

The Effect of Paragraph Analysis on Text Coherence and Conjugation Accuracy of EFL Students' Writing

Katharina Rustipa,^{1*} Liliek Soepriatmadji,² Endang Yuliyani Rahayu,³ Teguh Kasrabowo⁴

¹²³⁴Universitas Stikubank, Semarang - Indonesia

Article Information

Received: November 22, 2023

Revised: January 10, 2024

Accepted: January 17, 2024

Published online: June 25, 2024

Abstract

English is a widely spoken language worldwide, and students must learn English as a foreign language (EFL) to improve their communication skills. Writing skills are essential to EFL learning, and many students face challenges in developing their writing skills. Incomplete paragraph development and conjugation accuracy are some of the writing problems EFL students face, affecting their writing coherence. To address the writing problems of EFL students, teacher researchers have investigated alternative instructional techniques to improve the coherence of ideas and conjugation accuracy in their writing. This study aimed to examine the effectiveness of mood and paragraph structure analysis for developing the conjugation accuracy and coherence of ideas in EFL students' paragraphs. This study followed an experimental design utilizing control and experimental groups. The research subjects comprised 30 2nd-year undergraduate EFL learners who were at an intermediate level of English proficiency. Data for this research were collected using multiple methods, including tests, documentation, and interviews. The research subjects were divided into two groups: the control group and the experimental group. The control group received traditional writing instruction, while the experimental group received mood and paragraph structure analysis instruction. The writing samples of both groups were collected and analyzed to determine the effectiveness of the instructional techniques. The research results showed that mood and paragraph-structure analysis were effective techniques for improving EFL students' writing conjugation accuracy and idea flow fluency. The experimental group outperformed the control group regarding writing quality, which indicates that alternative instructional techniques can significantly impact the writing skills of EFL students. Thus, it is recommended that mood and paragraph structure analyses be alternative techniques to teach paragraph writing.

Keywords: conjugation; mood analysis; flow of ideas; paragraph structure analysis

Introduction

One of the objectives of tertiary students includes the development of proficient academic writing skills because proficiency

empowers them to engage in scholarly discourse, expand their academic horizons, and excel in their educational pursuits (A. Shailaja, 2021; Asnas et al., 2022). In essay writing, paragraphs play a crucial role as the

***Corresponding Author:** Katharina Rustipa
(katrin@edu.unisbank.ac.id) Jalan Dewi Sartika
Barat VI, No.4, Semarang, Jawa Tengah, 50221

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Language and Foreign Language Learning
<https://journal.walisongo.ac.id/index.php/vision>

fundamental building blocks. Therefore, knowledge of paragraph structure is essential to creating cohesive, coherent, and comprehensible texts (Gugin, 2014). Consequently, when teaching writing, educators can adopt a paragraph-first approach, where instruction begins with paragraph-level skills. With this perspective in mind, this research investigated EFL learners' paragraphs.

The motivation behind this study derived from our experiences as EFL teachers in Indonesia. A recurring issue we observed in our students' essays was the presence of incomplete paragraphs. These incomplete paragraphs exhibited shortcomings, such as excessive indentation and undeveloped topic sentences (Rustipa, 2016). These deficiencies adversely affected the flow of ideas and the overall coherence of the essays, as coherence relies on comprehensive organization. Therefore, the shortage of skills in paragraph writing emerged as a fundamental obstacle to creating coherent texts.

Additionally, our EFL students struggled to maintain grammatical accuracy, particularly concerning subject-verb agreement or conjugation (Rustipa, Rahayu, et al., 2023). The students' dependence on artificial intelligence (AI) becomes one of the factors. AI can potentially prevent students from developing their critical thinking (Pari-Bedoya et al., 2023), including in applying language rules. These challenges have inspired us as teacher researchers to investigate instructional techniques to improve the flow of ideas and conjugation accuracy in EFL students' paragraphs.

The instruction and studying writing evoke anxiety and difficulties among both instructors

and EFL students (Derakhshan & Karimian Shirejini, 2020; Loan Nguyen & Suwannabubpha, 2021; Sa'adah & Ali, 2022). This apprehension stems from recognizing that, in addition to style, accuracy and fluency are imperative within the academic setting. Writing is regarded as an artistic and scientific endeavor that can be cultivated through deliberate learning and practice. Competencies such as accuracy and fluency can be imparted, acquired, and honed through explicit instruction and engaging in activities like text analysis practice.

Text analysis entails implementing tasks to heighten the student's awareness (Svalberg & Askham, 2020). By actively analyzing the language, students are encouraged to observe and comprehend it on a deeper level. Empirical evidence supports the notion that consciousness-raising tasks positively impact EFL learners' performance (Atai & Khatibi, 2010).

Text analysis encompasses a wide range of elements within a given text. To optimize the advantages of this analysis, students should focus on specific elements they are studying. To enhance their accuracy in conjugation, students should engage in text analysis at the clause level, specifically examining subject-verb agreement. The proper use of conjugation holds significance as it demonstrates professionalism and competence, and it conveys interpersonal meaning.

