

ABSTRACT

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This study deals with The Students' Ability In Determining The Topic Sentence Of Narrative Paragraph. The objective of the study was to see whether in determining topic sentences by narrative paragraph to the students' ability on reading comprehension. In carrying out this study, the writer took 60 students of SMK DWITUNGGAL -1 Tanjung Morawa- Pakam as the sample of this study. It was apply descriptive qualitative design, which aimed at gathering data of the students in order to know the students' problems and their abilities in determining the topic sentences of narrative paragraph. The instrument of this research wrote test based on the material. In collecting the data, it was analysis topic sentences of narrative paragraph in the text test consisting of 30 items. After the data have been collected, they were analyzed score and able or unable. The result shows that the students' percentage were 33 or around 55% the students' able and 27 or around 45% the students' unable in determining the topic sentence of narrative paragraph.

Keywords: Topic Sentences, Narrative, Narrative Paragraph

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Topic sentence writing is an important component of academic writing. It is as the basic component of a paragraph catches researcher's attention because many textbooks for guiding ELS writing say a good topic sentence is a prerequisite for a good paragraph and good paragraph then ensures a good essay (Zemach&Rumisek, 2003; Flower & Aaron, 2007). With students ability in research to determining the topic sentence of narrative paragraph, researcher are beginning to show an interest in paragraph organization. Based on the explanation above we know that topic sentences is important to learn in the writing paragraph because topic sentences is use to know about a whole about paragraph which is contain and explain the main idea of a paragraph. Concerning topic sentence writing, many textbooks provide some theoretical instruction about how to determining topic sentence. after collecting essay, the next step was to screen topic sentence in narrative paragraph. So it can be also used to help the students in solving their problem in writing topic sentence. It is leads the reader into the points that you are trying to make, without confused.

Writing is one of skills that have to master by students at senior high school. Trough writing, they are able of thinking to express our idea into a language. It means that writing is a skills of a writer to communicate information or message to yhe readers. By writing people can explore their ideas, thoughts, and feelings in ways to compete by envisioning readers' expectations. Writing

skill in all education level is said as the one important goal in learning English. The students should be able to write well as drawn by by the curriculum or even more. If someone can use these components well, they will be mastered in writing.

Grammar is an important part in learning language. By learning grammar, we can use the language correctly. So that people who listen to us will understand our English well. In contrast, if we use bad English which means without correct grammar than people can be misunderstanding to us. So, our communication will fail to be understandable. In learning process, a teacher has an important role. Teacher is most important factor in making easy to learn. Therefore, now day teacher is called “facilitator”. The teacher needs certain method to each the students. Basically, a good teacher always tries to use the most effective method in teaching and the teacher have to use the best media from time to time, the teacher tries to find the most eefective method. The teacher must choose a suitable method in teaching.

Therefore, this research is focused an finding out the students ability in determining the topic sentence of the narrative paragraph. It is supported by by standard of school-based curriculum (2207) that the purpose of teaching English is to develop students ability in four skills. Those are listeng, speaking, reading and writing. It is hoped that the students are able to communicate in both spoken and written language. Based on the reseacher’s experience on PPL at SMK Dwitunggal - 1 Medan Lubuk Pakam on the tenth grade. The reason for focusing in the fact, students were fail to address the assigned topic, they were low

motivation, they were too lazy to do their writing exercise that were given from the teacher. So, the researcher found some problems in their writing ability there are : students can not build the sentences correctly, they are still confused in determining the topic sentence of the narrative paragraph. In this research, the researcher wants to solve the problems. For this case, the researcher has solved these problem by give exercise some narrative text, teaching writing skills, helped students to develop ideas and also taught how to the determing of topic sentence of narrative paragraph. It helped the students to understand about the text and place of topic sentence in narrative paragraph.

B. Identification of The Problem

The identification of problem is formulated as:

1. The students ability in determining the topic sentence of the narrative paragraph.
2. The students difficulties in determining the topic sentence of the narrative paragraph.

C. Scope and Limitation

This research focuses on the students ability in determining the topic sentence of the narrative paragraph.

D. Formulation of The Problems

The problems of this research are formulated as follows:

1. How are the students ability in determining the topic sentence of the narrative paragraph?

2. What are difficulties in determining the topic sentence of the narrative paragraph.

E. The Objective of The Study

The aims of this study are to investigate:

1. To find out the students ability in determining the topic sentence of the narrative paragraph.
2. To find out the students difficulties in determining the topic sentence of the narrative paragraph.

F. Significance of The Research

The findings of this research are useful for:

1. To headmaster has allowed to research in school SMK Dwitunggal -1 Lubuk Pakam at Tanjung Morawa street Kec. Deli Serdang, Prov. North Sumatera, Indonesia.
2. To students to improve their ability in determining the topic sentence of the narrative paragraph.
3. English teacher will get information how the students ability in determining the topic sentence of the narrative paragraph.
4. To reader will get information about how determining the topic sentence of narrative paragraph.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Students Ability

Student ability in language teaching according to “Richard, Platt, and Platt (1992:197): “ Is defined as a learners proficiency in a second language and foreign language as the result of what has been taught of learning after a period of instruction.

