

# Paragraph and Its Development Pattern: A Study of Essays Written by Elementary School Students

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## ABSTRACT

This study aimed to describe the quality of the paragraph and its development pattern in the essay writing of elementary school (Sekolah Dasar – SD) students in Jambi City (Kota Jambi – KJ) (SD-KJ). This study utilized a "quantitative descriptive" design. The data were taken from the essays written by the fifth-grade students of SD-KJ. 35 paragraphs from the essay writing of the fifth-grade students of SD-KJ were analyzed. The data analysis steps were searching for frequency distribution of paragraph quality and development pattern; grouping the paragraph frequency distribution according to their quality; counting the percentage of each paragraph quality and type of development pattern; and presenting the results. Regarding to paragraph quality, the results are: (1) paragraph completeness, good (5.71%), poor (68.57%), and bad (25.70%); (2) paragraph unity, good (34.58%); poor (51.42%); and bad (14.28%); (3) paragraph order, good (28.57%); poor (51.42%); and bad (20%); and (4) paragraph coherence, good (54.28%); poor (34.28%); and bad (11.42%). Referring to the implementation of the paragraph development pattern, the results are paragraph development pattern of comparison and contradiction: 20%, analogy: 5.71%, giving examples: 8.57%, cause and effect: 48.57%; general-specific or specific-general: 11.42%, and classification: 5.71%.

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## 1. Introduction

In order to conduct an effective learning of Indonesian language (Bahasa) in elementary schools, the learning process must be conducive. The process of "conducive learning" refers to the situations and conditions (atmosphere) of learning characterized as follows: based on active, innovative, creative, effective, and fun learning. To make this happen, one of the ways is the learning material should refer to the student's background. It must be in accordance with the children' world which have the strength to rise and create a conducive learning atmosphere.

A new view point of education which considers students not merely as objects of education who only receive whatever treatment is given by their teachers, but as subjects of education who must be involved in determining the learning material and learning patterns that will be received from educators (Budimansyah, Suparlan, and Meirawan, 2009). Based on a contextual approach, good learning material, in accordance with the "world of learners", is called authentic learning material. According to Donovan,

Bransford and Pallegirino (1999), authentic learning is a learning approach that allows students to explore, discuss, and construct meaningfully concepts and relationships, which involve real problems and projects that are relevant to students. In accordance with this opinion, Jonassen, Howland, Marra and Crismond (2008) state that authentic learning is learning that is seamlessly integrated or implanted into "real life" meanings and situations.

Related to learning Indonesian language in elementary schools, especially learning to write, authentic learning material can be extracted from the writing of students who are learning. It can be interpreted that the writing of elementary school students can be used as a reference for writing learning material in that levels. From it, the quality of paragraphs and patterns of development can be observed, studied, and analyzed. The results of the study and analysis can be described. Then, the results of the description can be used as a reference for writing learning materials in elementary schools.

Based on information from elementary school teachers in Jambi City (SD-KJ), learning Indonesian language, especially writing, is less interesting and less pleasing to students, which makes learning to write is less effective. One of the obstacles is that the learning material is not suitable for the situation and condition of the students. It is due the foundation which is not in accordance with the "world of children" who learn. Based on this fact, this research is looking for appropriate references that can be used as a consideration for determining writing learning materials. For this reason, the researcher examined the quality of the paragraphs in the essay writing of SD-KJ students and the pattern of paragraph development. The writing reviewed in this study is the paragraph in the essay writing of SD-KJ students. This study aims to describe the quality of the paragraphs in the essay writing of SD-KJ students and their paragraph development patterns.

An essay consists of several paragraphs. Even though it consists of several paragraphs, an essay discusses one topic. One topic is divided into several smaller subtopics, which are then written in paragraphs according to the importance of each subtopic. All paragraphs in an essay develop a large topic bound together by an introductory paragraph and a concluding paragraph (Wahab and Lestari, 1999).

Each essay has an introduction, body, and conclusion (Kirszner and Mandel, 1980). A good complete writing usually consists of three parts, namely (a) an introductory paragraph, (b) several explanatory paragraphs, and (c) a concluding paragraph (Wahab & Lestari, 1999). Therefore, to be able to build a good complete essay, a writer must understand and be able to apply paragraph development according to its function and position and in accordance with the requirements of the paragraph being developed (Budiyono and Puji, 2016).