When engaging in communication, we have specific intentions or interpersonal meanings. The interpersonal meanings are expressed through the grammatical system of mood, specifically through subject-verb agreement (SVA), which consists of the subject and finite elements. Proficiency in SVA is crucial for effectively expressing ideas, particularly in

writing where non-verbal communication cues are absent. As a result, mastery of this rule becomes essential for EFL students (Svalberg & Askham, 2020).

The finite element is an anchor for various aspects of a language user's intention. Finiteness indicates the speech event's polarity, temporal or modal reference, reflecting what a language user conveys through speech or writing. Through primary tense, the writer indicates the time an entity occurs, whether in the past, present, or future. Modality reveals the writer's assessment of the probabilities or obligations associated with their statement. Additionally, the finite element also signifies polarity, whether positive or negative. Sometimes, a finite element and a lexical verb are combined, resulting in fused forms such as 'studied' (finite-did, predicator-study) and 'goes' (finite-does, predicator-go).

Considering the crucial role of mood elements, mood analysis was applied to identify mood elements to develop the students' conjugation accuracy awareness. The students identified each clause's mood elements (Subject, Finite), the Predicator, and other residue elements in the analysis. This practice will provide deeper knowledge of the SVA rule that will minimize SVA errors in writing.

SVA plays a crucial role in conveying interpersonal meaning, while the fluency of ideas is essential for conveying textual meaning. Language encompasses three meta-functions: ideational, interpersonal, and textual meanings. When communicating, we express our experiences, interact with others, and organize our expressions into coherent texts (Matthiessen, 1995). Textual meaning is realized, in part, through the development of

topics and the organization of ideas within a text. In this study, the term 'flow of ideas fluency' pertains to how the main idea of a paragraph is fully developed and organized. It refers to the topical organization of a paragraph, as reflected in its structural elements (topic sentence, supporting sentences, concluding sentence), and how the paragraph topics presented in the topic sentence are expanded in the supporting sentences and concluded in the concluding sentence.

Due to ideas flow fluency is reflected in the topical organization of the paragraph structure elements, paragraph structure analysis (to identify the topic sentence, major supporting sentence, minor supporting sentence, and concluding sentence) was applied to enhance the student's awareness of the flow of ideas fluency. This practice will implant a deeper knowledge of paragraph structure that will develop the flow of ideas and fluency in writing.

Based on the rationale above, the text analysis done by the research participants in this study comprised mood analysis and paragraph structure analysis. These analyses were used as techniques to teach paragraph writing. This study explored how mood and paragraph structure analysis can develop EFL students' paragraphs' flow of ideas fluency and conjugation accuracy. The previous studies on mood and paragraph structure analysis are presented as follows.

Several previous studies of mood were carried out to find EFL students' mood elements' errors, to investigate the highest interpersonal meta-function usage, to explain the most common mood types and the modality realization, to examine how EFL learners realize interpersonal meaning when producing texts

(Afsari et al., 2021; Vinchrsto, 2022; Yusrah, 2020). Yusrah's study identified four mood element errors EFL students make: omission, addition, misformation, and misordering. Vinchrsto (2022) investigated the predominant interpersonal meta-function regarding mood, modality, and attitude in editorial discourse related to business issues found in *The Sydney Morning*. The study revealed a higher usage of interrogative clauses compared to declarative clauses and a greater frequency of positive probability clauses in contrast to negative and usuality clauses. Afsari et al. (2021) reported that the most prevalent mood types observed were declarative and median modality.

The previous studies above provided insights into various aspects of mood usage, including identifying incorrect usage, dominant patterns, and common usage. In contrast to those studies, the current research took a different approach by employing mood analysis as a teaching and learning strategy to enhance EFL students' proficiency in accurately writing conjugation (SVA). As a result, this study extends and complements the previous studies on mood.

Previous studies have been conducted to explore the structure of EFL undergraduate students' paragraphs and analyze the factors contributing to poor writing organization (Siddiqui, 2020; Yamin, 2019; Yunhadi, 2016). Siddiqui's study (2020) reported that the key factors influencing the poor organization of students' paragraphs are rote learning, excessive focus on grammar, and surface-level feedback from teachers. Yamin's research (2019) concluded that students' weaknesses were their inability to formulate a topic sentence and find relevant supporting sentences to reinforce the main idea. Similarly, Yunhadi

(2016) found that inappropriate supporting sentences were the main cause of students' less coherent paragraphs. To the best of our knowledge, the similar previous studies on EFL students' paragraph writing problems supported and recommended the benefit of the students' engagement in paragraph analysis to promote deeper knowledge of English paragraph convention.

The studies above on EFL students' paragraph structure identified the errors the students made in organizing their paragraph writing. They explored the factors contributing to these errors. Unlike the previous studies, the present study adopted paragraph structure analysis as a teaching and learning strategy to improve the flow and coherence of ideas in EFL students' paragraphs. Thus, this study extends and complements the previous studies on paragraph structure.