The quotation shows us that ability is the result of learning something on the students proficiency. Language proficiency according to Richard, Platt, and Platt (1992:204) : “ Is a present skill in using language for a specific purpose. Whereas, language achievement is the language ability as result of learning, proficiency refers to degree skill which a person can use a language. Such as how well a person can read, write, speak, or understand language.

According to Hassan (2005:132) the word ability is derived from the adjective “able” which has the similar meaning as “can”. Hassan said that ability is the skill or competence of doing something. The meaning of this word is the situation being able. It is also a potential capacity or power to do something physical or mental. Hassan (2005:132) said that in human basic potential there are three factors that can make the students’ ability in increasing more. There are:

a. The origin ability (natural ability)

Hassan (2005:132) the original ability is a set of basic ability and it is called “fitrah” ability (basic ability that can be developed automatically). The basic ability will developed by integral that move all of this aspect. So that all of aspect can influence each other to get special aims mechanically. Some factors that can improve originally ability are talent, instinct, hereditary, intuition and human characters. It means that human being have the original ability that they have got since they were born. Commonly this ability comes since they were babies, in which ability to have a talent will show when we are interested in something and soon.

b. Thinking ability

Hassan (2005:134) said that in the structure of human body there is what is called braib extention which is used to think of something. Thinking as a sign of soul that can make correlation between incidents that has done. There are three processed in thinking ability to form inner ability namely: form sense, form thinking, and form of the decision. This ability needs a long process from experience. The experience could be in the form of learning from our surrounding of from our learning process. Some people may have ability by learning process or informal situation.

c. Ability derived from willingness

Hassan (2005:135) said that willingness as a sign of a soul. Willingness is an effort to someone to raise something in us. Ability derived from willingness can be seen from signs as follows: drives, wishing, interest, inclinations and willingness. This ability comes from the inside of human's brain. People have some interest that may develop a long process.

2. Sentences

Traditional grammar defines a sentence in one of two ways:

By meaning. According to this definition, a sentence is a "complete thought". Such a definition is inadequate, however, because of the vagueness of the term "complete thought". By seeing or hearing a statement, how do we know it is a "thought", and what makes it "complete". Total meaning of a language utterance can not be analyzed in the present stage of our knowledge.

By function. According to this definition, a sentence consists of a subject and a predicate. This definition is more satisfactory because it is actually possible to identify the structural functions of subject and predicate in a sentence.

The definition we should like to offer includes both functional and formal characteristics of a sentence. "A sentence is a full predication containing a subject plus a predicate with a finite verb". Its arrangement may be symbolized by such formulas as S U O (Subject + Verb + Object) N₁ V N₂ (Noun + Verb – Noun), or NP + VP (Noun phrase + Verb phrase). It is stated by Marcella Frank (1972:220).

2.1 Classification of Sentence

Sentences are generally classified in two ways, one by types and one by the “number of formal predication”.

A. Classification of Sentence by Types

1. Declarative Sentences (Statements)

e.g: The child eat his dinner.

In a declarative sentence the subject and predicate have normal word order.

The sentence ends with period in writing and a drop in pitch in speech.

2. Interrogative Sentences (Question)

e.g: Did the child eat his dinner ?

In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a questions mark (or interrogative point) in writing. In the spoken language, most yes-no question ends with rise in pitch; most interrogative word question end with a fall in pitch. (further information about questions may be found in the chapter on verbs).

3. Imperative Sentences (Commands, Requests)

e.g: Eat your dinner.

In a imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch of speech. (The chapter on verb has more detailed information about imperative sentences).

4. Exclamatory Sentences (Exclamations)

e.g: What a good dinner that was !

Such as sentences begin with an exclamatory phrase consisting of what or how plus a part of the predicate. The exclamatory phrase followed by the subject and the balance of the predicate.

In writing the exclamatory sentence ends with an exclamation mark (or, exclamation point). Sometimes a period is used to lessen the force of the exclamation. In speech, the most important word in the exclamatory phrase may receive a stronger degree of stress and be accompanied by a rise in pitch. Because exclamatory sentences are taken up elsewhere, they will be described in some detail here.

What (a) is used when a noun terminates the exclamatory phrase.

e.g: What a beautiful hair she has !

What a beautiful eyes she has !

What a beautiful figure she has !

(What a with singular countable noun only).

How is used when an adjective or an adverb terminates the exclamatory phrase.

e.g: How beautiful she is !

How beautifully she behaves !

The exclamatory phrase may stand alone when it ends with a noun or an adjective.

(called a full stop in British)

e.g: What beautiful hair !

How beautiful !

Sometimes an infinitive is used as the verb in an exclamation.

e.g: What a high price to pay for one night's folly !

How thoughtful of him to send flowers !

A preposition that is part of the exclamatory phrase usually appears in final position (What terrible he is in !), but it sometimes remains in initial position (By what strange fears he is possessed !).

Sentences that are declarative in form may also be spoken and written as exclamations.

e.g: There is the plane now !

Occasionally, in literary or poetic style, the subject and verb of an exclamatory sentence are reversed. Such a reverse is felt as archaic.

e.g: How green was my valley !

How softly glides the moon

What a fool is an old King who gives away everything to his daughters

A sentence with such (a) instead of what (a) may have the effect of an exclamatory sentence.

e.g: She has such beautiful hair !

She has such beautiful eyes !

She has such beautiful figure !