The paragraphs that will be developed in an essay must be related to their respective functions and positions. The development of the introductory paragraph is adjusted to the characteristics of the introductory paragraph which will be positioned at the beginning of the writing. The development of several explanations is adjusted to the characteristics of the explanatory paragraphs which will be positioned in the middle of the writing. The development of the concluding paragraphs is adjusted to the characteristics of the concluding paragraphs which will be positioned at the end of the writing (Budiyono, 2012).

The introductory paragraph has several purposes, namely (1) attracting the reader's attention to the writing that will be presented, (2) giving hope to the reader, and (3) forming reasoning in the reader to read the entire writing (Keraf, 1994; Syafi'ie, 1988). Therefore, the introductory paragraph in an essay must be able to attract the attention of the reader. If the introductory paragraph is able to attract the reader's attention, then the reader is attracted to the writing at hand, so they want to read it to the end.

Explanatory paragraphs are all paragraphs whose position is between the introductory paragraph and the concluding paragraph (Keraf, 1994; Syafi'ie, 1988). According to Wahab and Lestari (1999), this paragraph is called a content paragraph, which contains a description or explanation of the content of the writing which is translated into the body of the writing. The essence of the issue that the author will raise is contained in the paragraph. Therefore, in developing explanatory paragraphs, we must pay attention to the relationship between the paragraphs in a relevant writing.

The explanatory paragraph or content paragraph has two functions, namely (1) carrying various descriptions or explanations of the main ideas conveyed by the author and (2) maintaining the reader's attention (Syafi'ie, 1988). The expectation of obtaining various kinds of information mentioned in the introductory paragraph is manifested in the explanatory paragraph. In essence, the explanatory paragraph presents the contents of the writing. When someone finishes reading all the explanations and understands the contents, it means that the reader has mastered the content of the writing he is reading. So that the

reader wants to read the entire paragraph in the writing, each explanatory paragraph is arranged in in the best way hence the reader keeps reading until the end.

The concluding paragraph serves as the end of an essay. Writing that discusses scientific or political subjects, predicting the future is an excellent conclusion. Controversial writing that develops fresh thoughts or arguments, the best conclusion is a summary of the problem along with the author's personal views. For Biographical writing, the final assessment of the person's work and influence is the best conclusion. Writing that contains a description of a particular movement or activist, a good conclusion contains a statement about the absence of a problem.

The paragraphs that will be developed in an essay, apart from being adjusted to their function and position, are also adapted to the requirements they apply (Budiyono, 2012). These requirements include four elements, namely element completeness, unity, order, and coherence. The four paragraph requirements are more often applied to the body paragraph than to the other two paragraphs, namely the introduction paragraph and the conclusion paragraph. Therefore, in this study, the focus was on the "content paragraph or explanatory paragraph" in the essay writing of SD-KJ students.

A paragraph has elemental completeness if the paragraph meets two conditions, namely (1) it has a main idea which is expressed in the main sentence and (2) has adequate supporting or explanatory sentences which serve to provide an explanation of the main idea (McCrimmon, 1963; Wahab and Lestari, 1999). Therefore, the quality of applying the completeness of paragraph elements is based on the fulfillment on the two requirements as a criterion.

A paragraph has unity if the paragraph meets two conditions, namely (1) only has one main idea and (2) sentences containing subordinate ideas (explanatory ideas) all together supporting the main idea (McCrimmon, 1963; Parera, 1984; Keraf, 1994; Syafi'ie, 1988; Gunawan, 2011). If in a paragraph there is only one subordinate idea (explanatory idea) that deviates from the main idea, the paragraph is considered ineligible to meet with the requirements of unity. In other words, the paragraph has no element of unity.

Paragraphs have an element of order if the ideas expressed in the paragraph are arranged in an order and systematic way, so that there are no jumping ideas. Presentation of ideas in paragraphs in order and systematic will make it easier for readers to understand the messages to be conveyed in the paragraph (McCrimmon, 1963; Lorch, 1984). The consecutive and systematic delivery of ideas in a paragraph will make it easier for readers to understand the content of the paragraph.

Paragraphs have an element of coherence if they have a compact relationship between one sentence and another. The sentences are closely intertwined and mutually supportive, so that paragraphs are easy to understand and easy to read (Smith and Liedlich, 1977; McCrimmon, 1963; Wahab and Lestari, 1999). Thus, it can be said that a paragraph that fulfill the coherence requirements if the paragraph has two characteristics: (1) the sentences in the paragraph are closely linked, compact, and mutually supportive, and (2) paragraphs are easy to understand and easy to read (Tarigan, 2008 ).

