

sentence, the highest percentage is general topic 67%, effective topic sentence is 19%, the narrow topic sentence 14%.

CHAPTER V

CONCLUSION

The writer analyzes the topic sentences in the first paragraph of the introduction section that was written by the students of the English Department. The writer collects the 70 topic sentences in the first paragraph of the introduction sections of the undergraduate theses and examines the effectiveness of the topic sentences.

To complete the findings of the element of topics, the writer analyzes the data and analyzes the effectiveness of topic sentences, based on the 70 data, there are only 13 effective topic sentences, 47 topic sentences that are too general, 10 topic sentences that are too narrow as topic sentences and if it is changed in the form of percentage, the highest percentage is general topic 67%, effective topic sentence is 19%, the narrow topic sentence 14%.

Based on the result of this research of effectiveness of topic sentences, it can be concluded that the majority of the students of the English Department at Untag Surabaya do not possess the skills necessary to effectively communicate in a written format. Therefore, the students should have this ability to write effectively. So, they can produce a good or effective topic sentence, in other words, they can produce a good paragraph of introduction section of theses. In this case, they must be prepared and understand well about the elements of effective topic sentence.

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APPENDIX I

Data Analysis Effective Topic Sentences

Elements of an effective topic sentence:

1. Topic (of the paragraph): (too narrow (N), too general (G), effective (E))
2. Controlling idea: clear (C) or lacking/no controlling idea (L))
3. The writer's attitude about the topic (positive (+), negative (-) or neutral (0))
4. Topic: underline and superscript number 1
5. Controlling idea: double underline and superscript number 2
6. Attitude: bold underline and superscript number 3

Number code	TOPIC SENTENCE	ANALYSIS		
		Topic (1) (N/G/E)	Controlling Idea (2) (C/L)	Writer's Attitude (3) (+/-/0)
1.1	<u>Comparative literature study¹ is the study³ of texts beyond the confines of particular country, and the study of the relationships between literature on one hand and other areas of knowledge and belief²</u>	E	C	0
1.2	<u>Studies of discourse analysis¹ have been focused³ on various aspects of language in actual use²</u>	E	C	0

1.3	<u>Word formation¹ has been an area of great interest³ in the study of morphology²</u>	E	C	+
1.4	<u>Interests in translation studies¹ have involved³ studying textual as well as lexical and grammatical features of specific language and their equivalence in other languages²</u>	E	C	0
1.5	<u>Studies in text¹ have been focused³ on identifying similarities and differences in textual features of different text type²</u>	E	C	0
1.6	<u>Studies on varieties of language¹ have indicated³ that men and women tend to use different³ word choices (vocabularies) to show that they are unequal²</u>	E	C	0
1.7	<u>Research of spoken language¹ have very wide range of topics³ as an attempt to cover various functions of spoken language²</u>	E	C	0
1.8	<u>Interests in translation¹ have flourished along³ with the need for communication among people of different mother tongues²</u>	E	C	0
1.9	<u>Discourse analysis¹ can be considered³ as the study of relationship between language and the context in which it is used²</u>	E	C	0

1.10	<u>Interests in discourse analysis¹ have increased³ since this sub-discipline in linguistics was first introduces in the 1970s²</u>	E	C	+
1.11	<u>Studies of translation¹ have gained more attention³ along with the globalization and the role of English as an international language²</u>	E	C	0
1.12	<u>Interest in spoken discourse¹ have flourished³ since the field of discourse analysis was first introduced to study of language use²</u>	E	C	+
1.13	<u>Women style¹ always³ vary and envolve²</u>	E	C	0

APPENDIX II

Too General Topic Sentences

Elements of an effective topic sentence:

1. Topic (of the paragraph): (too narrow (N), too general (G), effective (E))
2. Controlling idea: clear (C) or lacking/no controlling idea/too board idea (L))
3. The writer's attitude about the topic (positive (+), negative (-) or neutral (0))
4. Topic: underline and superscript number 1
5. Controlling idea: double underline and superscript number 2
6. Attitude: bold underline and superscript number 3