Declarative and interrogative sentences may take the passive and negative form. Exclamatory sentences are not usually negative. Sometimes, however, they are: passive – What a sight was seen last night !

Imperative sentences may be negative – don't close the door ! on occasion they may be passive – don't be fooled by this mild manner.

In all four types of sentences, any sentence part may be compounded.

B. Classification of Sentence by Number of Full Predications

This classification is based on the number and kind of clauses within a sentence. A phrase or clause is part of a sentence. Clause may be defined in the same ways as a sentence : it is a full predication that contains a subject and a predicate with a finite verb. There are two kinds of clauses, independent and dependent. They are the building blocks of sentences. The independent clause is a full predicate that may stand alone as a sentence; the dependent clause has a special introductory word that makes the predication “depend” on an independent clause. The independent and dependent clauses can be joined together to create interesting and complex compound sentences that are fun and engaging to read.

1. Simple Sentences

e.g: The cat is sleeping.

Such sentences have only one full predication in the form of an independent clause.

2. Compound Sentences

e.g: The man stole the jewelry hid in his home.

e.g: The dog is happy, but the cat is sad.

Such sentences have two or more full predication on the form of independent clauses or two clauses which a joined together with conjunctions, punctuation, or both.

3. Complex Sentences

e.g: The man who stole the jewelry hid it in his home.

Such sentences also have two or more full predications. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more these are dependent clauses (or, subordinate clauses). It is has one clause with a relative clause.

4. Compound – Complex Sentences

e.g: The man stole the jewelry and he hid it in his home until he could safely get out town.

Compound – complex sentences contain two or more independent clauses and one or more dependent clauses. The independent clauses in all four clauses of sentences may take the form of a statement; question, exclamation.

3. Topic sentences

According to : [http :www.topic sentence.online.html](http://www.topic-sentence.online.html). a topic sentence is a sentence that captures the meaning of the entire paragraph or group of sentences. It teels about what the passage is mainly. Every paragraph needs topic sentence. The topic sentence is usually the first sentence of the paragraph. It gives the reader

an idea about what the paragraph is going to be. The supporting sentences need to be about the idea presented in the topic sentence. In a paragraph, every sentence should “belong”.

A topic sentence by S. Marques, Kentnidge High School. A paragraph is a group of sentences dealing with a single topic or idea. Usually one sentence, called the topic sentence, state the main idea of the paragraph. All the other sentences are related to this topic sentence. They further explain or support the main idea.

1. The Topic Sentences Funtion

The topic sentence o a paragraph is like contract between writer and reader the writer is saying, in effect, “I have an idea I want to explain to you”. The reader is answering, “Alright, explain the idea stated in the topic sentence”. Therefore, the topic sentence controls the content of the paragraph.

2. Juging Topic Sentences

A topic sentence makes a general statement that is wider in its scope than the res of the sentences in the paragraph. A good topic sentence is broad enough to be developed by specific details. However, if a topic sentence is too general, the remainder of the paragraph will have to be either extremely long in order to given an adequate explanation of the idea, or it will have to contain nothing but more general statement.

A topic sentence can be evaluated by asking a few question.

- a. Does the topic sentence present one – and only one – topic ?
- b. Is the topic sentence an over generalization ?

c. Does the sentence give strong direction to the whole paragraph ?

Usually, it is difficult to say that a topic sentence is “good” or “bad”. It is possible, however to say that one topic sentence is better than another.

3. Placement of The Topic Sentence

In general, a sensible plan is to tell readers what paragraph is intended to discuss before it is discussed. This, the common practice in writing a paragraph is to begin with the topic sentence and to follow it with supporting sentences. The topic sentence serves the special purpose of announcing the paragraph’s topic. Using this approach to placement of the topic sentence, the reader can more easily identify the central point that the writer is making.

4. Description of Paragraph

The most practical way to waste the strategies and skills of writing is to write paragraph. This stated by Ozick (1986: 2) : “learning to write effective paragraph will pay divide because once you have mastered the paragraphs, you can plan and produce larger composition, essays, research papers and reports with confidence”.

Barnet and Stubbs (1983: 45) say that : “A paragraph is a group or closely related sentences arranged in away that permid a central idea to be defined, developed clarified”.

In addition, Ellis and Hopkins (1985: 33) state that: “A paragraph is a group of sentence expressing one idea, complete in one section of writing”. In another opinion under wood (1987: 87) say that: “ A good paragraph must have unity of idea, coherence and support factual”. Oshima and Hogue (1999: 16) state

that: “A paragraph is a basic unit of organization in writing which a group of related sentence develops one main idea. A paragraph can be as short as one sentence or as long as sentence”. The number of sentences is an important, however the paragraph should be long enough to develop the main idea clearly.

From all those quotations can be concluded that a paragraph is a group of sentences that develops one main idea, in other word a paragraph develops a topic. A topic is the subject of the paragraph, it is what paragraph is about (Regina, 1977: 3) say that: in write an effective paragraph should begin to write the topic sentence first and followed by the explanation and clarification the topic sentence”. Those explanation must connect and support the topic sentence, where these are focused and developed the idea of paragraph. Those sentences must also be related to one sentence to others.

Oshima and Hogue (1999: 16-23) say that: “A paragraph is made up of three majors structural parts: topic sentence, supporting sentences, and concluding sentence”.