Drawn from the background above, this current research addresses the following problems: how mood analysis can effectively enhance the conjugation accuracy of EFL students' paragraphs, how paragraph structure analysis can effectively enhance the flow of ideas fluency of EFL students' paragraphs. This current research aims to explain the effectiveness of mood and paragraph structure analysis in improving the conjugation accuracy and flow of ideas fluency in EFL students' paragraphs. Given the research purposes, this study followed an experimental design utilizing control and experimental groups. Theoretically, the research results contribute to the development of applied linguistics theory. From a practical standpoint, the findings enrich the alternative strategies for teaching paragraph writing.

Method

Research Design

The current study is a mixed method, quasi-experimental (Creswell & Creswell, 2017), conducted in a classroom setting in a paragraph-writing class. The main focus of the class was to develop students' proficiency in writing paragraphs across various genres, including narrative, opinion, recount, and procedure.

Participants

The respondents comprised 30 2nd-year undergraduate students. The research took place in a classroom context. Among the participants, 15 participants were assigned to an experimental group, while the remaining fifteen formed the control group. Since the study was conducted in a classroom context, the experimental and control groups were intact groups of pre-existing paragraphs writing class groups. All the students became the research participants; thus, they were the class population. The students were between 18 and 20 years old and had been learning English for approximately eight years.

Instrument

The instruments were tests and interviews. Tests were administered to gather scores indicating the student's performance on the conjugation accuracy and flow of ideas fluency. Students were tasked with writing a minimally 10-sentence paragraph text by choosing from one of the available topics. Then, the conjugation accuracy and flow of ideas fluency were assessed. Interviews were conducted to gain insight into their perspectives on mood and paragraph structure analysis and explore the

students' reasoning behind the errors they committed.

Data Collection and Data Analysis

Data for this study were collected using multiple methods, including tests, documentation, and interviews. Self-developed tests gathered scores of the student's performance on the conjugation accuracy and flow of ideas fluency. The documents of the students' paragraphs were utilized to identify and analyze the specific errors committed by the students. The interviews obtained valuable information regarding the student's opinions and experiences with the mood and paragraph structure analytical techniques. Expert triangulation was applied to check the validity and reliability of the self-developed test and the interview questions by consulting the instruments with a professor in applied linguistics. Two raters were involved in scoring the students' paragraphs: one of the researchers and one professor in applied linguistics. They assessed separately, compared their assessment results, and then discussed to compromise each participant's final score.

The data of the test scores were analyzed using a t-test. A statistical analysis utilizing t-test calculation was conducted to determine the significance of the difference in proficiency between the control and experimental groups. It was to verify the null hypothesis as follows: "There is no significant difference in the conjugation accuracy and flow of ideas fluency between the paragraphs written by the students who underwent mood analysis and paragraph structure analysis, compared to the paragraphs written by the students who did not undergo mood analysis and paragraph structure analysis."

Additionally, the interview data were subjected to content analysis. The process of analyzing the interview data involved several steps: (1) coding the interview results, (2) carefully reading and examining the interview excerpts, and (3) comprehending the information conveyed by the interviewees. This approach enabled the identification of the students' challenges and perspectives, shedding light on their experiences.

Research Procedure

The research procedure was pre-test, treatment, and post-test. A pre-test was administered at the first meeting of the class before the commencement of the treatment To assess the comparative competence of the two classes. Students were tasked with writing a one-paragraph text for 60 minutes with their chosen topic. During the writing process, they were not allowed to ask for assistance accessing gadgets and dictionaries to ensure that their writing product reflected their proficiency.

In the treatment stage, the teacher taught both groups using the modified genre-based approach for its effective effect on writing instruction (Mohseni, 2021; Zare-ee & Khalili, 2017), with the following steps: 1) Building the context, 2) Modelling, 3) Text analysis, 4) Joint construction, and 5) Individual construction (Agustien, 2020; Joyce et al., 1986). The modification is by adding the 'Text analysis' step as the focus of this research. The experimental and control groups had different activities in Text analysis, Joint construction, and Individual construction.

Building the context was a stage aiming to activate the learners' schemata and introduce the context of the paragraph topic and the

teaching materials. Explicit teaching concerning the writing convention and the technical terms was also done here (Purba et al., 2020). In the modeling stage, the students were exposed to paragraphs of various genres.

In the Text analysis stage, the experimental and control groups analyzed the given text. However, the way of analysis was different. In terms of mood analysis, the experimental group analyzed the mood components (subject and finite), the predicator, and the residue of each clause in the text. Example:

They maintained a good relationship.

S	F did	P maintain	
Mood		Residue	

Unlike the experimental group, the control group conducted a 'conventional' analysis, which involved identifying the subject and verb of each clause without mentioning the finite, predicator, and residue.

Example:

They maintained a good relationship.

S	Verb
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In terms of paragraph analysis, the experimental group conducted paragraph structure analysis. Sentences in a paragraph were numbered for easy identification of the topic sentence, the supporting sentences, and the concluding sentence(s).

