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**PARAGRAPH DEVELOPMENT THROUGH *MASS* AND *MISS*
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OF THE UNIVERSITY OF PGRI SEMARANG**

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Abstract

This study mainly aims at describing the expository paragraph development through Major Supporting Sentences (*MASS*) and Minor Supporting Sentences (*MISS*) of the teacher candidate students of the English Education Department of the University of PGRI Semarang in the academic year 2013-2014. This study also aims at finding out whether or not the paragraphs reach completeness through the *MASS* and *MISS*. The type of this study is descriptive qualitative research. The object of the study was expository paragraphs written by the third semester students of the English Education Department of the University of PGRI Semarang in the academic year 2013/2014. Documentation was used to collect the data; it was the teacher candidate students' writing result. In analyzing the data, there were three steps done, namely data reduction, data display, and drawing conclusion. The result of the study shows that The *MASS* and the *MISS* had been used well by the 10 teacher candidate students or 40% in developing expository paragraphs, and the completeness was reachable. There were 6 paragraphs or 24% which were categorized half complete; it means the *MASS* and the *MISS* had been less appropriately applied. The last categorization found in the paragraphs was incomplete. There were 9 paragraphs or 36% belong in this categorization. Therefore, the *MASS* and the *MISS* of these paragraphs did not reach completeness.

Keywords: paragraph development, *MASS* and *MISS*, teacher candidate students

Introduction

Writing is one of language skills which has to be mastered by the teacher candidate students instead of speaking, listening, and reading. For students who learn writing, especially for teacher candidate students, they should acquire more knowledge of writing. It is needed to be

developed because in the future they will be a teacher and have to transfer their knowledge to their students. Therefore, they should have more skill than the non-teacher candidates. The mastery of good skill in writing is needed to minimize the errors in delivering the knowledge to students whenever the candidates teach them writing in the future.

Substantively not only the mastery of good skill in writing which has to be mastered by the teacher candidate students, they should keep on mastering it theoretically as well. The mastery of knowledge in writing is needed to support the skill of writing. It means that by mastering the materials in writing, it makes them easier to write because they have known the background knowledge of such materials. For example, the teacher candidate students who want to write a paragraph should be easily in writing it because they have known that a paragraph should consists of one main idea, and it usually has three parts: a topic sentence, supporting sentences, and a concluding sentence. In addition, the experience in getting the knowledge on how to write from their lecturers should automatically help them write their ideas fast. Therefore, in this case, both theory and practice are necessary for them.

Although basically the teacher candidate students have known the theory of writing English well, the skill of writing itself has to be developed by them because learning English, especially writing, cannot be separated from learning how to write well. It takes times and processes in learning to be a good writer. This skill can be developed with some ways, one of which is by practicing a lot. Therefore, it is not mistaken to say that "practicing makes perfect". It means that to write well needs some processes (Checkett & Checkett, 2005, p. 21); Meyers (2005, p. 2). This skill thus is not a talent; it can be developed through some strategies. It is in line with Bram (1995) who states that the strategies applied in writing is not talent-oriented, and every writer can learn and apply them in her or his writing. Furthermore, Oshima and Hogue state that we can learn to write effectively if we are willing to learn some strategies and practice them (1999, p. xi). In short, they need to practice these strategies in order to be able to write well.

There are many strategies that can be used by the students in writing. According to Reid (2000, p. 28), strategies are steps that we take to achieve a goal more quickly, more easily, more effectively. He gives some examples done by some ESL students in developing

language learning strategies. Those are by asking questions, guessing intelligently, taking notes, or using their first language in order to learn a second language. He adds that other students may prefer such strategies as repeating ideas or reading aloud, memorizing, and reflecting about ideas. The result of his analysis shows that by practicing those strategies can make the students more active learners; they become responsible for their own learning; then the result includes not only successful learning but also increased self-confidence.

Learning writing skill can be started from writing clauses to sentences and finally writing paragraphs or texts. Students in the third semester focuses on writing paragraphs. The paragraphs include descriptive, narrative and expository. Therefore, they had learnt clauses and sentences in the previous semester, and it was hoped that the theory and practice had been mastered by them. A paragraph is a group of sentences which contain relevant information about one main or central idea (Bram, 1995). In line with Bram, Broadman and Frydenberg (2002, p. 4) state that a paragraph is a group of sentences that works together to develop a main idea. In writing a paragraph the third semester students learned how to develop a paragraph by stateting a topic sentence which has a controlling idea and develop it through Major Supporting Sentences (MASS) and Minor Supporting Sentences (MISS). MASS and MISS is one of the techniques to develop a paragraph so that the paragraph will be complete. The MASS is the main details that tells us about the topic sentence, and the MISS tells us more about the major supporting sentences. All major supporting sentences do not need to have the same number of minor supporting sentences, and sometimes we will not have minor supporting sentences at all.