1. Topic sentence states a main idea of paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific areas is calles the “controlling idea”. Notice how the topic sentence of the model states both the topic and controlling idea.

Mc. Crimmon (1984: 199) says: By beginning a paragraph with a topic sentence you immediately signal to your reader the main idea that you will develop in that the reader can the follow the movement of the paragraph easily.

For he or she will expect that all the remaining sentences help to explain and expand the idea. But not all paragraph begin with topic sentences, however. At times a writer will place a topic sentence, in mid paragraph, where it often serves as a succinct commentary on (or provides specific meaning for) the sentences that come before and after it in the paragraph. Finally a paragraph is said to be organized from the particular to the generally, the reverse of this arrangement is where the supporting details come first the topic sentence last.

2. Supporting sentences develop the topic sentences. That is they explain the topic sentence by giving reasons, an example, facts, statistics, and quotations.

Flaming (1986: 135 – 138) states that to make supporting sentences to be effective. They should provide the specific illustration and explanation that can prevent misinterpretation or confusion on your readers part. Supporting sentences in paragraph fall into two groups.

- a. Major supporting sentences directly develop the controlling idea. They provide details, examples, or reasons that further explain it.
 - b. Minor supporting sentences develop the major ones. They provide additional information about a thought introduced in previous sentences.
3. Concluding sentences signals the end of the paragraph and leaves the reader with important points to remember.

According to Oshima and Hogue (1999: 26) a concluding sentences is not absolutely necessary; In fact a concluding sentences is not customary for every paragraph in a multi paragraph, essay. However, for single paragraph, especially long one, a concluding sentence is helpful to the reader because it

signals the end of the paragraph and because it is remainder or the important points. A concluding sentence serves three purpose:

- a. It signals the end of paragraph.
- b. It summarizes the main points of the paragraph.
- c. It gives a final comment on the topic and leaves the reader with the most important ideas to think about (Oshima and Hogue; 1999: 26).

4.1 Requirements of the well – designed paragraph

Mc. Cranmon (1967: 109) states that: “A good paragraph does its job thoroughly. If its fuction is to develop one online, every sentence in the paragraph should clealy relate to that unit and the saw of the sentences should make the reader feel that the unit has been efficiently develop”. Winckler states (1984: 66) : “To create this impression a paragraph should have three qualities, coherence, unity, and completeness”.

4.2 Coherence

Regina (1977: 19-21) states that: “One element that a paragraph needs is coherence”. In addition, Oshima and Hogue (1999: 18) : “Coherence means that your paragraph easy to read and understand because you supporting sentences are in some kind of logical order and your ideas connected by the use of appropriate transitional signals”.

A coherent paragraph contains paragraphs that are logically arranged and how smoothly. Logical arrangement refers to the order writers sentences and ideas. Moreover smooth flow refers to how well one idea or sentence leads into another.

Smooth flows can be achieved through sentence combining and through the use of certain expressions, called transition, that provide, the links, between ideas.

In writing Narrative paragraph coherent can be achieved depending on the purposes of telling a story which is the emphasizing is on the action, so that, to tell the story in narrative paragraph, the writer would order the sentences according to the sequence of the action in the story, from beginning to the end, in that order.

According to Crimmon (1984: 20): “A paragraph is coherent when the sentences are woven together in such a way that your readers can move easily from one sentence to the next and read the paragraph as integrated a whole rather than as a series of separate sentences. Coherence is achieved largely by means of transition and repetition. As Winckler (1984: 67-69) says three devices can be used to insure paragraph.

1. Transitional words and phrases

Transitional words and phrases which point out the direction of the paragraph are to link its sentences. They join sentences, and consequently ideas in clear and logical relationship.

According to Mc. Crimmon (1984: 215) the following are transitional words and phrases commonly used:

- a. Transitional markers: are words or phrase often placed at or near the beginning of a sentence or clause such as and, nor, or, but, and for.
- b. To introduce an illustration: for example, for instance, to illustrate.

- c. To add another phrase of the same idea: second, in the second place, then, furthermore next, moreover, in addition, similarly, also, finally.
- d. To point up a contrast or qualification: on the other hand, nevertheless, despite this fact, on the contrary, still, however, instead.
- e. To indicate a conclusion or result: therefore, in conclusion, to set up, as a result, in other words.

2. Pronoun Preference

For this term, a noun is used in one sentence or clause, and a pronoun that refers to it used in the next sentence or clause.

3. Repeated Key Terms

Key terms may be repeated throughout the paragraph to link sentences.

4.3 Unity

De Boer (1980: 73) states that: "A good paragraph has unity. Unity can be achieved by giving each supporting sentence a clear relation to the idea. Which is stated in the topic sentence. Unity is achieved by eliminating ideas and details that are not related to the topic sentence". Moreover, Winkler (1984: 66) states that: "A paragraph is said to have unity when its sentences stick to the topic and do not stray to secondary issues or deal with irrelevancies. All the sentences focus on the topic of the paragraph to the exclusion of everything else".

Oshima and Hogue (1999: 18) state that: "unity means you discuss only one idea in a paragraph. The main idea is stated in the topic sentence, and then each supporting sentence develops that idea". Moreover, Flemming (1986: 138) says that: "The unity of a paragraph means the individual paragraph furthers the

development of one controlling idea. Eliminate or rewrite any supporting sentence that does not perform”.

