

**THE UNITY OF THE DESCRIPTIVE COMPOSITION
OF THE THIRD SEMESTER STUDENTS OF
THE ENGLISH DEPARTMENT OF WIDYA MANDALA
CATHOLIC UNIVERSITY
SURABAYA**

A THESIS

**In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree
in English Language Teaching**



By

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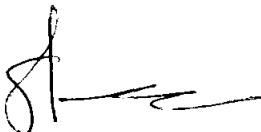
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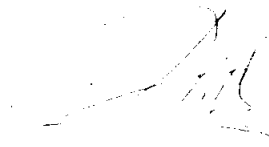
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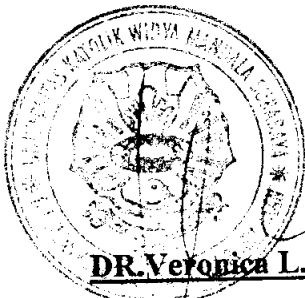
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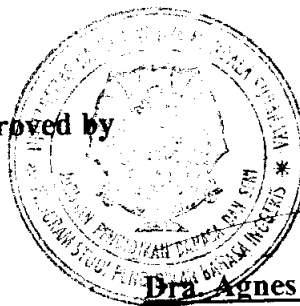
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The writer

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BIBLIOGRAPHY

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ABSTRACTS

Kurnianingsih, Mevi Eunice, 1998. **The Unity in the Descriptive Composition of the Third Semester Students of the English Department of Widya Mandala Catholic University Surabaya**. Thesis, Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Widya Mandala Surabaya. Advisors : (1) Dr. Agustinus Ngadiman (2) Dra. Agnes Santi W. M.Pd.

Key Words : Unity, descriptive writing, composition, paragraph, thesis statement, topic sentence, and supporting sentence.

Good composition is the one which creates clear impression of unity (Vivian and Jackson, 1961:32). In addition, a good composition must be unified on two levels. First, it must have an overall unity that means each paragraph of the composition must be related to the thesis statement as the central idea which is stated in the introductory paragraph. Second, the individual support paragraphs (paragraph 2, paragraph 3, and so on) must also exhibit internal unity. It means that the supporting sentences of each paragraph must be related to its topic sentence.

This study is intended to reveal how far the third semester English Department students of Widya Mandala Catholic University can apply their knowledge in writing unified compositions. As they learn descriptive writing, the writer analyzes the unity as encountered in their descriptive compositions. The analysis covered the analysis of unity in the paragraph and unity in the whole composition.

To carry out this study, the writer took the third semester English Department students of Widya Mandala University as the subjects of this study. The data were taken from their final test papers.

As stated previously, the analysis of the data covered the analysis of unity in the paragraph and unity in the whole composition. To analyze the unity in the paragraph, the writer identified the topic sentence of each paragraph and evaluated the relationship between the supporting sentences and its topic sentence while to analyze the unity in the whole composition, the writer identified the thesis statement of each composition and evaluated the relationship between each topic sentence and its thesis statement.

The analysis of unity in the paragraph showed that most paragraphs under study were disunified while the rest were unified. There were two factors that violated the unity in those paragraphs. They are the presence of more than one topic sentence and the irrelevant relationship between some supporting sentences and the topic sentence.

In addition, the analysis of the unity in the whole composition showed that all compositions under study were disunified. There were also some factors that made all compositions under study disunified. They are the absence of thesis statement as the central idea of the composition, the disunity in one or some or all paragraphs of the compositions, and finally, the irrelevant relationship between

one or two topic sentences and the thesis statement.

Based on these findings, it can be concluded that all students under study still found difficulties in creating unity in their compositions especially in writing composition with one thesis statement, in making all paragraphs of the composition unified, and developing the thesis statement in several paragraphs which support the thesis statement itself. Concerning the result of this study, it is suggested that the teachers should train the students in forming thesis statement as the central idea of a composition as well as elaborate it into several topic sentences by making an outline of a composition. It is also suggested that the teachers should keep training the students to create unity in the paragraph since one or two or all paragraphs are disunified in all students' compositions under study.