Based on the explanation described above, the review of the paragraph quality can be based on whether the elements of the paragraph requirements are fulfilled or not. The more complete the requirements elements that are fulfilled in a paragraph, the higher the quality level of the paragraph. Conversely, the fewer elements of paragraph requirements that are fulfilled in a paragraph, the lower the level of quality of the paragraph.

The basis used to determine the level of paragraph quality in this study is the accuracy or suitability of the paragraph requirements applied to the essay paragraphs of SD-KJ students. The requirements of the paragraph are completeness element, unity, order and coherence. The four requirements are described in detail in Table-1 below.

**Table 1.** Paragraph Requirements

Paragraph		
No.	Requirements	Criteria
1	Completeness Element	A paragraph fulfills the completeness element if (1) has a main idea which is expressed in the main sentence and (2) has adequate explanatory sentences which function to provide an explanation to the main idea.
2	Unity	A paragraph fulfills the element of unity if it covers two elements,

		namely (1) having only one main idea and (2) sentences containing explanatory ideas, all of which together support the main idea.
3	Order	The paragraph fulfills the element of order when the ideas expressed in the paragraph are arranged in an order and systematic way, so that no idea is jumping up and down.
4	Coherence	The paragraph fulfills the element of coherence if the paragraph has a compact relationship between one sentence and another. The sentences are closely intertwined and mutually supportive, so that paragraphs are easy to understand and easy to read.

In order for the reader to easily and clearly understand about the main object or idea described in the essay paragraph, the writer can use various patterns of paragraph development. This method is closely related to the activity of linking one sentence with another sentence in the paragraph. The goal is that the main object or idea described is clear and easily understood by the reader.

Paragraph development is related to (a) the ability to fully detail the main ideas (main ideas) of paragraphs into subordinate ideas (explanatory ideas) and (b) the ability to sort subordinate ideas into a good order (Keraf, 1994). According to Syafi'ie (1988), to elaborate the main ideas and order the subordinates' ideas (explanatory ideas), there are three steps that need to be taken. These steps are (1) thinking of the main idea to be written, (2) thinking of logical information so that readers can understand the main idea of the author, and (3) thinking about how to convey information.

Paragraph development, either in terms of detailing main ideas or ordering details in an orderly way, can be accomplished through the use of various paragraph development patterns. The use of paragraph development patterns depends on the nature of the paragraph. The basis for paragraph development can occur because of (1) natural relationships, (2) logical relationships, and (3) illustrations. Natural relationships are based on real conditions in nature (sequence of events, order of place, or point of view). The logical relationship is based on the author's response to the relation of the details. The basis for providing illustrations is to provide clarity of what is meant in the paragraph, for example by giving examples.

In accordance with the basis of paragraph development, there are several patterns of paragraph development that the writer can use, namely (1) climax and anti-climax, (2) point of view, (3) comparison-contradiction, (4) analogy, (5) giving examples, (6) process, (7) cause - effect, (8) general-specific or specific-general, (9) classification, and (10) broad definition (Keraf, 1994). Each development pattern has its own characteristics. Therefore, the study of paragraph development in the essay writing of SD-KJ students is based on the characteristics of the paragraph development pattern. This is described in more detail in Table-2 below.

**Table 2.** Development Patterns Paragraph

<b>Development Patterns Paragraph</b>		
<b>No.</b>	<b>Development Pattern</b>	<b>Characteristic</b>
1	Climax-Anti-Climax (CAC)	The main idea of the paragraph are separated into several explanatory idea. The explanatory ideas are arranged in such a way as to put the explanatory idea which is considered less important at the beginning, then the explanatory idea which is higher importance, and ends with the explanatory idea which is the highest importance or position. On the other hand, the explanatory idea whose importance is considered the highest is placed at the beginning, followed by the explanatory idea which is of lower importance, and ends with the explanatory idea which has the least importance.