4.4 Completeness

Winkler (1984: 69) says that: “A paragraph is complete when it has provided enough details to supporting its topic sentence. A paragraph is in complete when the topic sentence is not developed or when it is merely extended through repetition. In either case the reader is burdened with useless generalizations”.

So writes should and must make their paragraph complete by providing enough detail to support their topic sentence. Moreover, Mc. Crimmon (1984: 201) states that: “Completeness is the major requirements of an effective paragraph and it is relative. How much explanation idea requires depend an how much your reader needs”. This is a decision you must make out of your knowledge or subject and reader. It is an error to give too much information or not to give enough, though for the experienced writer lack of adequate detail is more common than too much detail.

Beside those three requirements a paragraph also must have cohesion.

4.5 Cohesion

Gurning (1995: 39) says that: “Cohesion is the relation as sentence which relative by or phrases in grammatical and semantic level that forming a unity of forward meaning. The first sentence will be understood if it explained by the second or the third sentence and so on”. In other word, cohesion can be defined as the relation between sentences which related each other to form a unity of

meaning in sentence. Also, Lewis (1993: 15) concludes that cohesion is about grammatical linking.

Moreover, Widdawson (1978: 28-29) prefers to say that : cohesion is related to the arrangement of proposition with in paragraph that is interrelated the information. So, the reader can interpret the text through the form of sentences structurally”.

5. Writing Paragraph

5.1 Description of writing

Brigde (1984: 7) states that : “Writing is the stage in which the written produces a rough draft of the paper”. The writer should concentrate on actually writing the ideas, the writer should not be concerned with such matters as finding exactly the right word, restricting sentences or paragraph, or correcting erros in spelling or punctuation. Too much attention on these matters may constrict or stop the flows of ideas but the free flow of ideas is essential during this writing stage. From this quotation indicates that writing focuses to the idea.

But in writing a paragraph, the focusing on the ideas is not enough. As Jolly (1988: 130) states that: “Writing is the ability to write clear, coherent, and cohesive paragraph. Cohesive is the relation of sentence which relative by words of phrase in grammatical and semantic level”. Cohesion is about grammatical link (Lewis, 1993: 15) “It is clear that in writing we should also consider the grammatical of the sentences which are used in our writing”.

In addition, Asiek (1986: 2) states that :”Mastering the stages coming process will help you to communicate clearly and expressively a level of accomplishment

that every writer goal. Writing always has a purpose and an achieve. Whenever you write, you are trying to say something to someone for a reason”.

Beside that, writing is a process that follows three majors stages: prewriting, writing, and revising (Ozick, 1986: 2) this is relevant to Mc. Crimmon’s (1984: 10) statement.

According to Mc. Crimmon, the writing process can be decided into three major stages, as follow:

1. Planning

Planning is any orderly procedure used to bring about a desired result. It’s the first stage in the writing process. Planning is a series of strategies designed to find and produce information in writing.

2. Drafting

Drafting is procedure for drawing up a preliminary sketch. As the second stage in writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

3. Revising

Revising is a procedure for improving or correcting a work in progress. As the third and find stage in writing process. Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.

It is clearly that every writer also need the ability in mastering the sentence the control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formulations. Then at beyond the sentence, every writer needs to able to structure and intrograte information into cohesive, coherent and unity paragraph.

6. Narrative paragraph

One kind of paragraph is narrative. D'Angelo (1980: 196) defines that "Narrative paragraph as pattern of thought in writing, consist of the act of following sequence of actions or events in time". More, Mc. Crimmon (1984: 159) says that: "Narrative is a story told to make a point. It can be used in abbreviated form to introduce or illustrate a complicated subject or in extended form to provide a detailed, personal account of what happened". An effective narrative paragraph has a plot, it is arranged according to a meaningful and dramatic sequence of action, which may or may not follow the order in which events actually happened.

Moreover, when you write a narrative you to choose a point of view to establish the person and position of the narrator. If you tell a story as "I" or "We" you are writing in the first person. If you want to recount what "he" or "she" or "they", did you are writing in the third person. Position is the narrators closeness to the action.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

1. Location

The location will be conducted at SMK DWITUNGGAL – 1 Medan Lubuk Pakamon the tenth grade of 2016/2017 academic year at jln. Tanjung Morawa - Pakam Kec. Deli Serdang, Province North Sumatera Indonesia. The reason for choosing this school because based on PPL experience the researcher found the problem here, the student not able determine topic sentence in narrative paragraph and they are have passion for learn.

B. Population and Sample

The population of this study is the students of 2016/2017 of SMK DWITUNGGAL – 1 Medan Lubuk Pakam of 2016/2017 academic year at jln. Tanjung Morawa - pakam Kec. Deli Serdang, Province north sumatera Indonesia which consist of 60 students in two classes of students. Class X-AK consist of 30. Class X-AP consist of 30.

In determining the size of sample, Arikunto (2012: 134) said that if the population more that 100, the researcher may take 10% - 15% or 25% - 50% as sample, if the population less than 100, the researcher may take all as sample. So total sampling technique will take, that is, 60 students will be taken as the sample. It can be seen in table 3.1 below.