Example:

- 1) *Reality show (topic) is so attractive (controlling idea).*
- 2) *It describes the struggle of public figures.*
- 3) *Sule and Indro are examples of public figures who struggled to be successful.*
- 4) *They worked hard in the past.*
- 5) *It motivates*

the audience. 6) I have the motivation to reach my dream after I watched it. 7) The show also teaches moral values. 8) For example: Kick Andy show often invites successful and generous handicap figures. 9) It is so inspiring. 10) I say that reality shows are interesting and inspiring.
 1. Topic sentence (TS)

2. Major supporting sentence 1
 3. Minor supporting sentence1
 4. Minor supporting sentence 2
 5. Major supporting sentence 2
 6. Minor supporting sentence1
 7. Major supporting sentence 3
 8. Minor supporting sentence1
 9. Minor supporting sentence 2
 10. Concluding sentence (CS)

Table 1
 Scoring rubric for measuring the flow of ideas fluency

Aspect	Thoroughly fluent organization	Fluent organization	Partly fluent organization	Not fluent organization
Ideas organization of the paragraph	Having supporting ideas needed to fully develop the topic sentence and having minor supporting sentences to explain 85-100 % of the major supporting sentences.	Having supporting ideas needed to develop the topic sentence and having minor supporting sentences to explain 70-84% of the major supporting sentences.	Having supporting ideas needed to develop the topic sentence and having minor supporting sentences to explain 55-69% of the major supporting sentences.	Having supporting ideas needed to develop the topic sentence and having minor supporting sentences to explain 0-54% of the major supporting sentences.

The scores were classified as follows:

- 85 – 100: thoroughly fluent
- 70 – 84: fluent
- 55 – 69: partly fluent
- 0 – 54: not fluent

Unlike the experimental group, the control group was tasked to identify the generic structure of the text.

Example:

Identification

A reality show is so attractive.

Description

It describes the struggle of public figures. Sule and Indro are examples of public figures who struggled to be successful. They worked hard in the past. It motivates the audience. I had the motivation to reach

my dream after I watched it. The show also teaches moral values. For example: Kick Andy show often invites successful and generous handicap figures. It is so inspiring.

Conclusion

I say that reality shows are interesting and inspiring.

Lastly, in the sixteenth class meeting, the students were tasked to do a post-test by writing a minimally 10-sentence paragraph text for 60 minutes by choosing from one of the available topics. During the writing process, they were not allowed to ask for assistance accessing gadgets and dictionaries to ensure that their writing product reflected their proficiency. The post-test documents became the main research data. The score of conjugation accuracy was gained by counting the number of correct conjugations in proportion to the number of clauses in a paragraph. The scores were classified as follows:

85 – 100: very accurate

70 – 84: accurate

55 – 69: partly accurate

0 – 54: not accurate

Additionally, the flow of ideas fluency was assessed using a rubric. To ensure the validity of both the data collection instrument and the elicited data, the researchers sought the expertise of an applied linguistics specialist to validate the scoring rubric used in the study.

Findings and Discussion

Finding

The pre-test outcomes indicated that both groups possessed comparable writing abilities before the research intervention. The experimental group achieved an average score of 61, whereas the control group attained an average score of 60. This means that the experimental and control groups were balanced.

The post-test outcomes indicated that the experimental group exhibited a higher average score regarding conjugation accuracy and flow of ideas fluency, as seen in the tables below.

Table 2

The EFL students’ conjugation accuracy (CA) competence

Experimental group			Control group		
Student	Score	Code	Student	Score	Code
1	80	CAES1	1	66	CACS1
2	86	CAES2	2	61	CACS2
3	72	CAES3	3	80	CACS3
4	75	CAES4	4	62	CACS4
5	77	CAES5	5	54	CACS5
6	66	CAES6	6	70	CACS6
7	67	CAES7	7	73	CACS7
8	88	CAES8	8	53	CACS8
9	65	CAES9	9	71	CACS9
10	85	CAES10	10	80	CACS10
11	70	CAES11	11	71	CACS11
12	81	CAES12	12	67	CACS12
13	78	CAES13	13	63	CACS13
14	76	CAES14	14	57	CACS14
15	60	CAES15	15	62	CACS15
	75			66	

Table 3
The EFL students' flow of ideas fluency (FIF) competence

Experimental group			Control group		
Student	Score	Code	Student	Score	Code
1	60	FIFES1	1	54	FIFCS1
2	85	FIFES2	2	60	FIFCS2
3	75	FIFES3	3	77	FIFCS3
4	67	FIFES4	4	67	FIFCS4
5	77	FIFES5	5	54	FIFCS5
6	71	FIFES6	6	65	FIFCS6
7	56	FIFES7	7	59	FIFCS7
8	86	FIFES8	8	58	FIFCS8
9	76	FIFES9	9	62	FIFCS9
10	85	FIFES10	10	76	FIFCS10
11	74	FIFES11	11	60	FIFCS11
12	78	FIFES12	12	71	FIFCS12
13	69	FIFES13	13	61	FIFCS13
14	79	FIFES14	14	70	FIFCS14
15	57	FIFES15	15	67	FIFCS15
	73			64	

The interview as the instrument in this study comprised four open-ended questions. The experimental group was asked two questions concerning their perception of mood analysis and paragraph structure analysis. Additionally, two questions were posed to students with difficulties with conjugation accuracy and paragraph development or fluency. The open-ended questions are:

- (1) What is your perception of practicing mood analysis?
- (2) What is your perception of practicing paragraph structure analysis?
- (3) What difficulties do you encounter in conjugation accuracy?
- (4) What difficulties do you encounter in paragraph development?