2	Point of view (PV)	The explanatory ideas presented are based on seeing something from a certain position. From that position, then slowly and sequentially the items in the room are drawn. The sequence, starting with the one closest to the position, then gradually works its way back. The expansion of the paragraph is also called "room sequence".
3	Comparison and Contradiction (CC)	The explanatory ideas put forward, starting from certain aspects, show the similarities of two or more things (comparisons). On the other hand, the ideas expressed depart from certain aspects which indicate differences of two or more things (contradiction).
4	Analogy (Anl)	Paragraph explanatory ideas use a comparison of things. What is being compared is something that is less familiar to the public with something that is already known to the general public.
5	Giving Example (GE)	The main ideas expressed in the paragraph are explained by explanatory ideas in the form of examples. This example serves to clarify the main purpose of idea that has been expressed.
6	Process (Prs)	Paragraph explanatory ideas are a sequence of actions to produce something. Three things in the development of the process paragraph:(1) must know the details of the idea as a whole, (2) the intended process is divided into stages of the events, and (3) explains each stage in sufficiently clear detail so that the reader can see all process disclosed.
7	Cause and Effect (CE)	The main idea of the paragraph is the cause, while the explanatory ideas function as the effect. On the other hand, the result can also be the main idea. To fully understand the effect that exists, it is necessary to convey a number of causes as details of the explanatory idea.
8	General-Specific (GS)	The main ideas of the paragraph is at the beginning of the paragraph, while the explanatory ideas are contained in the following sentences (general-specific). On the other hand, the details of the explanatory ideas are disclosed first, then end with their generalizations (specific-general).
9	Classification (Clf)	Grouping explanatory ideas that have certain similarities, namely (1) uniting the units into a group and (2) separating these units from other groups.
10	Broad Definition (BD)	Paragraphs use a broad definition development when the ideas expressed are in form of term. Then, the term is defined hence it can be understood by the reader. The definition used is usually a broad definition.

## 2. Research Design and Method

This study used a quantitative descriptive design. The study population was all content paragraphs in the essay writing of 5th grade SD-KJ students. The sampling was carried out in stages: (1) sub-district sampling, taking 50% randomly, 5 sub-districts were taken as the sample; (2) taking one SD randomly from each district, taking SD-TL, SD-KB, SD-PJ, SD-JL, and SD-JS; and (3) taking one class from each sample SD. Each of the essay writing paragraph from elementary school students was taken 25%, there were 35 paragraphs taken (as the sample of this study). The data collected were analyzed quantitatively by

the following the steps: (1) searching for the frequency distribution of paragraph quality; (2) categorizing the frequency distribution based on its quality, referring to Ferguson (1985), Ary et al. (1982), and Sugiyono (2008); (3) counting the percentage of each quality level and pattern of paragraph development; and (4) presenting the research results based on the review order.

### 3. Result

#### *Quality of Paragraphs in Elementary School Students' Essays*

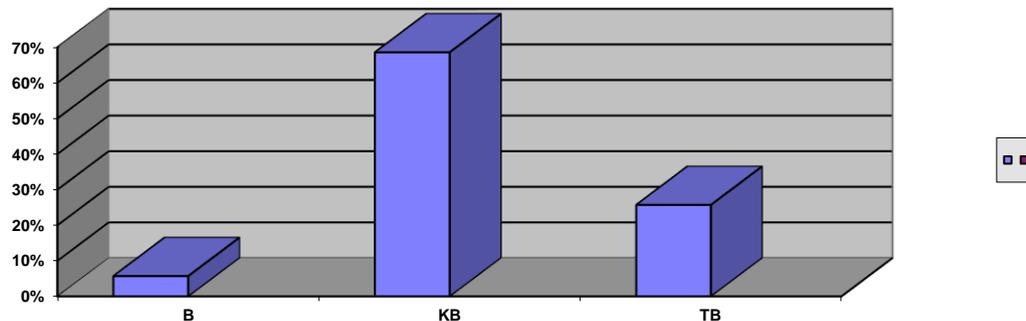
The results showed that the quality of the paragraphs in the essay writing of SD-KJ students in terms of the implementation of the requirements (completeness, unity, order, and coherence) is distributed as shown in Table-3 below.

**Table 3.** Frequency Distribution of Paragraph Quality in Elementary School Students' Essays

No.	Implication of Paragraph Requirements	Quality		
		Good	Poor	Bad
1	Completeness	5,71 (%)	68,57 (%)	25,70 (%)
2	Unity	34,58 (%)	51,42 (%)	14,28 (%)
3	Order	28,57 (%)	51,42 (%)	20,00 (%)
4	Coherence	54,28 (%)	34,28 (%)	11,42 (%)