There are four characteristics of a good paragraph as mentioned by Broadmand and Frydenberg (2002). They are coherence, cohesion, unity, and completeness. When a paragraph has coherence and cohesion, all the supporting sentences “stick together” in their support of the topic sentence. In addition, when a paragraph has unity, all the supporting sentences relate to the topic sentence. It means that all sentences within the paragraph relate to the main point—only one main idea is discussed. Then the paragraph is complete when it has all major supporting sentences; it is needed to fully explain the topic sentence and all minor supporting sentences; it is needed to explain each major supporting sentence. In conclusion,

they are needed to make the paragraph well-developed. Therefore, the paragraphs will reach completeness when they have all MASS and all MISS.

In relation to the previous explanation, this study would be focused on the analysis on expository paragraphs. This kind of paragraph is used to explain something to the readers (Broadmand & Frydenberg, 2002). They add that in explaining something, there are many ways, such as by comparing two things or people, by showing the steps in a process, by analyzing something, etc. Hence, the problems of this study are stated as follows:

1. How are MASS and MISS used by the teacher candidates in developing an expository paragraph?
2. Do the paragraphs developed through the MASS and the MISS reach the completeness?

Therefore, this study aims at describing the MASS and MISS used by the teacher candidate students in developing the expository paragraphs and finding out whether or not the paragraphs reach completeness.

Methodology

The type of the study is descriptive qualitative research. The writer used qualitative research because it only focused on identification of the collected data. Cohen (in Musarokah & Hawa, 2013) states that qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. The writers employ qualitative design to describe the use of MASS and MISS in an expository paragraph development written by the teacher candidate students and to find out whether or not the MASS and MISS used reach the completeness.

The object of the study was the expository paragraphs written by the third semester students of the English Education Department of the University of PGRI Semarang who enrolled Writing 2 Subject in the academic year 2013/2014 and who were also assigned to write an expository paragraph. In this study, the writer used purposive random sampling to get the sample. The total number of the sample was 25 paragraphs.

The instrument of the study was the writers themselves. Sugiyono states that in a qualitative research "the researcher is the key instrument" (2011, p. 223). In the study, the writers used documentation to collect the data. It was the students' writing results. The writers used data reduction, data display, and draw conclusion in analyzing the data. In reducing the data, the writers summarized, chose, and focused on the application of the MASS and MISS in the expository paragraph development by the teacher candidate students. In addition, in displaying the data, the writers narrated how they developed the expository paragraph through the MASS and MISS. After the data was displayed, then the writers drew the conclusion, so the problem statements were answered.

Discussion

The data collected in this study was documentation which was expository paragraphs written by the third semester students of the English Education Department of the University of PGRI Semarang in the academic year 2013-2014. The data was then analyzed by focusing on describing the MASS and MISS used by the Teacher Candidate Students of the English Education Department of the University of PGRI Semarang and finding out whether or not the expository paragraphs developed by them reach completeness. There were 25 expository paragraphs which were analyzed by the writers. The 25 paragraphs had different ways in explaining something, namely comparing two or more things or people, explaining the reasons or factors, and showing the steps in a process. To answer the first statement of the problem, the writers analyzed the paragraph development through the MASS and MISS by labeling each sentence in the paragraphs. For example, *Intro* was the label for introductory sentence; *TS* was for Topic Sentence; *MASS* was for Major Supporting Sentence; *MISS* was for Minor Supporting Sentence; and *CS* was for Concluding Sentence. In analyzing the paragraphs, the writers carefully examine them; even the writers pay attention to the transitions and the grammar used in the paragraphs. Then the writers categorized the paragraphs based on the level of completeness to answer the second statement of the problem. The category was *complete* when the MASS and the MISS were used completely. *Half complete* was given when the MISS was used less complete, and *incomplete* was labeled when there was the missing MASS in the paragraphs. The MASS and the MISS used by the Teacher Candidate Students and the level of completeness will be shown in the following table.