The interview data revealed the following findings. Regarding mood analysis and paragraph structure analysis, most students perceived that these activities

were demanding and made them aware of the rule of subject-verb agreement, the rule of paragraph structure.

The common errors in conjugation the students commit can be classified into *zero verbs*, *subject-verb agreement*, and *tense shifts*. The interview revealed that the causes of the errors are *first language interference*, *overgeneralization*, and *tense sense*.

The students' common errors in paragraph development can be classified into *topic sentences without controlling ideas*, *undeveloped major supporting sentences*, and *irrelevant supporting sentences*. The interview data revealed that the causes of paragraph development errors are (1) the unawareness of the importance of controlling ideas in the topic sentence, (2) the unawareness that adding

examples or facts to explain further the major supporting sentence is necessary for writing a paragraph, (3) ignorance of irrelevant sentences to lengthen the paragraph.

Mood Analysis to Enhance Conjugation Accuracy

The post-test results indicate that the average score of the experimental group was 75. In contrast, the control group achieved an average score of 66. As the students had similar abilities before the intervention, it can be

inferred that the learning activities and experience of the experimental group in conducting mood analysis contributed to their higher average score. The experimental group can write the conjugation accurately, while the control group can write the conjugation partly accurately.

T-test of two independent samples shows sig. (two-tailed) a score of .005, which is smaller than 0.05.

Group Statistics

Mean	Std. Deviation	Std. Error Mean
75.0667	8.14570	2.10321
66.0000	8.31522	2.14698

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score_group	Equal variances assumed	.002	.966	3.017	28	.005	9.06667	3.00550	2.91018	15.22315
	Equal variances not assumed			3.017	27.988	.005	9.06667	3.00550	2.91007	15.22327

This means that the average scores of the experimental and control groups exhibit a notable distinction, indicating that mood analysis is an effective technique for improving the conjugation accuracy of EFL students' writing because the analytical activity heightens the EFL students' awareness that in the English language, a clause possesses subject and finite (Ní Dhiorbháin & Ó Duibhir, 2017; Svalberg & Askham, 2020). This awareness will govern the

students' conjugation of verbs in various contexts (Vinchristo, 2022). Besides, it develops their habit of mind to include mood elements (Costa & Kallick, 2008). How the students' learning activities and experiences in mood analysis can enhance their awareness and habit of mind and what common errors they committed will be discussed below.

The experimental group conducted mood analysis to (1) the modeling text provided by the teacher, (2) the text they produced with their friend in the 'Joint construction' stage, and (3) the text they produced individually in the 'Individual construction' stage. Thus, they analyzed texts in groups and individually to build individual accountability and teamwork skills. Additionally, they analyzed texts repeatedly to form habits (Nilsen et al., 2012).

The students' learning experiences regarding their mood analysis activities can be summarized as *demanding, increasing awareness of the primary importance of mood elements, confusing, and acquiring a deeper knowledge of the subject and finite*. Here are some students' sample perceptions:

Mood analysis activities proved to be demanding and increased my awareness regarding the necessity of verb conjugation by the subject and tense.(IQ1ES5)

Initially, mood analysis activities were confusing, but finally, it made me realize that mood elements are primarily important in a clause while the remaining elements are secondary.(IQ1ES7)

It made me acquire the deeper knowledge that a sentence must contain a verb, and the main verb within a sentence consists of two components: the finite, and predicator.(IQ1ES13)

The activities of mood analysis include (1) reading the text critically, (2) segmenting the text into clauses, and (3) thinking critically to identify the subject, finite, predicator, and other residue elements. These activities made the students aware of the primary importance of mood elements (subject and finite) to make the clause grammatically correct or accurate

(IQ1ES5) (IQ1ES7). This aligns with the notion that text analysis is a consciousness-raising (CR) task (Ní Dhíorbháin & Ó Duibhir, 2017; Svalberg & Askham, 2020).

The awareness promotes deeper knowledge of mood elements in a clause (IQ1ES13). It is relevant to the previous study's finding that mood analysis promotes learning and deeper understanding since the students do deep thinking (Hattie & Yates, 2014). Additionally, the mood analysis done repeatedly formed a habit of mind regarding sensitivity, capability, and commitment, as stated by behaviorism theory, which states that a habit is formed through repeated behavior (Nilsen et al., 2012). Then, the behaviors above positively affected EFL learners' performance, strengthening the previous research finding (Atai & Khatibi, 2010). Simultaneously, the student's critical thinking was developed as an important competence in university education (Bezanilla et al., 2021; Arviani et al., 2023). Consequently, the experimental group achieves better conjugation accuracy than the control group. Here is an example of a paragraph written by an experimental group student displaying accurate conjugation (CAES8).