Number Code	TOPIC SENTENCE	ANALYSIS		
		Topic (1) (N/G/E)	Controlling Idea (2) (C/L)	Writer's Attitude (3) (+/-/0)
2.1	<u>Freedom¹ is essential thing³ that possessed by every human being since he or she comes to the world²</u>	G	L	+
2.2	<u>People around the world¹ use³ language in their daily life every day²</u>	G	L	0

2.3	<u>Marriage¹ is one of the person activities³ with view to meeting the needs³ of himself, such as physiological, social and religious needs requirements²</u>	G	C	+
2.4	<u>Translation¹ has been long known³ in human history of civilization²</u>	G	L	+
2.5	<u>Human beings¹ are born free and they will not want³ to be influenced by others, even nature, social, or cultures²</u>	G	L	-
2.6	<u>Language¹ is one of the most³ powerful elements of social behavior²</u>	G	L	+
2.7	<u>Family¹ is the smallest part³ in a society, consisted of parents and their children who live together as a unit²</u>	G	L	0
2.8	<u>Language in every place¹ has differences³ both in the structure and pronunciation.²</u>	G	C	0
2.9	<u>Translation¹ is a process³ of rendering meaning ideas, or messages of a text from one language to other language²</u>	G	L	0

2.10	nowadays, <u>the language¹ that becomes³ an international language is english²</u>	G	L	+
2.11	<u>Happiness¹ is an important³ element of life²</u>	G	L	+
2.12	<u>Humor¹ is quality³ in something that is funny and amusing that make people laugh²</u>	G	L	+
2.13	<u>Human¹ is a social³ creature in the world²</u>	G	L	0
2.14	<u>In order to understanding the English clause structure well,¹ discussing about one of linguistic branches that deal with sentence structures² is necessary³</u>	G	L	0
2.15	<u>Human beings in this world¹ have experience³ many feelings in their lives²</u>	G	L	0
2.16	<u>Many parents¹ would agree³ that nearly every child in the process of growing up occasionally commits acts-sometimes unconsciously and sometimes with degree of premeditation²</u>	G	L	0

2.17	<u>Everyone¹ has his/her own³ to define love since it is universal²</u>	G	L	0
2.18	<u>Every person in this world¹ can easily³ change their nature to be good or bad²</u>	G	L	0
2.19	<u>Litreature¹ cannot be separated³ with human life even it is connected to the whole side human of human life²</u>	G	L	0
2.20	<u>Literature¹ talks about³ the reality of life²</u>	G	L	0
2.21	<u>Human beings¹ are social beings³ since he/she cannot live alone and needs the existence other persons to get aids²</u>	G	L	0
2.22	<u>Literature¹ is a term³ used to describe written of spoken material²</u>	G	L	0
2.23	<u>Ambition¹ is strong desire³ to do or to achieve something, typically requiring determination and hard work²</u>	G	L	+
2.24	<u>Speaking¹ is an interactive³ process of constructing meaning that involves producing and receiving and processing information²</u>	G	L	+

2.25	<u>Someone sometimes¹ has ever³ faced conflict in her or his life, when she or he has to make decision²</u>	G	L	-
2.26	<u>Language¹ is the system of sounds and words used by humans³ to express their thought and feelings²</u>	G	L	0
2.27	<u>As human beings,¹ we have to live socially³ with other human beings in the world²</u>	G	L	0
2.28	<u>Life¹ is part of process³ to find self-identity²</u>	G	L	0
2.29	<u>People who live in the world¹ certainly have many problems³ especially young people who live in dormitory and in the far distance of their parents²</u>	G	C	-
2.30	<u>Translation¹ generally means³ converting a text of a source language into an accurate and understandable version of a target language without evading the suggestion of the original²</u>	G	L	0