#### *Paragraph Completeness*

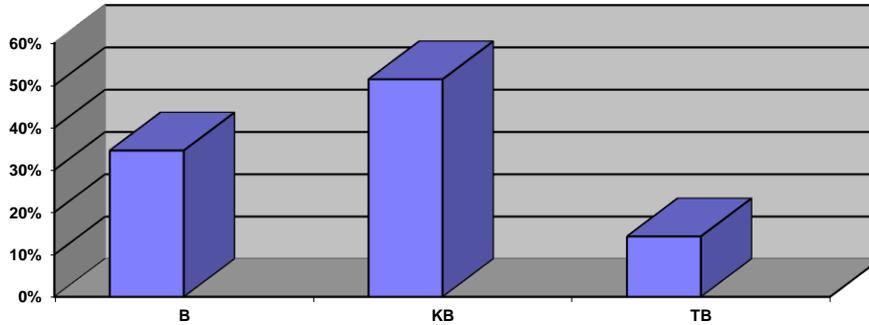
From the explanation in Table-3, it is known that the “completeness of the paragraphs” in the essays written by SD-KJ students with *Good quality (G) = 5.71%; Poor (P) = 68.57%; and Bad (B) = 25.70%*. Based on Table-3, the quality of the “completeness” of the paragraphs in the essay writing of SD-KJ students can be clarified with the following graph:



**Figure 1.** Graph of the Quality of Paragraphs Completeness in Elementary School Student Essays

#### *Paragraph Unity*

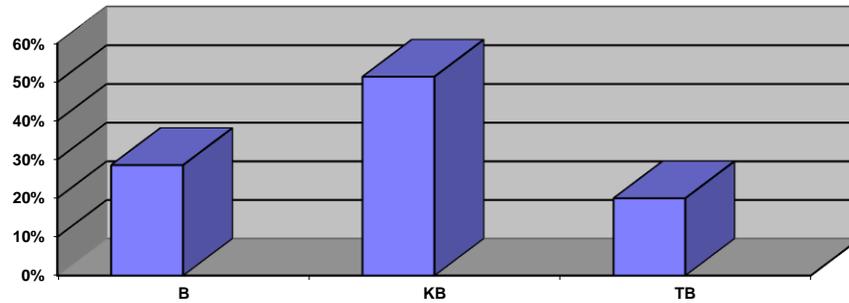
From the explanation in Table-3, it is known that the “unity of paragraphs” in the essays written by SD-KJ students with *good quality (G) = 34.58%; Poor (P) = 51.42%; and Bad (B) = 14.28%*. Based on Table-3, the quality of the “unity” of the paragraphs in the essay writing of SD-KJ students can be clarified with the following graph:



**Figure 2.** Graph of the Quality of the Paragraph Unity in SD-KJ Student Essays

### **Paragraph Order**

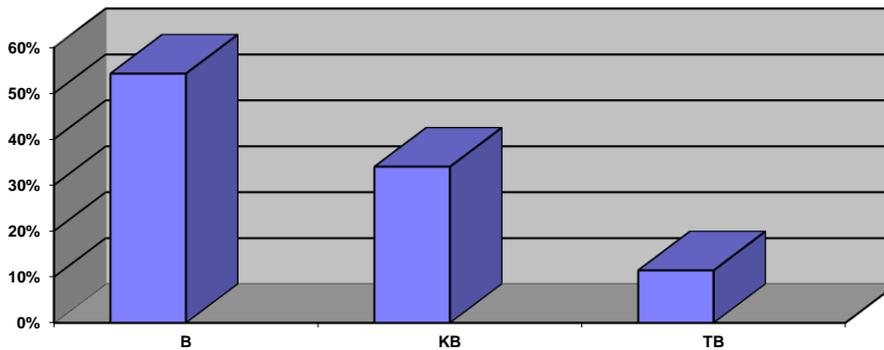
From the explanation in Table-3, it is known that “paragraph order” in the essays of SD-KJ students with *good quality (G)* = 28.57%; *Poor (P)* = 51.42%; and *Bad (B)* = 20.00%. Based on the above Table-3, the quality of the paragraph "order" in the essay writing of SD-KJ students can be clarified with the following graph:



**Figure 3.** Graph of the Quality of Paragraph Order for SD-KJ Students' Essays

### **Paragraph Coherence**

From the explanation in Table-3, it is known that the “paragraph coherence” in the essays of SD-KJ students with *Good quality (G)* = 54.28%; *Poor (P)* = 34.28%; and *Bad (B)* = 11.42%. Based on Table-3, the quality of paragraph "coherence" in the essay writing of SD-KJ students can be clarified with the following graph:



**Figure 4.** Graph of Paragraph Coherence Quality in SD-KJ Student Essays

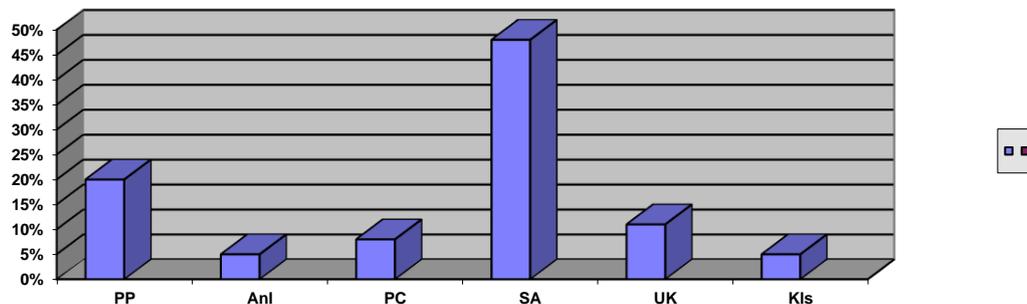
### *Paragraph Development Patterns in Elementary School Student Essays*

The results showed that there were 6 (six) types of paragraph development patterns applied to the essay writing of SD-KJ students. The six patterns of paragraph development are (1) comparison and contradiction; (2) analogy; (3) giving examples; (4) cause-effect; (5) general-specific or special-general; and (6) classification. In detail, the frequency distribution of the implication of the paragraph development pattern in the SD-KJ essay is shown in Table-4 below.

**Table 4.** Frequency Distribution of the Application of Paragraph Development Patterns in the Essay Writing of SD-KJ Students

No.	Types of Paragraph Development Patterns	Frequency of Paragraph Development Patterns Implementation
1	Comparison-Contradiction (CC)	20,00%
2	Analogy (Anl)	5,71%
3	Giving Example (GE)	8,57%
4	Cause and Effect (CE)	48,57%
5	General-Specific / Specific-General (GS)	11,42%
6	Classification (Cls)	5,71%
Total		100%

From the description in Table-4, it is known that the paragraphs in the essay writing of SD-KJ students who implement the paragraph development pattern with the types of comparison and contradiction reached up to: 20.00%; analogy: 5.71%; giving examples: 8,57%; cause and effect: 48.57%; general-specific or specific-general: 11.42%; and classification: 5.71%. Based on the explanation in Table-4, the implementation of paragraph development patterns in the essay writing of SD-KJ students can be clarified with the following graph:



**Figure 5.** Graph of the Implementation of Paragraph Development Pattern in SD-KJ Students' Essays

Information:

CC: Comparison-Contradiction

Anl: Analogy

GE: Giving Example

CA: Cause and Effect

GS: General-Specific or Specific-General

Cls: Classification

#### 4. Discussion

##### *Discussion of Paragraph Quality in Elementary School Student Essays*

Based on the research results that have been presented in Table-5, the implementation of "completeness" of paragraphs in essay writing of SD-KJ students with "good" quality is 5.71%; "Poor" reaches up to 68.78%, and "Bad" is 25.70%. The purpose of the three qualities of the paragraph each has different characteristics. For Good quality paragraph, the characteristics are as follows: it has a main sentence (explicit / implicit); adequate explanatory sentences; and all explanatory sentences explain the main sentence completely. Poor quality paragraphs have the following characteristics: they have a main sentence (explicit / implicit); the existing explanatory sentence is inadequate; and the existing explanatory sentences mostly explain the topic sentence. Paragraph of bad quality, the characteristics are as follows: no topic (main idea); and have no explanatory ideas. The three characteristics of the quality of the paragraph completeness are explained in Table-5 below.

**Table 5.** Quality of Paragraph Completeness  
Implementation in SD-KJ Student Essays

Implementation of Paragraph Requirements	Quality		
	Good (5,71%)	Poor (68,57%)	Bad (25,70%)
Completeness	The paragraph has a main sentence (explicit / implicit); adequate explanatory sentences; and all existing explanatory sentences explain the topic sentence completely.	The paragraph has a main sentence (explicit / implicit); the existing explanatory sentence is inadequate; and some explanatory sentences explaining the topic sentence.	The paragraph has no topic (main idea); and lacks detailed explanatory ideas.