(1) **Divorce keeps** increasing in society due to various reasons such as losing interest, couple conflict, having no children, and different lifestyles. (2) **The main reason is** (3) that **they lose** interest in each other (4) or **they feel** bored. (5) **This boredom** eventually **leads** to the thing (6) that **we called** cheating. (7) For example, **the couple have** another secret, forbidden relationship. (8) **This often triggers** them to separate. (9) **The second**

reason because of continuous conflict. (10) The couple often fight repetitively. (11) This happens due to the inability to solve the problem. (12) The unsolved problem makes them escape. (13) The third reason is (14) because they have no children. (14) The fourth reason is because of different lifestyles. (15) They cannot adapt to each other in their daily life. (16) And finally they feel ignored by their partner. (17) So, interest, conflict, children, and way of life can become reasons for divorce.

Analysis:

The paragraph above consists of 17 clauses. Of the 17 clauses, only two have conjugation problems, namely clauses 6, and 9. Clause 6 has a tense problem, while clause 9 has a problem with zero verbs.

Although, on average, the experimental group students could write the conjugation accurately, common errors were made. The errors can be classified into tense sense, overgeneralization, and first language interference. It parallels the previous studies' findings (Adam & Eljack, 2020; (Budiharto, 2019; Yusrah, 2020).

Examples:

1. *(1) I wanted to tell my unforgettable experience. (2) It happened in Semarang. (3) I lived in Semarang since 2010. ... (4) The experience was valuable for me. (CAES6)*

Analysis:

The text above is a recount. In the first clause, the writer intends to tell her personal experience. It should be written in the present tense. The third clause should be written in the present perfect tense since she still lives in Semarang. The fourth clause should be written in the present tense since it concerns her present opinion concerning her experience. It seems that when choosing the tenses of each clause, she ignored the speech function. Thus, the cause of the errors is tense sense, as the writer also said. "I frequently disregard the concept of individual clauses within my sentences, regardless of whether they represent a past action, a current situation, or an opinion". (IQ3ES6)

2. *(1) Last year I took part in a storytelling contest at Kudus. ... (2) I saw (3) several other participants tell their stories very well. ... (4) I was very nervous, (5) but finally I overcame my nervousness (6) and I became the winner. (7) The competition occurred last year, (8) but it was still impressive and unforgettable up to now. (9) It gave me a lesson to be calm in any situation. (CAES9)*

Analysis:

The text is a narrative, and one of its linguistic features is simple past tense. The student used the simple past tense in all clauses, so he overgeneralized the rule. Clauses 8 and 9 should be in simple present tense because they refer to the current situation. Thus, the cause of the errors is overgeneralization, which was also admitted by the student in an interview. "I tend to make generalizations by using the

same tenses for all clauses within a single sentence.” (IQ3ES9)

3. (1) I disagree (2) that abortion permissible. ... (3) In the context of saving the pregnant woman, abortion will the right thing. ... (4) Many people become victims (5) because they abortion without the supervision by an expert. ... (CAES15)

Analysis:

The text is an opinion. Clauses 2, 3, and 5 have no verbs, which are not grammatically correct. This happens because the student transferred the Indonesian language rules to English. It is first language interference, as stated by the student in an interview. “I often literally translate from the Indonesian language into English.” (IQ3ES15)

Paragraph-Structure Analysis to Enhance the Flow of Ideas Fluency

According to the post-test results, the experimental group attained an average score of 73. In contrast, the control group obtained an average score of 64. Given that the student's writing abilities were comparable before the research intervention, it can be deduced that the experiment group's engagement in paragraph-structure analysis activities and their resulting experience played a role in their higher average score. The experimental group exhibited a fluent flow of ideas when writing the paragraph. In contrast, the control group displayed a partly fluent flow of ideas.

T-test of two independent samples shows sig. (two-tailed). The score was .008, which is smaller than 0.05.

Group Statistics

Mean	Std. Deviation	Std. Error Mean
73.0000	9.70272	2.50523
64.0667	7.18597	1.85541

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score_group	Equal variances assumed	1.10	.303	2.866	28	.008	8.93333	3.11749	2.54745	15.31922
	Equal variances not assumed			2.866	25.806	.008	8.93333	3.11749	2.52290	15.34376

This result suggests that employing paragraph-structure analysis as a teaching technique effectively improves the flow of ideas fluency in EFL students' writing. By using this technique, EFL students become more conscious that a paragraph has a structure. This awareness guides them to organize the ideas fully in paragraph writing. The subsequent discussion will explore how students' learning activities and experiences in paragraph-structure analysis can enhance their awareness and the common errors they tend to make.

As in mood analysis, the experimental group did paragraph-structure analysis to (1) the modeling text provided by the teacher, (2) the text they produced with their friend in the 'Joint construction' stage, and (3) the text they produced individually in the 'Individual construction' stage.

The activities of paragraph-structure analysis include (1) reading the text critically, (2) numbering the sentences in the paragraph, (3) thinking critically to identify the topic sentence (the topic and controlling ideas), the major supporting sentences, the minor supporting sentences, and the concluding sentence(s). These activities aim to make the students aware of the importance of full paragraph development to enhance the flow of ideas fluency and improve their knowledge of paragraph structure. It aligns with the notion that text analysis is a consciousness-raising (CR) task (Ní Dhiorbháin & Ó Duibhir, 2017; Svalberg & Askham, 2020).