2.31	<u>Literature, like other art,¹ is essentially an imaginative action³ i.e. an action of the writer's imagination selecting, ordering and interpreting life experience²</u>	G	C	+
2.32	<u>Depression¹ is one the most popular³ medical conditions all over the worlds²</u>	G	C	-
2.33	<u>Children¹ identically³ sign the happiness things such as playing, laughing, and trying something new²</u>	G	L	+
2.34	<u>Poverty¹ is the lack³ of a certain amount of material possessions or money²</u>	G	L	-
2.35	<u>Enviroment¹ has important role³ in human's life²</u>	G	C	+
2.36	<u>Theme¹ is underlying³ meaning of the fiction²</u>	G	L	0
2.37	<u>Depression¹ is a condition³ that very common in everyday life, but the cause of the clinical extremely deserve, it often not easy²</u>	G	L	0

2.38	<u>Nowadays, translation¹ has taken a common yet³ significant role in communication and literature world²</u>	G	C	-
2.39	<u>Marriage¹ is a legal means³ for male and female to have sex relationship; husband and wife relationship²</u>	G	L	+
2.40	<u>Poem¹ is a literary composing characterized³ by the presence of imagination, emotion, truth (significant meaning), sense impressions, and concrete language²</u>	G	L	0
2.41	<u>The family¹ is the setting³ that provides nurturance, affection, and a variety of oppurtunities²</u>	G	C	0
2.42	<u>Literature¹ is a social institution, using language³ as its medium²</u>	G	L	0
2.43	<u>in the era, all the people¹ are demanded to complete³ in all aspect of life¹ such as job, business, education, economic, politic, and many more²</u>	G	L	0

2.44	In linguistics, <u>semantics</u> ¹ is <u>the subfield that devoted</u> ³ <u>to the study of meaning, as inherent at the levels of words, phrases, sentences, and large units of discourse (referred to as texts).</u> ²	G	C	0
2.45	<u>Everyone</u> ¹ has <u>little moments of emotional insecurity in a relationship</u> ² and <u>everyone</u> ¹ is <u>possessive</u> ³ <u>about loved one</u> ²	G	L	-
2.46	<u>People</u> ¹ <u>may experience</u> ³ <u>oppression during their lives</u> ²	G	L	-
2.47	<u>It</u> ¹ <u>is believed</u> ³ <u>that every human being has desire</u> ²	G	L	+

APPENDIX III

Too Narrow Topic Sentences

Elements of an effective topic sentence:

1. Topic (of the paragraph): (too narrow (N), too general (G), effective (E))
2. Controlling idea: clear (C) or lacking/no controlling idea (L)
3. The writer's attitude about the topic (positive (+), negative (-) or neutral (0))
4. Topic: underline and superscript number 1
5. Controlling idea: double underline and superscript number 2
6. Attitude: bold underline and superscript number 3

Number Code	TOPIC SENTENCE	ANALYSIS		
		Topic (1) (N/G/E)	Controlling Idea (2) (C/L)	Writer's Attitude (3) (+/-/0)
3.1	<u>Adjective clauses</u> ¹ <u>are one element</u> ³ <u>of complex English sentences</u> ²	E	L	0
3.2	<u>Self-identity</u> ¹ <u>is an essential</u> ³ <u>problem of adolescence who is finding the answer</u> ³ <u>to the question 'Who am i'?</u> ²	E	L	-

3.3	when <u>customers¹ go to bank, a customer service staff would welcome³ the customer warmly²</u>	N	L	+
3.4	<u>Good parents¹ give their children the opportunity³ to participate in family decision making and foster children to grow up into young adult²</u>	N	L	+
3.5	<u>Speakers of a language¹ usually talk to and understand each other³ in the language they speak but each one speaks somewhat differently from all the others and has his or her own dialect²</u>	N	L	0
3.6	Although, <u>slavery¹ is abolished long time ago³ but the stereotypes about black people still become a shadow between black people and white people²</u>	N	L	-
3.7	<u>Whatever people do¹ when they come together,³ they talk each other²</u>	N	L	0

3.8	<u>People have questions¹ about³ the reasons of life, certain purposes, and ways of finding the purpose mentioned²</u>	N	C	0
3.9	<u>Children's literature¹ is literature especially written³ with children mind²</u>	E	L	0
3.10	<u>A mother¹ is a woman who has convened, given birth to,³ or raised a child in the role of a parent²</u>	N	L	0