Based on the research results that have been presented in Table-6, the implementation of paragraphs "unity" in the essay writing of SD-KJ students with "good" quality is 34.58%; "Poor" reach up to 51.42%, and "Bad" is 14.28%. The purpose of the three qualities of the unity of the paragraph each has different characteristics. Good quality paragraphs fulfill the characteristics as follows: it has main idea and the explanatory ideas in the paragraph all focus on one main idea. The poor paragraph has the characteristics as follows: it has a main idea and some of its explanatory ideas do not focus on the main idea. The bad paragraph describes the following characteristics: it does not have a main idea and the existing ideas do not focus on one idea. The three characteristics of the quality of the unity of the paragraph, in detail and clearly, can be seen in Table-6 below.

**Table 6.** Quality of the Implementation of Paragraph Unity  
in SD-KJ Student Essays

Implementation of Paragraph Requirements	Quality		
	Good (34,58%)	Poor (51,42%)	Bad (14,28%)
Unity	The paragraph has a main idea and the explanatory ideas in the paragraph all focus on one main idea.	The paragraph has a main idea and some of the explanatory ideas are not focused on the main idea..	The paragraph does not have a main idea and the existing ideas do not focus on one idea.

Based on the research results that have been presented in Table-7, the implementation of paragraphs "order" in the essays of SD-KJ students with "good" quality is 28.57%; "Poor" is up to 51.42%, and "bad" is up to 20.00%. The meaning of the three quality of the paragraph's consistency has different

characteristics. The characteristics of "good: paragraph are: the ideas forming the paragraph are all arranged coherently and systematically; and paragraphs is easy to understand. The paragraph with poor quality is characterized by the following characteristics: only a small part of the ideas forming the paragraph are arranged coherently and systematically; and paragraphs can still be understood. Paragraphs with bad quality have the following characteristics: the ideas that form the paragraph are not all arranged coherently and systematically; and considered as incomprehensible paragraphs. Those three characteristics, in detail and clearly, can be seen in Table-7 below.

**Table 7.** Quality of Implementation of Paragraph Order in SD-KJ Students' Essays

Implementation of Paragraph Requirements	Quality		
	Good (28,57%)	Poor (51,42%)	Bad (20,00%)
Order	Paragraph-forming deas are all arranged coherently and systematically; paragraphs are easy to understand.	Only a small number of paragraph-forming ideas are arranged coherently and systematically; and paragraphs can still be understood.	Paragraph-forming deas are not all arranged in a coherent and systematic way; and considered as incomprehensible paragraphs.

Based on the research results presented in Table-8, the application of paragraph "coherence" in the essays of SD-KJ students with "good" quality is up to 54.28%; "Poor" is 34.28%, and "Bad" is 11.42%. The purpose of the three qualities of the coherence of the paragraph each has different characteristics. Good Paragraphs have the following characteristics: the sentences in the paragraph are all closely intertwined (using cohesion tools or logical relationships); and paragraphs are easy to understand. The paragraphs with poor quality are based on the following characteristics: some of the sentences in the paragraph are not closely intertwined (using cohesion tools or logical relationships); and paragraphs can still be understood. Bad quality paragraphs have the following characteristics: the sentences in the paragraph are all not closely intertwined; and incomprehensible paragraphs. The three characteristics of the paragraph, in detail and clearly, can be seen in Table-8 below.

**Table 8.** The Quality of the Implementation of Paragraph Coherence in the Essay Writing of SD-KJ Students

Implementation of Paragraph Requirements	Quality		
	Good (54,28%)	Poor (34,28%)	Bad (11,42%)
Coherence	The sentences in the paragraph are all closely intertwined (using cohesion tools or logical relationships); paragraphs are easy to understand.	Some sentences in paragraphs are not closely intertwined (using cohesion tools or logical relationships); and paragraphs can still be understood.	The sentences in the paragraph are not all tightly connected; and considered as incomprehensible paragraphs.

Paying attention to the descriptions of the research results that have been presented, which are in the form of the "paragraph quality", the level of students' ability in writing paragraphs is identified. Writing (paragraphs) with "good" quality reflects the author (student) has the ability to write good quality paragraphs, as well as "poor" quality paragraphs reflect that students who write them have the ability to write paragraphs of poor quality (Budiyo, 2010).

The results of the research in the form of paragraph quality levels can also provide information on the level of "difficulty order" of SD-KJ students in understanding writing learning materials, especially "paragraph writing material". The level of difficulty can be seen from the "percentage of good quality written paragraphs of SD-KJ students". Paragraph writing learning materials related to the implementation of "paragraph requirements", the order of difficulty is as follows: (1) the easiest learning material for elementary students to understand is paragraph coherence; (2) more difficult material to be learnt is paragraphs "unity"; (3) the learning material is even more difficult after the unity of paragraphs, is the "order" of the paragraphs; and (4) the most difficult learning material is paragraph "completeness".