The students' deep thinking in analyzing paragraph structure gave them such learning experiences: the joy of upgrading knowledge, awareness of the need to write an outline before writing, and awareness of the paragraph's

hierarchical topics. Here are some students' sample perceptions:

Firstly, I felt hard and reluctant to do paragraph structure analysis, but in progress, I enjoyed the activity because I found it useful to upgrade my knowledge. (IQ2ES2)

Paragraph structure analysis activities made me aware that a paragraph has a skeleton or outline; and an outline of the topic sentence, major supporting sentence, and minor supporting sentence should be made before starting to write. (IQ2ES10)

Paragraph structure analysis means topical analysis, which made me realize that a paragraph has hierarchical topics: paragraph topic, major supporting sentence topic, and minor supporting sentence topic. (IQ2ES14)

The learning experiences made the experimental group achieve a better flow of ideas fluency than the control group. Here is an example of a paragraph written by an experimental group student displaying a fluent flow of ideas (FIFES8).

(1) Divorce keeps increasing in society due to various reasons such as losing interest, couple conflict, having no children, and different lifestyles. (2) The main reason is that they lose interest in each other or they feel bored. (3) This boredom eventually leads to the thing that we call cheating. (4) For example, the couple have another secret, forbidden relationship. (5) This often triggers them to separate. (6) The second reason because of continuous conflict. (7) The couple often fight repetitively. (8) This happens due to the inability to solve the problem. (9) The

unsolved problem makes them escape. (10) The third reason is because they have no children. (11) The fourth reason is because of different lifestyles. (12) They cannot adapt to each other in their daily life. (13) And finally they feel ignored by their partner. (14) So, interest, conflict, children, and way of life can become reasons for divorce.

- (1) Topic sentence
- (2) Major supporting sentence 1
- (3) Minor supporting sentence 1
- (4) Minor supporting sentence 2
- (5) Minor supporting sentence 3
- (6) Major supporting sentence 2
- (7) Minor supporting sentence 1
- (8) Minor supporting sentence 2
- (9) Minor supporting sentence 3
- (10) Major supporting sentence 3
- (11) Major supporting sentence 4
- (12) Minor supporting sentence 1
- (13) Minor supporting sentence 2
- (14) Concluding sentence

Analysis:

The controlling ideas of the topic sentence are *various reasons for divorce, such as losing interest, couple conflict, having no children, and having a different lifestyle*. The four issues are then elaborated into four major supporting sentences. The first major supporting sentence about *losing interest* is further explained in 3 minor supporting sentences. The second major supporting sentence about *the couple's conflict* is further explained in 3 minor supporting sentences. The third major supporting sentence elaborates on the third controlling idea about having no children. However, it is not explained further in minor supporting sentences. The fourth major supporting sentence about *different lifestyles* is further explained in 2 minor supporting sentences. Thus, the

paragraph has a fluent flow of ideas and is clearly organized and fully developed, as stated by Connelly (Connelly, 2013). An organized paragraph has supporting ideas needed to develop the topic sentence fully and has minor supporting sentences to explain each major supporting sentence.

Although the experimental group students exhibited a fluent flow of ideas when writing a paragraph on average, some common errors were found. The paragraph-structure errors can be classified into (1) topic sentence without controlling ideas, (2) undeveloped major supporting sentence, and (3) irrelevant supporting sentence. These current research findings are parallel with the findings of previous studies (Yamin, 2019; Yunhadi, 2016).

Examples:

1. *I like climbing mountains with my friends for refreshing.*(FIFES1)

Analysis:

The sentence above is a topic sentence of an opinion paragraph. The topic sentence is a weak, simple personal opinion starting with 'I like'. The topic sentence is difficult to support because the controlling idea is unclear. It can be improved into 'Mountain climbing offers a refreshing experience, providing physical challenges and inspiring natural beauty'. The improved topic sentence introduces the controlling ideas: *physical challenges and inspiring natural beauty*. The student's unawareness of the importance of controlling ideas is the source of the error, as stated by the student

in an interview, *"I am not aware of the importance of controlling ideas in my topic sentence."* (IQ3ES1)

2. (1) *If you want to be healthy, follow several tips. (2) First, do regular exercise. (3) Second, consume nutritious food. (4) Third, have sufficient sleep. ...* (IQ3ES15)

Analysis:

The controlling ideas of the paragraph are *several tips to be healthy*. Then, the tips become the major supporting sentences 2, 3, and 4. However, there is no further elaboration of each major supporting sentence.

3. (1) *Last month I had terrible toothache; thus, to relieve the pain I went to a dentist. (2) I went to the dentist's clinic located near his house. (3) The dentist greeted me friendly. (4) She examined my teeth and recommended some medicine. ... (5) His house was very luxurious with a car parked in the carport. ...*

Analysis:

The topic of the paragraph is going to the dentist. Sentences 2, 3, and 4 relevantly talk about the topic. However, sentence 5 is irrelevant because it talks about the dentist's house.

