one personal S-13

*“**It** is not easy for adults to prepare all of that aspects let alone a teenager. **We** know teenagers is different from adults **they** do what **they** want, **they** love to explore everything aroud **them** without think the risks.*

The personal references in the example above were presented in bold. The word "they" was used to represent the word "teenager" in the previous sentence. previous sentence. Then, the words "they" and "them" also are also related to the word "teenage boy" in the previous sentence. previous sentence. However, the word "it" is used to represent the word "adult/teneegers" in the previous sentence.

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

That was the argumentative essays aims to clarify the facts presented so that the reader understands what is being discussed. In addition, cohesion also enhances the coherence of the essay by organising the facts and ideas presented. because, cohesion ensures a logical flow of ideas, with each paragraph building on the previous paragraph, and uses transitional devices to connect ideas between paragraphs, signalling shifts in thought or new evidence.

5. CONCLUSION AND SUGGESTION

Based on the findings and discussion, the summary of the conclusions are as follows :

A. Conclusion

1. The coherence of paragraph development in terms of paragraph structure is 2.75, in terms of thematic unity and global logical order is 3.25 and in terms of included information is 2.75. Therefore, the average score of coherence in paragraph development from students' argumentative essays are 2.91 which is categorized as a little competent
2. he cohesion of paragraph development in terms of connection and connectors are 2.75, in terms of the use of linguistic references are 2.75 and in terms of thematic progression is 2.75. Therefore, the average score of cohesion in paragraph development from students' argumentative essays are 2.75 which is categorized as a little competent.

B. Suggestions

Based on the conclusions above, the researcher suggested as follow:

1. For English Lecturers

Teachers are suggested of this study were expected to significantly improve English language teaching and learning, particularly in developing writing skills. It will provide teachers with new insights and knowledge, enabling them to design effective teaching strategies. The findings will be valuable for teachers, enhancing their curriculum and methods, improving teaching quality, and focusing on students' writing development. Teachers are expected to provide targeted guidance based on the findings, especially for those who are in the third semester of the English department of Universitas Muhammadiyah Makassar.

2. For Researchers

This research is expected to This research would focus on paragraph development in terms of coherence and cohesion. The researcher would analyze how the paragraph development of argumentative essay well. an also by understanding in detail the challenges faced by these two students, appropriate steps can be taken to provide the necessary support and guidance to improve their writing skill

REFERENCES

- 1) Abu Raas, R. (2015). Challenges face Arab students in writing well-developed paragraphs in English. *English Language Teaching*, 10(8), 49-59.
- 2) Albayannah, L. (2020). Error Analysis in Argumentative Essays Written by the Fifth Semester Students. 20.
- 3) Angel, R. (2000). *The Elements of Style* ; Third Edition.
- 4) Ariani, E. D. (2023). An Analysis of Students' Difficulties in Writing Recount Text. *Jurnal Simki Pedagogia*, 6(1). <https://doi.org/10.29407/jsp.v6i1.229>
- 5) Arnaudet, Ma. L. (2016). Paragraph Development ; A Guide for Students of English as a Second language.
- 6) Bahaziq, A. (2016). Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing. *English Language Teaching*, 9(7). <https://doi.org/10.5539/elt.v9n7p112>
- 7) Bracewell R. J. (2020). Investigating the Control of Writing Skills. In *Reading Empirical Research Studies: The Rhetoric of Research*. <https://doi.org/10.4324/9781315044620>
- 8) Brown, H. D. (2012). Principles of Language Learning And Teaching. In *Encyclopedia of the Sciences of Learning*. https://doi.org/10.1007/978-1-4419-1428-6_347
- 9) Budiyo, H. (2020). Paragraph and Its Development Pattern On The Essay Writing Of Elementary School Students. *International Journal of Language Teaching and Education*, 4(2), 96–108. <https://doi.org/10.22437/ijolte.v4i2.11214>
- 10) Crashwell, J. (2018). Table of Contents.
- 11) de Oliveira, S., Reategui, E., Barcellos, P. S. C. C., Bigolin, M., & Carniato, M. (2022). Improving Academic Writing with a Method for Text Revision Supported by Text Mining. *International Journal of Emerging Technologies in Learning*, 17(21), 150–163. <https://doi.org/10.3991/ijet.v17i21.31249>
- 12) Dewle, M. M. (2020). Unit 2 : Developing Different Types of. date 2020, 14–40.
- 13) Essays, A., Smkn, A. T., & Hari, B. (2019). A study of the development of english paragraphs in writing. 1(1), 58–65.
- 14) Fang, Z. (2023). Demystifying Academic Reading. In *Demystifying Academic Reading*. <https://doi.org/10.4324/9781003432258>
- 15) Frydenberg, C. A. B. & J. (2008). *EBOOK_Writing_to_Communicate_by_Cynthia.pdf*.