### ***Discussion of Paragraph Development Patterns in Elementary School Student Essays***

Based on the research results that have been presented in Table-9, by looking at the highest to the lowest order regarding the percentage of the implementation of the paragraph development pattern, the order is as follows: (1) cause and effect: 48.57%; (2) comparison and contradiction: 20.00%; (3) general-specific or special-general: 11.42%; (4) giving examples: 8.57%; (5) analogy: 5.71%; and (6) classification: 5.71%. The six patterns of paragraph development have different characteristics. The percentages of the paragraph development pattern implementation and the characteristics of each patterns is presented in Table-9 below.

**Table 9.** The order of the Percentage of the Implementation of the Paragraph Development Pattern and its Characteristics in the Writing of SD-KJ Students Essays

<b>No.</b>	<b>Types of Paragraph Development Patterns</b>	<b>Implementation of the Paragraph Development Pattern</b>	<b>Characteristics of the Paragraph Development Pattern</b>
1	Cause-Effect	48,57%	The main idea of the paragraph is the cause, the explanatory ideas function as the effect. On the other hand, the result can also be the main idea. In order to fully understand the effect that exists it is necessary to state a number of causes as details of the explanatory ideas.
2	Comparison-Contradiction	20,00%	Explanatory ideas in the paragraph, starting from certain aspects which show the similarities of two or more things (comparisons). On the other hand, the ideas in the paragraph depart from certain aspects which show the differences of two or more things (contradiction).
3	General-Specific	11,42%	The main ideas of the paragraph are at the beginning of the paragraph, the explanatory ideas are found in the following sentences (general-specific). On the other hand, the details of the explanatory ideas are disclosed first, then end with their generalizations (general-specific).
4	Giving Example	8,57%	The main ideas expressed in the paragraph are explained by explanatory ideas in the form of examples. This example serves to clarify the main purpose of idea that has been expressed.
5	Analogy	5,71%	Paragraph explanatory ideas use a comparison of things. What is being

			compared is something that is less familiar to the public with something that is already known to the general public.
6	Classification	5,71%	The grouping of explanatory ideas that have certain similarities, namely unifying units into a group and separating these units from other groups.

Based on the research results, basically SD-KJ students only recognize six patterns of paragraph development. Of the 6 paragraph development patterns, the majority (48.7%) used a causal paragraph development pattern. Others, comparison and contradiction (20%), general-specific or specific-general (11.42%), giving examples (8.57%), analogy and classification (each 5.71%). From the order of the percentage level of the implementation of the paragraph development pattern, the level of ability and willingness of elementary students in applying the paragraph development pattern can be identified. The higher the percentage of the implementation of certain types of paragraph development patterns, the higher the level of ability and willingness of students to apply the paragraph development pattern.

If it is related to the "selection of learning materials" required for "the learning process of writing in elementary schools, especially material on paragraph development patterns", the results of this study can be used as material for consideration in the framework of "determining and selecting learning materials proportionally".

## 5. Conclusion

Based on the results of the research and discussion that has been presented, several conclusions can be drawn as follows; judging from the application of its elements, the paragraphs in the essay writing of SD-KJ students are concluded as follow (a) based on the implementation of completeness, paragraphs of good quality: 5.71%; poor quality: 68.57%; and bad quality: 25.70%; (b) based on the implementation of the unity, paragraphs of good quality: 34.58%; poor quality: 51.42%; and bad quality: 14.28%; (c) based on the implementation of its order, paragraphs of good quality: 28.57%; poor quality: 51.42%; and bad quality: 20%; and (d) based on the implementation of coherence, good quality paragraphs: 54.28%; poor quality: 34.28%; and bad quality: 11.42%.

Judging from the implementation of the development pattern, there are six development patterns in the written paragraphs of SD-KJ students, namely (1) comparison and contradiction (20%); (2) analogy (5.71%); (3) giving examples (8.58%); (4) cause and effect (48.57%); (5) general-specific or specific-general (11.42%); and (6) classification (5.71%). Of the six development patterns, the most widely used by SD-KJ students is the "cause-effect" development pattern. Conversely, the pattern of paragraph development that elementary students used the least is "analogy" and "classification".

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