Table 1. MASS and MISS used in the paragraphs and level of completeness

No	Sentences	Paragraph Development	Level of Completeness
1	22	TS. MASS 1. MISS 1. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1 (irrelevant sent.). MASS 4. MISS 1. MASS 5. MISS 1. MISS 2. MASS 6. MISS 1. MISS 2. MASS 7. MISS 1. MISS 2. MASS 8. MISS 1. MISS 2. MISS 3. CS	Half complete
2	10	-, MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. CS	Incomplete
3	17	TS. MASS 1. MISS 1. MISS 2. MISS 3. MASS 2. MISS 1. MISS 2. MISS 3. MISS 4. MASS 3. MISS 1. MISS 2. MISS 3. MISS 4. CS.	Complete
4	7	TS. MASS 1. MISS 1. TS. MASS 2. MASS 2. MASS 3.	Incomplete
5	6	Intro. TS. MASS 1. MASS 2. MISS 1 of MASS 1. MISS 1 of MASS 2. -	Incomplete
6	6	TS. MASS 1. MISS 1 of MASS 1 & MISS 1 of MASS 2. MASS 2. MISS 1. CS	Incomplete
7	13	TS. Fragment. MASS 1. MASS 2. MASS 3. MISS 1 – 8. -	Incomplete
8	13	Intro. Intro. TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MASS 3. MISS 1. MISS 2. MISS 3. CS	Complete
9	17	TS (imperative). MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MASS 3. MISS 1. MASS 4. MISS 1. MISS 2. MASS 5 – 10. -	Half complete
10	8	TS. MASS 1. MISS 1. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. CS	Complete
11	13	Intro. Intro. Intro. Intro. TS. MASS 1 – 6 (differences). MASS 7 – 8 (fragment) (similarities).	Incomplete
12	10	TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. -	Complete
13	20	Intro. Intro. Intro. TS. MASS 1. MISS 1. MASS 2. MISS 1. MASS 3. MISS 1. -, MASS 5. MISS 1. MASS 6. MISS 1. MASS 7. MISS 1. MASS 8. MISS 1. MASS 9. MISS 1.	Incomplete
14	8	Intro. Intro. Intro. TS (fragment). MASS 1. MASS 2. MASS 3. CS (new idea).	Half complete
15	10	Intro. Intro. Intro. TS. -, MISS 1. MISS 2. MASS 2. MISS 1. -, MISS 1	Incomplete
16	10	TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. CS	Complete
17	7	TS. MASS 1. MASS 2. MISS 1. MASS 3. MASS 4. CS	Half complete
18	9	TS. MASS 1 – 8	Half complete
19	12	Intro. TS. MASS 1. MISS 1. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. MISS 2. MISS 3. CS.	Complete
20	10	TS. -, MISS 1. MASS 2. MISS 1. MISS 2. -, MISS 1. MASS 4. MISS 1. MASS 5. MISS 1.	Incomplete
21	13	Intro. Intro. Intro. TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. CS.	Complete
22	13	TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. MASS 4. MASS 5. MISS 1. CS.	Complete
23	10	Intro. TS. MASS 1. MISS 1. MASS 2 – 6. CS	Half complete
24	18	Intro. Intro. Intro. TS. MASS 1. MISS 1. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. MASS 4. MISS 1. MASS 5. MISS 1. MISS 2. CS.	Complete
25	9	Intro. TS. MASS 1. MISS 1. MASS 2. MISS 1. MASS 3. MISS 1. CS.	Complete

From the table above, it shows that each paragraph has different number of sentences, but this did not become the consideration for the writer to decide whether or not the paragraph complete, half complete, or incomplete. The table also shows how the MASS and the MISS were used by the teacher candidate students. The writer found that in developing the paragraphs, most students had applied the MASS and MISS well. From the 25 expository paragraphs analyzed, there were 10 paragraphs or 40% which had used MASS and MISS well. They were paragraphs number 3, 8, 10, 12, 16, 19, 21, 22, 24, and 25. It means that those paragraphs are well-developed starting from the topic sentence, supporting sentences (MASS and MISS), and the concluding sentence. The topic sentences which they stated and the concluding sentences as the closing sentences were relatively good. The transitions used in each MASS were correctly used as well although the writer found some errors in grammar in some of the paragraphs. Therefore, these 10 paragraphs were categorized complete. In other words, the use of the MASS and the MISS in these paragraphs reach completeness. In addition, it can be seen that there were 6 paragraphs or 24% of 25 analyzed paragraphs categorized half complete. They were paragraphs number 1, 9, 14, 17, 18, and 23. It means that there were some missing MISS in the paragraphs. Even the writers also found that some of these paragraphs had MISS but it was irrelevant or the sentence did not directly discuss or prove the MASS. Therefore, these paragraphs less developed, or the use of the MASS and the MISS in the paragraphs were lack in reaching completeness.