Tabel 3.1 The total population and sample

Class	Population	Sample
X ¹	30	30
X ²	30	30
Total	60	60

C. Research Design

The research will be applied descriptive qualitative design, which aimed at gathering data of the students in order to know the students' problems and their abilities in determining the topic sentences of narrative paragraph. The qualitative technique will be used in collecting the data to find out the number of percentages of the students' ability in determining the topic sentence of narrative paragraph.

D. The Instrument of the Research

The instrument of this research will be written test. The students will be given the exercises which consist of 30 paragraph narrative and the students will ask to answer of each paragraph to determine the topic sentence of narrative paragraph. The data to find out the students' ability in determining the topic sentence of narrative paragraph.

E. Technique for Collecting the Data

To collect the data of this research, some steps were used as follows:

1. Explaining the material of the research and the instructions in answering the test to the students.
2. Giving the exercises which consist of 30 narrative paragraph to the students.
3. Asking the students to answer the exercises.
4. Giving 45 minutes to the students in answering the test.
5. Collecting the students' answer sheets.

F. Technique of Analyzing Data

After collecting the data, the researcher analyzed the data by using several steps as following:

1. Scoring the students' answer sheet by using formula as follows:

$$Q = \frac{N}{K} \times 100$$

Note: Q = Score

N = Total correct answer

K = Total items

2. Listing the students' score in the score table.
3. Calculating the students' mean by using Sudjana (2005: 67) formula:

$$X_1 = \frac{\sum xi}{N}$$

Where:

X_1 = the mean of students' score

$\sum xi$ = the total of the students' score

N = the total of the students

4. Determining the topic sentence of the students' ability by using the standard that is used for junior high school. The table of the criteria as follows:

Table 3.2 Criteria of Ability

Quantitative Ability	Point	Qualitative Ability	Predicate
83 – 100	A	Excellent	Able
76 – 80	B/A	Very Good	Able
70 – 73	B	Good	Able
63 – 66	C	Enough	Able
56 – 60	D	Enough	Unable
0 – 53	E	Poor	Unable

5. Knowing the percentage of the students' score able or unable based on the students' answer sheet by using the following formula:

$$Q = \frac{x}{y} \times 100\%$$

Where:

Q : the percentage of the students' able and unable

X : the number of the students' able and unable

Y : the number of sample

CHAPTER IV
DATA ANALYSIS

A. Data Collection

In the previous chapter, the researcher had explained that the data collecting by giving written test to the students and asked them to answering the question in order to determine the topic sentence and then the scores were calculated to find out the average of each student's score.

Table 4.1 The Students' Score

No	Students' Initial	Score	Predicate
1	AA	73	Able
2	AAP	70	Able
3	AA	73	Able
4	AI	76	Able
5	AK	73	Able
6	ANM	73	Able
7	BS	70	Able
8	BP	53	Unable
9	CAS	40	Unable
10	CEP	50	Unable
11	CI	63	Unable
12	CS	76	Able
13	DH	63	Unable
14	DIF	66	Able

15	DR	73	Able
16	DRZ	70	Able
17	DSA	83	Able
18	DW	73	Able
19	DWB	70	Able
20	FA	53	Unable
21	FFF	63	Unable
22	FNI	66	Able
23	FYP	46	Unable
24	IFP	70	Able
25	IPS	46	Unable
26	IR	43	Unable
27	IS	56	Unable
28	JS	53	Unable
29	MS	70	Able
30	MYM	66	Able
31	MZ	76	Able
32	NEAS	80	Able
33	NF	40	Unable
34	NM	40	Unable
35	NS	73	Able
36	PDI	70	Able

37	PNK	53	Unable
38	PSS	53	Unable
39	RA	43	Unable
40	RA	76	Able
41	RAJ	40	Unable
42	RCAT	63	Unable
43	RN	53	Unable
44	RW	60	Unable
45	SA	76	Able
46	SA	66	Able
47	SI	73	Able
48	SK	70	Able
49	SM	70	Able
50	SS	70	Able
51	SUM	46	Unable
52	SWL	70	Able
53	SA	83	Able
54	SHH	83	Able
55	TA	76	Able
56	TSWA	33	Unable
57	TP	60	Unable
58	WA	53	Unable

59	JS	53	Unable
60	ZA	63	Unable

From the correct answer of the students' answer sheets, it could be calculated the total average of the data by using formula. It was:

$$\mathbf{X_1 = \frac{\sum xi}{N}}$$

$$\mathbf{X_1 = \frac{3785}{60}}$$

$$\mathbf{X_1 = 63.08}$$

$$\mathbf{X_1 = 63}$$

From the data previously, it could be seen or it was found that the total average of each student was 39. In arranging the number of the students' score into a table of a distribution. The researcher followed several steps:

1. Looking through all the scores to determine the highest and the lowest scores.
2. Totally the number of score that falls into each group and write down the score in the column of frequency.

Table 4.2 The Distribution Scores

NO.	Quantitative Ability	Frequency
1.	83 – 100	3
2.	76 – 80	7
3.	70 – 73	19
4.	63 – 66	9
5.	56 – 60	3
6	0 – 53	19

B. The Analysis of Data

From the finding of the students' ability in conducting written test would be figured out the percentage of the students' ability. The percentage would be calculated by using formula. Then the calculations consulted to the criteria of ability. The criteria for determining the students' ability was shown based on the standard that was used in Universitas Muhammadiyah Sumatera Utara. it was explained in the previous chapter.