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

- 16) Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). Edition introduction to halliday ' s introduction to functional.
- 17) Hasan Albana, H., Gafur Marzuki, A., & Nuruddin Hidayat, D. (2020). Cohesive Devices in Student's Writing (A Discourse Analysis on Argumentative Text). *Jurnal Pendidikan Humaniora*, 8(1), 6–11.
<http://journal.um.ac.id/index.php/jphISSN:2338-8110>
- 18) Hasanah, N., & Utami, P. T. (2019). Emerging Challenges of Teaching English in Non-native English- Speaking Countries : Teachers ' View. 2(3), 112–120.
- 19) Heryana, A. (2022). Pengembangan Paragraf secara Efektif. *Universitas Esa Unggul*, February, 1–11.
<https://doi.org/10.13140/RG.2.2.26243.17443>
- 20) Kencana, N., & Melati. (2020a). Paragraph Development by Applying Learning Experience Approach to Enhance Student's Writing Ability. *Edu-Ling: Journal of English Education and Linguistics*, 3(2), 228.
<https://doi.org/10.32663/edu-ling.v3i2.1413>
- 21) Kencana, N., & Melati, M. (2020). Paragraph development by applying learning experience approach to enhance student's writing ability. *Edu-Ling: Journal of English Education and Linguistics*, 3(2). <https://doi.org/10.32663/edu-ling.v3i2.1413>
- 22) Khunaifi, A. R. (2015). The effects of teaching critical thinking on students' argumentative essay. *Journal on English as a Foreign Language*, 5(1), 45. <https://doi.org/10.23971/jefl.v5i1.91>
- 23) Klimova, B. (2017). The Importance of Writing * Blanka Frydrychova Klimova. January 2012.
<https://doi.org/10.15373/22501991/JAN2013/4>
- 24) Marni, S., Suyono, Roekhan, & Harsiati, T. (2019). Critical thinking patterns of first-year students in argumentative essay. *Journal for the Education of Gifted Young Scientists*, 7(3), 683–697. <https://doi.org/10.17478/jegys.605324>
- 25) Masadeh, T. S. (2019). Cohesion and Coherence in the Writings of Saudi Undergraduates Majoring in English. *Journal of Social Sciences and Humanities*, 5(3), 200–208. [http://www.aiscience.org/journal/jssh%0Aissn:2381-7763\(Print\);ISSN:2381-7771\(Online\)](http://www.aiscience.org/journal/jssh%0Aissn:2381-7763(Print);ISSN:2381-7771(Online))
- 26) Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. *Creative Education*, 10(13), 3385–3391. <https://doi.org/10.4236/ce.2019.1013260>
- 27) Muhammad, P., Bin, A., Kadir, A., & Hasyim, P. S. (2017). International conference on indonesian islam , education and science international conference on indonesian islam , education and science (ICIIES): The Prospects and Challenges in the East and the West.
- 28) Nappu et.al. (2022). The Effect of Online Learning on Academic Writing Course During Covid-19 Pandemic. *VELES Voices of English Language Education Society*, 6(1), 247–257. <https://doi.org/10.29408/veles.v6i1.5220>
- 29) Oshima, Alice & Hogue, A. (2007). *Writing Academic English ; Fourth Edition (4th ed.)*.
- 30) Parr, J. at. a. (2022). Review of Research In Teaching And Learning of Writing. April.
- 31) Poudel, A. P. (2010). *Academic writing : Coherence and Cohesion in Paragraph (Issue January)*.
- 32) Rahman Yenni. (2022). EFL Students' Unity in Paragraph Development: a Matter of Controlling Idea. *Innovative Education Journal*, 4(1), 12.
- 33) Ramendra, D. P. (2021). The Analysis of Grammatical Errors in University Students' Essays. *Jurnal Pendidikan Dan Pengajaran*, 54(3), 571–581. <https://doi.org/10.23887/jpp.v54i3.40951>
- 34) Ramzan, H., & Hafeez, M. (2021). Enhancing Student's Writing Ability in Paragraph Writing Through an Outline Strategy at Primary Level. *Indonesian Journal Of Educational Research and Review*, 4(2), 299.
<https://doi.org/10.23887/ijerr.v4i2.37211>
- 35) Rizkia S. (2018). Analysis Of Students' Ability In Writing Argumentative Essay Written By The Sixth Semester Students Of Batanghari University Jambi Akademik Year 2017/2018. In *English in Education (Vol. 1, Issue 1)*. <https://doi.org/10.1016/j.jns.2018.09.022%0Ahttp://dx.doi.org/10.1016/j.ejphar.2009.04.058%0Ahttp://dx.doi.org/10.1016/j.brainres.2015.10.001%0Ahttp://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2854659&tool=pmcentrez&rendertype=abstract%0Ahttp://w>
- 36) Rohim, A. (2019). An Analysis Of Students Writing Skill In Paragraph Writing. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 8(1). <https://doi.org/10.31000/globish.v7i2.1126>
- 37) Šafranji, J., Bogdanović, V., & Bulatović, V. (2022). Paragraph Development In Scientific And Technical Writing. *International Symposium on Graphic Engineering and Design*. <https://doi.org/10.24867/GRID-2022-p65>
- 38) Saprina, C. M., Rosyid, A., & Suryanti, Y. (2020). Saprina, C. M., Rosyid, A., & Suryanti, Y. (2020). Difficulties in Developing Idea Encountered by Students in Writing Argumentative Essay. *Journal of English Language Studies*, 5(1). Difficulties in Developing Idea Encountered by Students in Writing Argumen. *Journal of English Language Studies*, 5(1).
- 39) Sherman et.al. (2011). *Coherence (Issue 985)*.
- 40) Skarpaas, K. G., & Hellekjær, G. O. (2021). Vocational orientation – A supportive approach to teaching L2 English in

An Analysis of English Paragraph Development Made by the Third Semester Students of English Education at Universitas Muhammadiyah Makassar

upper secondary school vocational programmes. *International Journal of Educational Research Open*, 2(January), 100064. <https://doi.org/10.1016/j.ijedro.2021.100064>

- 41) Tanskanen. (2009). Collaborating towards Coherence: Lexical Cohesion in English Discourse. *Journal of Pragmatics*, 41(5), 1071–1073. <https://doi.org/10.1016/j.pragma.2008.12.002>
- 42) Thornbury Scott. (2005). *Thornbury_s_Beyond_the_Sentence_Introduc.pdf*.
- 43) Zarefsky, D. (n.d.). *Argumentation: The Study of Effective Reasoning*, 2.
- 44) Zemach, D.E., Rumisek, L. . (2006). *Academic Writing from Paragraph to Essay*.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.