On the other hand, the MASS and the MISS had not been well applied by 9 students or 36% of 25 paragraphs written by them. They were paragraphs number 1, 2, 4, 5, 6, 7, 11, 12, 14, 15, 17, and 20. The result of the analysis shows that these paragraphs were not categorized complete because of some missing MASS. The missing TS (topic sentence) was also found in some of them. The writers met with some problems faced by the students developing the paragraphs as well. For example, their capability in grammar was still low, and there were many fragments found by the writers. Even they also found some mistakes in using punctuation, such as comma, period, etc. In short, these nine paragraphs fail to reach completeness.

The following is the example of the fully developed paragraph through the MASS and the MISS written by one of the teacher candidate students.

Figure 1. The example of the fully developed paragraph

Five Easy Ways to Keep our Health

... (introductory sentences)

There are five easy ways to keep our health (TS). First, we have to think positively (MASS 1). With positive thinking, it can keep our health because our brain does not work too hard (MISS 1). Second, we have to eat a healthy breakfast (MASS 2). The energy from a healthy breakfast can carry us pass our morning in a stable way than by eating stimulating foods like sweets and coffee (MISS 1). We also have to eat fruits and vegetables (MASS 3). Fruits and vegetables supply many nutrients that are important for our health, such as vitamin A, vitamin C, calcium, etc (MISS 1). Then, we have to drink enough water (MASS 4). Water is very important for our body because it is used in every function of the body, including circulation, digestion, absorption of nutrients, and the transmission of electrical currents in the body which control our muscles and hormones (MISS 1). The last, we have to exercise everyday (MASS 5). It is no need to be too hard (MISS 1). It is enough with little walk for about 10 – 15 minutes (MISS 2). In short, those are the ways which we can do to keep our health and being healthier (CS).

The paragraf above is a good one. As we can see, sentence (1) is the topic sentence (TS). Sentence (2) is the first major supporting sentence (MASS 1); it develops the TS directly. Sentence (3) is the first minor supporting sentence (MISS 1); it develops the MASS 1 directly and develops the TS indirectly. Sentences (4), (6), (8), and (10) are subsequently the second, third, fourth, and fifth major supporting sentences; they develop the TS directly. The rest of the sentences (5), (7), (9), (11), and (12) are the minor supporting sentences; they develop the previous MASS directly and develop TS indirectly. The last sentence is the concluding sentence (CS). In addition, there is no irrelevant sentence in this paragraph, and the grammar used is good as well. The writer's "five promises" in the topic sentence is fulfilled through the use of the MASS and the MISS. Thus, the MASS and the MISS which are used well help the paragraph have good development, and the paragraph reach completeness, finally. Now we can compare with the following incomplete paragraph written by the other student.

Figure 2. The example of the incomplete paragraph

UNNES VS IKIP PGRI SEMARANG

An University State Semarang (UNNES) and IKIP PGRI Semarang have differences and similarity (TS). For instance, UNNES has large buildings at Gunungpati, while IKIP's buildings have only a quarter of an UNNES (MISS 1 of MASS 1). The difference is also about the location (MASS 2). UNNES is located in a village and it is far from the top of the town, while IKIP is a strategic place (MISS 1). It is located in a center of Semarang city (MISS 2). Then, an UNNES students pay an administrative only at once in a semester, whereas IKIP pay it twice in a semester (MISS 1 of MASS 3). UNNES is higher quality than IKIP. Because UNNES is an university which is stated in Semarang, while IKIP is a private university (MISS 1 of MASS 4). The similarity is the program of the study between UNNES and IKIP (MASS 5). Both of them are about education (MISS 1).

The paragraph above is categorized incomplete because there are three missing major supporting sentences (MASS 1, 3, and 4), so the body of the paragraph (the MASS and the MISS) does not develop well. This also has fragment, and the grammar used is not really good. Thus, we can say that this paragraph fail to reach the completeness because of the missing MASS.

Conclusions

From discussion above, the writers then draw some conclusions as follows:

1. The MASS and the MISS had been used well by the 10 teacher candidate students or 40% in developing expository paragraphs, and they were categorized complete. There were 6 paragraphs or 24% which were categorized half complete; it means the MASS and MISS had been less appropriately applied. The last categorization found in the paragraphs was incomplete. There were 9 paragraphs or 36% belong in this categorization. Therefore, the MASS and the MISS do not reach completeness.
2. The paragraphs will not reach completeness when there are some missing parts in them, in this case the MASS and the MISS although the number of the MASS and the MISS

used in the paragraphs depends on the writer himself. Therefore, the use of the MASS and MISS really help in developing the paragraphs.

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