The table showed the students' ability in determining the topic sentence of narrative paragraph after conducting the test could be seen in (Table 4.3). From the results of the students' answer sheets that could be seen in the table, the percentage of the students' ability in conducting the written test could be calculated by using formula as the following:

$$Q = \frac{x}{y} \times 100\%$$

Where:

Q : the percentage of the students' able and unable

X : the number of the students' able and unable

Y : the number of sample

The percentage of the students' able score:

$$Q = \frac{x}{y} \times 100\%$$

$$Q = \frac{33}{60} \times 100\%$$

$$Q = 55\%$$

The percentage of the students' unable score:

$$Q = \frac{x}{y} \times 100\%$$

$$Q = \frac{27}{60} \times 100\%$$

$$Q = 45\%$$

Based on the data analysis, it could be conducted that the percentages of the students' score were categorized able.

C. The Research Findings

Based on the data analysis, it was found:

The finding of this research showed the students' ability in determining the topic sentence of narrative paragraph were 55% students categorized as able in

determining the topic sentence of narrative paragraph and 45% students categorized as unable in determining the topic sentence of narrative paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the conclusion can be drawn: The finding of this research showed the students' ability in determining the topic sentence of narrative paragraph were 55% students categorized as able in determining the topic sentence of narrative paragraph and 45% students categorized as unable in determining the topic sentence of narrative paragraph.

B. Suggestion

Related to the conclusions, some suggestions were stated as the following:

1. The students are expected to learn more about topic sentence, included the types of the error topic sentence.
2. The students are also expected to pay more attention and learn harder in structuring sentences.
3. The students should improve their ability in choosing the topic sentence correctly.
4. As the students are also expected to suitable topic sentence of paragraph so the students should learn more and about topic sentence
5. It is suggestion to the other researchers to use these findings as source of information for further related studies.

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TEST

TOPIC SENTENCE EXERCISE

Directions: Determine the topic sentence or main idea in the paragraph below!

1. For many years people have wished they could fly through the air like birds. Skydivers have found a way to fly without a machine. They jump from an airplane and fall at the rate of 120 miles an hour. The fall is so smooth that they don't feel like they're moving at all. When they pull the ripcord on their parachute they float the rest of the way to the ground.

Answer:

2. Wilma Rudolph was very sick when she was four. She could not move her left leg. Her mother rubbed her leg for a long time every night. When Wilma was six she would hop a little. Wilma worked hard to learn to walk and run. When she went to high school she ran on the girls' track team and won. Then she ran track in college. Wilma was so good that she went to the Olympics and won two gold medals. The little girl who could not walk grew up to be a winner through hard work.

Answer:

3. Today, boys try to prove they are men in many different ways. Long ago, it was not hard for some boys to know they had become men. American Indians had ceremonies and tests for boys to prove they were men. In one tribe, boys were given drugs which made them see visions of the gods. Having a vision was the first step toward being a man. In another tribe, boys had to prove that they could stand pain. They had to lie still on ground covered with ants and let the ants bite them again and again. When the Indian boys had been through these ceremonies and tests, they knew they were men.

Answer:

4. Dinosaurs, sabre-tooth tigers, and other prehistoric animals lived long before people knew how to write. How do we know about these animals if people couldn't write books about them? Fossils give us clues. Fossils are footprints and leaves pressed into rock, bones, teeth, and even whole animals which have been preserved in ice or tar. Scientists have put fossil clues together to discover the size, weight, habits, and descriptions of early animals.

Answer:

5. When we think of communication, we often think of radio or television. Communication also may be simple sounds and movements made by animals and humans. You communicate by writing, drawing, speaking, smiling, laughing, or frowning. You communicate by waving your hand or by a look on your face. Communication is simply telling or showing someone your ideas and feelings.

Answer:

6. Adventure tourism is a different way for tourists to see New Zealand. This type of tourism uses the plentiful natural resources - mountains, rivers, lakes, wilderness areas and historical sites to provide adventure, thrills and challenges which are low risk but high in excitement. For example, the coastal areas in New Zealand are great for canoeing and kayaking. White-water rafting is another popular water adventure tour.

Answer:

7. No matter how you slice it, there are only 24 hours in a day. To be successful at university, students need to learn good time-management skills. The first skill is not taking on more than you can handle. If you are a working part-time, have a family and are involved in a community organisation, then taking a full course-load at university will be too much.

Answer:

8. The heart weighs about 11 ounces and is the size of a clenched fist. The heart of a man performs at about 60 to 80 beats a minute. In a year it beats some 40 million times. At each beat it takes in nearly a quarter of a pint of blood; in a single day it pumps 2,200 gallons of blood, and in the course of a single lifetime about 56 million gallons. Is there any other engine capable of carrying on such heavy work over such a long period of time without needing to be repaired? Obviously the human heart is a small yet highly efficient piece of equipment.

Answer:

9. I hate doing laundry. It takes a long time to do. I do not like folding the clothes. I never can get the wrinkles out.

Answer:

10. Mason really enjoys playing soccer. He plays on three teams. He has played since he was three. He likes scoring goals.