Discussion

This current study aims to explore the effectiveness of mood and paragraph structure analysis in improving the conjugation accuracy and flow of ideas fluency in EFL students' paragraphs. The study found that mood analysis, as a consciousness-raising task, is an effective strategy for improving the accuracy of

conjugation for EFL students. The critical and analytical activities in mood analysis proved to heighten the EFL students' awareness of the conjugation rule of the target language. This result confirms the findings of the previous mixed method study (Salazar Miranda et al., 2018), experimental study (Amirian & Sadeghi, 2012), and correlational study (Widyastuti, 2018). Salazar Miranda et al. explored the effectiveness of consciousness-raising tasks (CRTs) in teaching tenses. The result revealed that CRTs positively encouraged EFL students' active participation and critical thinking, which impacted the improvement in the EFL students' tense mastery. Different from the current research, which assigned the students to do mood analysis, Miranda et al. in CRTs, assigned the students to follow the steps of 'Discovering the grammar', 'Learning more about the grammar', 'Exploring the grammar', 'Playing with the grammar', 'Finding the grammar'. Amirian & Sadeghi investigated the effectiveness of CRTs in grammar teaching. The research found that the experimental group outperformed the control group. The experimental group was assigned to analyze the text and induce the grammar rules. They were also assigned to detect the errors in sentences that contained errors. Similarly, Widyastuti discovered the important role of CRTs in teaching writing; thus, a writing class that stimulates students to engage in critical thinking is more effective. The CRTs include analyzing, generating, and organizing.

This current study also revealed that as a topical analysis, paragraph structure analysis can effectively enhance the flow of ideas fluency of EFL students' paragraphs. Like mood analysis, paragraph structure analysis is a consciousness-

raising task that makes the students aware that there are hierarchical topics in a paragraph: paragraph topic (topic sentence), paragraph sub-topic (major supporting sentence), paragraph sub-sub topic (minor supporting sentence). This awareness makes them more capable of developing a topic sentence into major and minor supporting sentences, which makes their paragraph fluently developed. This research finding strengthens the previous experimental studies (Cepni & Bada, 2019; Liao, 2023). Cepni and Bada explored the effect of the topical structure analysis (TSA) technique on the students' writing performance. The result indicated that TSA effectively developed the students' writing coherence. Unlike this current study, which only assigned the students to identify the topic sentence, major supporting sentences, and minor supporting sentences, Cepni and Bada also assigned the students to decide the progression of the organization of the ideas, whether it followed parallel progression, sequential progression, or extended parallel progression. Similarly, Liao found that TSA influenced the students' text topical progression and text quality.

This current study was an empirical study derived from the field observation of the student's real problems and needs; it also attempted to fill the gap in previous studies. Thus, the result of the study can solve the problems and fulfill the students' needs. The study was implemented in a classroom context, and the result will be applied to the classroom context. The other strength of the study is that it develops a genre-based instruction model. The previous studies revealed some problems in implementing genre-based instruction, such as the students' boredom with the same stages in

every lesson unit (Mumba & Mkandawire, 2019; Rustipa et al., 2021). To reduce boredom, innovation and creativity are needed. Modifications are one way to reduce boredom. This study resulted in a modified genre-based instruction model. However, the limitation of the study is the small number of the research participants who only came from one university. Future research can increase the number of these and add various analyses, such as contrastive analysis.

The practical implication of the study is that mood analysis and paragraph-structure analysis can be alternative techniques to teach paragraph writing. Mood and paragraph-structure analysis becomes one step of the modified genre-based instruction. Genre-based instruction is highly recommended because it results in three outcomes: students learn about language, students learn through language, and students learn the language (Agustien, 2020; Rustipa, Purwanto, et al., 2023). Here is the syntax of the modified genre-based instruction proposed: (1) Building the context, (2) Modelling, (3) Text analysis, (4) Joint construction, and (5) Individual construction

Conclusion

Based on the research findings and discussion, mood, and paragraph-structure analysis are effective techniques for improving the conjugation accuracy and idea flow fluency of EFL students' writing. Mood analysis activity heightens the EFL students' awareness that a clause possesses a subject and is finite in English. This awareness will help the students conjugate verbs in various contexts, and it develops their habit of mind to include mood elements. Paragraph-structure analysis activity heightens

the EFL students' awareness that a paragraph has a structure and hierarchical topics – paragraph's topic and sub-topics. This awareness guides them to organize the ideas fully in paragraph writing. Based on the research findings, it is recommended that mood analysis and paragraph-structure analysis be alternative techniques to teach paragraph writing. Besides improving the students' conjugation accuracy and idea flow fluency, mood and paragraph-structure analysis can enhance their critical thinking since they did the analytical activity. Analyzing texts requires the students to do critical reading, deep thinking, and interpreting, potentially strengthening their critical thinking skills. The limitation of the study is the small number of the research participants. Future research can increase the number of these and add various analyses, such as contrastive analysis.

Acknowledgment

Thanks to the Research Department of UNISBANK for facilitating the research. Special thanks also go to UNISBANK for having funded the research.

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