Answer:

11. Americans relaxing at home, for example, may put on kimonos, which is a Japanese word. Americans who live in a warm climate may take an afternoon siesta on an outdoors patio without even realising that these are Spanish words. In their gardens, they may enjoy the fragrance of jasmine flowers, a word that came into English from Persian. They may even relax on a chaise

longue, while sipping a drink made with vodka, words of French and Russian origin, respectively.

Answer:

12. My favourite drink is tea and I drink a lot of it. I always have tea in the morning for breakfast. I make a pot of tea and then I drink it all myself. Sometimes I have another pot before lunch. At four o'clock, I make a cup of mint tea. Mint tea is good for waking up and studying.

Answer:

13. I would like to tell you about my uncle. His name is Juma and he is thirty-nine years old. He is my father's youngest brother. I really like Uncle Juma because he is very kind and very funny. He also tells us interesting stories about the places he visits.

Answer:

14. I love football! I loved football when I was a small boy, and I love it now. My favourite team is Manchester United. I go to see our local club team every weekend, and now I play for the college three times a week.

Answer:

15. My brothers all have jobs. My oldest brother, Edward, is a doctor at the hospital in the centre of the city, and the second oldest, Daniel, is an accountant in an office near our home. My youngest brother is a policeman. I am the only brother who is still at school.

Answer:

16. I like most types of books. However, the books I enjoy the most are travel books. I like reading about different countries and the famous places there. When I go on holiday, I always buy lots of books about the place I am visiting. Travel books help you to understand a place.

Answer:

17. It was a very nice place to live then. Now it is much bigger than before. More people live there and some big businesses opened offices there. My parents still live there but they say it was better in the past.

Answer:

18. Russia and the U.S. share a complex history riddled with conflict and mutual mistrust. In the years since the Cold War and collapse of the Soviet Union, the two countries have worked to set aside their differences but tension still simmers beneath the surface. Russia is still viewed by many Americans as remote, mysterious, and even dangerous. Similarly, Russians harbor both

admiration and contempt for America's economic prowess and superpower status.

Answer:

19. Russia, primary and secondary school education is compulsory from around age seven to age fifteen, after which students either go on to vocational school, join the work force, or remain in secondary school for two more years in order to graduate and go on to higher education. This decision is usually not made by the student, but by a combination of factors including family standards and expectations, class, and location.

Answer:

20. In the Russian classroom, the code of conduct between students and teachers is formal and respectful. When a teacher enters the room at the beginning of class, all students hastily rise and wait for the teacher's greeting. Personal relationships are discouraged and the teacher's sole responsibility is to relay information to be memorized by the students.

Answer:

21. Unlike Russia, the United states does not have a country-level curriculum. Instead, independent city, state, and community boards determine curriculums, and each state has its own Department of Education (Teeter). The boards work closely with the schools they monitor and can work to tackle problems such as bullying more effectively than a national ministry. However, the flexibility in curriculum from state to state has led to some schools' not meeting the national literacy standard, and issues such as what is an appropriate approach to sex education and whether to teach creation science versus evolution are widely debated (Teeter).

Answer:

22. Japan is a very beautiful country. It produces many cars, such as Toyotas and Nissans, which it sells all over the world. It also produces electrical goods such as televisions and DVDs. Tokyo, the capital of Japan, is one of the biggest and most modern cities in the world.

Answer:

23. A focus group is a small group, usually consisting of about seven to ten people who are brought together to discuss a subject of interest to the researcher. Focus groups are commonly used today in business and politics; that flashy slogan you heard for a political campaign or a new toothpaste was almost certainly tested in a focus group to gauge people's reactions.

Answer:

24. Educational messaging, indeed. How often do you think this “messaging” provides information about the critical importance a healthy diet plays in maintaining a healthy weight and preventing cancer? how often do you think it refers in any way to the many studies that, according to the National Cancer Institute’s website, “have shown that an increased risk of developing colorectal, pancreatic, and breast cancer is associated with high intakes of well-done, fried or barbecued meats”? If you guessed zero, you’re right.

Answer:

25. KFC is taking every chance it can manufacture to trumpet the fact that it will donate 50 cents to Komen for every pink bucket of chicken sold. For its part, Komen is announcing on its website that “KFC and Susan G. Komen for the Cure are teaming up . . . to . . . spread educational messaging via a major national campaign which will reach thousands of communities served by nearly 5,000 KFC restaurants.”

Answer:

26. The journey of my uncle to a communist camp after 1975 was terrible. My uncle was a famous colonel in the South Vietnamese government because he got a lot of USA medals from the USA during the Vietnam War. Therefore, after the end of the war in 1975, the communist government won and forced my uncle to go to a camp in the northern part of my country without a trial.

Answer:

27. Lily's gambling on her marriage chances occurs at Bellomont, where she ignores Percy Gryce in favor of Selden.

Answer:

28. My trip last year to New York City was a cultural, surprising, and uncomfortable experience for me.

Answer:

29. Fishing at Horning's Hideout proved to be an enjoyable outing for Jeff and his family. All family members rose early in the morning excited to prepare for the trip.

Answer:

30. I went to the Emergency Room for the first time when I was thirteen years old. It all came about when I was skateboarding in front of my grandma's house and I tried to do a trick. I almost pulled it off, but I messed it up in the end and headed to the ground with my hands down.

Answer: