

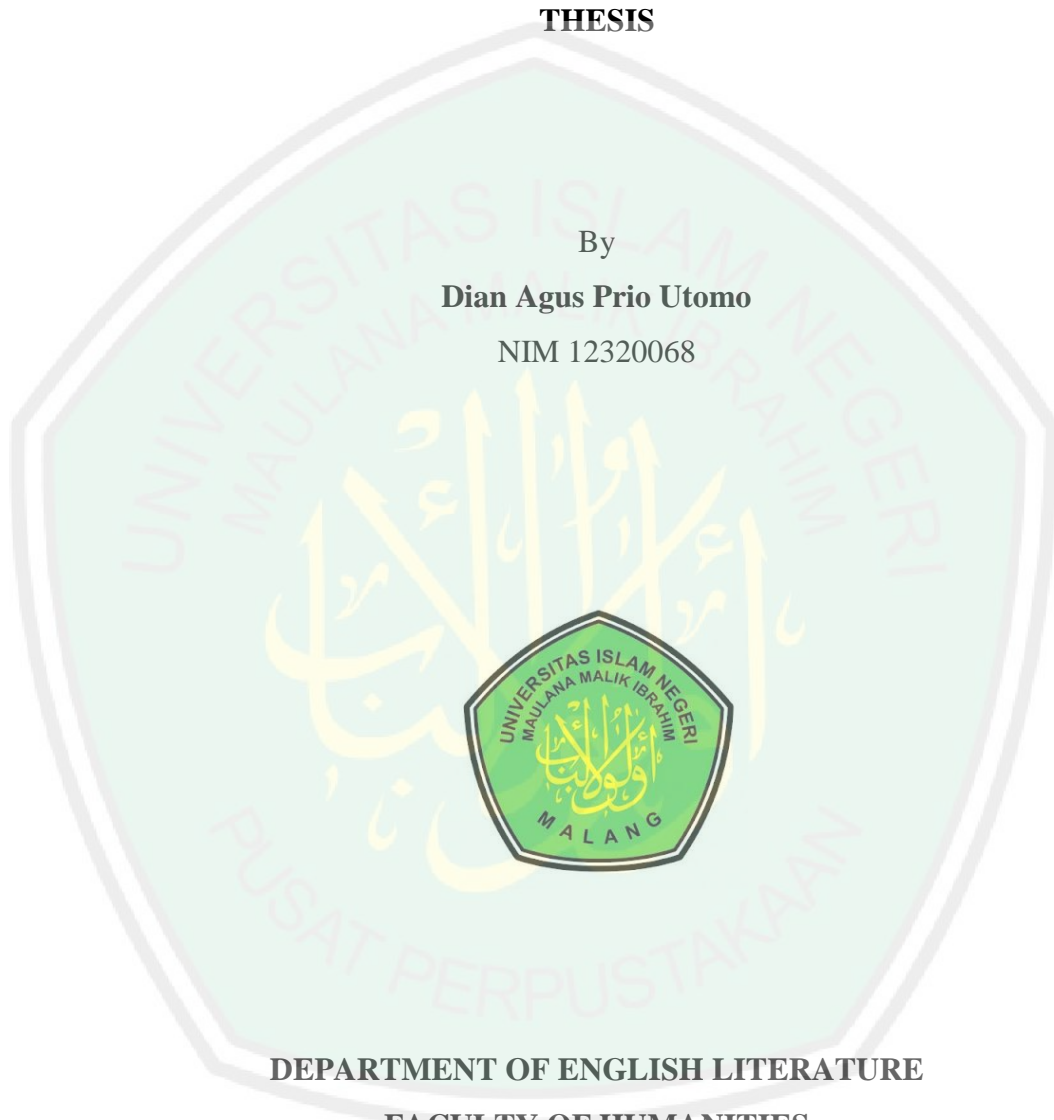
**SOURCE OF GRAMMATICAL ERRORS FOUND IN STUDENTS'  
ARGUMENTATIVE ESSAYS**

**THESIS**

By

**Dian Agus Prio Utomo**

NIM 12320068



**DEPARTMENT OF ENGLISH LITERATURE**

**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2019**

**SOURCE OF GRAMMATICAL ERRORS FOUND IN STUDENTS'  
ARGUMENTATIVE ESSAYS**

**THESIS**

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang in Partial Fulfillment of  
the Requirements for the Degree of *Sarjana Sastra* (S.S.)

By

Dian Agus Prio Utomo

NIM 12320068

Advisor

Dr. Hj. Galuh Nur Rohmah, M.Pd, M.Ed

NIP. 1974021 199803 2 002



**DEPARTMENT OF ENGLISH LITERATURE**

**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2019**

## STATEMENT OF AUTHORSHIP

I declare that thesis I wrote to fulfil the requirement for the degree of Sarjana Sastra (S.S) in Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang entitled **“Grammatical Errors Found in Students’ Argumentative Essays”** is truly my original work. It does not incorporate any materials previously written or published by other person, except those indicated in quotations and bibliography. Due to that fact, I am the only person whos responsible for the thesis if there is any objection or claim from others.

Malang, Mei 16, 2019

Dian Agus Prio Utomo



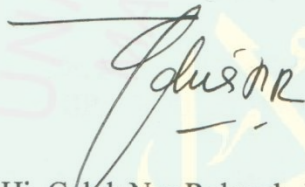
NIM. 12320068

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This is to certify that Dian Agus Prio Utomo's thesis entitled "**Grammatical Errors Found in Students' Argumentative Essays**" has been approved for thesis examination at the Faculty of HumanitieS, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S).

Malang, Mei 16, 2019

Approved by  
The Advisor,



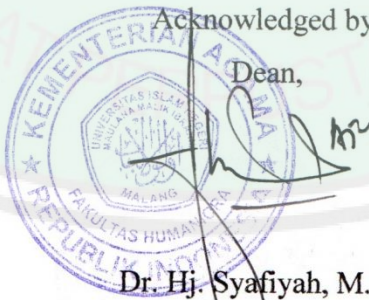
Dr. Hj. Galuh Nur Rohmah, M.Pd, M.Ed.  
NIP. 1974021 199803 2 002

Head of Department of  
English Literature,



Rina Sari, M.Pd.  
NIP. 19750610 200604 2 202

Acknowledged by  
Dean,




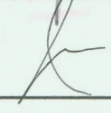
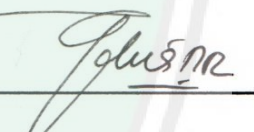
Dr. Hj. Syafiyah, M.A.  
NIP. 19660910 199103 2 002

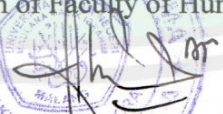
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This is to certify that Dian Agus Prio Utomo's thesis entitled "**Grammatical Errors Found in Students' Argumentative Essays**" has been approved by the thesis advisor for further approval by Board of Examiner as one of the requirements for the degree of Sarjana Sastra (S.S) in Department of English Literature.

Malang, Mei 29, 2019

### Board of Examiners

1. Dr. Meinarni Susilowati, M.Ed..  
NIP. 19670503 199903 2 005 (Examiner) 
2. Agwin Degaf, M.A  
NIP.198805 23 201503 1 004 (Chair) 
3. Dr. Hj. Galuh Nur Rohmah, M.Pd, M.Ed. (Advisor)   
NIP. 1974021 199803 2 002

Approved by  
Dean of Faculty of Humanities  
  
Dr. Hj. Syafiyah, M.A.  
NIP. 19660910 199103 2 002

## MOTTO

*“The more you give, the more you will get”*



## DEDICATION

My parents,

For their love and wisdom are instill upon me is something that can never be forgotten. Hanadi and Nur Hayati whose words of encouragement and push for tenacity ring in my ears. They always love, care and give me support to reach my dream. I do love you so much.

My sisters,

For their endless love, encouragement and who supported me by attention and advices. I do appreciate all they have done, especially Ana Miftahul Jannah for helping me find my spirit back, Anni Maratus Sholehah for her efforts and suggestions, and Izmi Ayu Azizah for her praying and a humle attitude indeed.

My sweetest one,

Eva Kurniawati for a lot love, attention, advices, spirit, and being patience with me for many hours. She has never left my self and is very special someone on my life.

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All praises are due to Allah SWT, the most Gracious and the Merciful, also the one who always guides and blesses me. Blessing and salutation may be upon our prophet Muhammad SAW, who has been a good figure in the overall of our life. Therefore, I could finish my thesis entitled *Grammatical Errors Found in Students' Argumentative Essays*.

This thesis entitled is intended to fulfill the requirement for achieving the degree of Sarjana Sastra (S.S) in English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

Special appreciation goes to my advisor, Dr. Hj. Galuh Nur Rohman, M.Pd, M.Ed, for her advice and constant support. Her valuable help of constructive comments and suggestions throughout the experimental and thesis works have contributed to the success of this thesis.

Sincere thanks to all my lecturers especially for board of examiner who gave me great learning, supports, spirits and help in finishing this final assignment. Thank to my freinds for their supports, friendship and beautiful memories.

Finally, I truly realize that in this thesis still need the constructive criticism and suggestions from the readers in order to make it perfect and hopefully it can be more useful to the readers, especially for the English Letters Department students.

Malang, Mei 16, 2019



The Researcher  
Dian Agus Prio Utomo  
NIM 12320068

## ABSTRACT

Agus Prio Utomo, Dian. 2019. *Grammatical Errors Found in Students' Argumentative Essays*. Thesis. English Letters Department. Humanities Faculty. Universitas Islam Negeri Maulana Malik Ibrahim Malang.  
The Advisor: Dr. Hj. Galuh Nur Rohma, M.Pd, M.Ed,  
**Key Words: Grammatical errors, writing, argumentative Essays**

---

Learner is difficult to avoid Grammatical error. It also happened in EFL students. One of the causes is the lack of knowledge of grammatical rules. For instance, it happens in writing argumentative essay. The researcher focuses on students' grammatical error in argumentative essays written by students in final test project. This research aims: (1) to explain the types of grammatical errors, (2) to identify the types of errors, and (3) to classify the source of errors are made in students' argumentative essay.

The researcher used the qualitative approach of which the data were obtained from the students' argumentative. The number of data base on student in the Ek class by forth-semester of English Department is 20 students. These writings were then analyzed. Based on Dulay's theory, the types of errors were classified into four groups. They were errors in addition error, omission error, misformation error, and misordering error.

From finding the researcher found that the students made 75 types of error which were classified into 15 errors in addition, 46 errors in omission, 8 errors in misformation, and 6 errors in misordering. Whereas, the source of errors found in this research are interlingual transfer, intralingual transfer, context of learning, and communication strategies. The researcher found that interlingual transfer oftenest appears on source of errors. From the result above the researcher concludes that the possible causes of errors are overgeneralization, and interference.

Finally, the suggestion are given to the students and next researchers. For students, this research can help students to know their specific errors in writing skill and the possible sources of errors in making argumentative essay. Then they are be able to avoid the similar error in writing other text. The last, for next researchers, they are be able use this research as reference to make other research about error analysis with different objects and theory.

## ABSTRAK

Agus Prio Utomo, Dian. 2019. **Kesalahan Gramatikal Ditemukan di Argumen -tatif Esai Siswa**. Tesis. Departemen Sastra Inggris Fakultas. Kemanusiaan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Penasihat: Dr. Hj. Galuh Nur Rohma, M.Pd, M.Ed,  
**Kata Kunci: Kesalahan tata bahasa, penulisan, esai argumentatif**

---

Pelajar sulit untuk menghindari kesalahan tata bahasa. Itu juga terjadi pada siswa EFL. Salah satu penyebabnya adalah kurangnya pengetahuan tentang aturan tata bahasa. Misalnya, itu terjadi dalam penulisan esai argumentatif. peneliti fokus pada kesalahan tata bahasa siswa dalam esai argumentatif yang ditulis oleh siswa dalam tugas akhir. Penelitian ini bertujuan: (1) untuk menjelaskan jenis kesalahan tata bahasa, (2) untuk mengidentifikasi jenis kesalahan, dan (3) untuk mengklasifikasikan sumber kesalahan yang dibuat dalam esai argumentatif siswa.

Peneliti menggunakan pendekatan kualitatif yang datanya diperoleh dari argumentatif siswa. Jumlah data base pada siswa di kelas Ek oleh semester tingkat keempat Departemen Bahasa Inggris adalah 20 siswa. Tulisan-tulisan ini kemudian dianalisis. Berdasarkan pada teori Dulay, jenis kesalahan diklasifikasikan menjadi empat kelompok. Mereka adalah kesalahan dalam penambahan kesalahan, kesalahan kelalaian, kesalahan misformasi, dan kesalahan misordering.

Dari temuan peneliti menemukan bahwa siswa membuat 75 jenis kesalahan yang diklasifikasikan menjadi 15 kesalahan di penambahan, 46 kesalahan dalam kelalaian, 8 kesalahan dalam kesalahan informasi, dan 6 kesalahan dalam misordering. Sedangkan sumber kesalahan yang ditemukan dalam penelitian ini adalah transfer interlingual, transfer intralingual, konteks pembelajaran, dan strategi komunikasi. Peneliti menemukan bahwa transfer interlingual paling sering muncul pada sumber kesalahan. Dari hasil di atas peneliti menyimpulkan bahwa kemungkinan penyebab kesalahan adalah generalisasi yang berlebihan, dan gangguan.

Akhirnya, saran diberikan kepada siswa dan peneliti selanjutnya. Untuk siswa, penelitian ini dapat membantu siswa untuk mengetahui kesalahan spesifik mereka dalam keterampilan menulis dan kemungkinan sumber kesalahan dalam membuat esai argumentatif. Kemudian mereka dapat menghindari kesalahan serupa dalam menulis teks lain. Terakhir, untuk peneliti selanjutnya, mereka dapat menggunakan penelitian ini sebagai referensi untuk membuat penelitian lain tentang analisis kesalahan dengan objek dan teori yang berbeda.

## ملخص البحث

أجوس بريو أوتومو، ديان. ٢٠١٩. الأخطاء النحوية الموجودة في الطلاب الجدلية. بحث جامعي. اللغة الإنجليزية وأدبها. كلية الإنسانية. جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالنج. معلمة محاضر: الدكتور الحاج غالوح نوررحمة، الماجستي. الكلمة الرئيسية: الأخطاء النحوية، الكتابة، المقالة جدلية.

يجد الطلاب صعوبة في تجنب الأخطاء النحوية. يحدث هذا أيضاً لطلاب اللغة الإنجليزية كلغة أجنبية. أحد الأسباب هو قلة المعرفة بقواعد القواعد. على سبيل المثال ، يحدث ذلك في كتابة المقالات الجدلية. ركز الباحث على الأخطاء النحوية للطلاب في المقالات الجدلية التي كتبها الطلاب في المشروع النهائي. تهدف هذه الدراسة إلى: (١) لشرح أنواع الأخطاء النحوية ، (٢) لتحديد أنواع الأخطاء ، و (٣) تصنيف مصادر الأخطاء التي حدثت في مقالات الطلاب المثيرة للجدل

يستخدم الباحث منهجاً نوعياً يتم الحصول على بياناته من الطلاب الجدليين. إجمالي قاعدة البيانات للطلاب في الفصل Ek بحلول الفصل الدراسي الرابع من قسم اللغة الإنجليزية هو ٢٠ طالباً. ثم يتم تحليل هذه الكتابات. بناءً على نظرية دولاي ، يتم تصنيف أنواع الأخطاء إلى أربع مجموعات. إنها أخطاء في إضافة الأخطاء والإغفالات وأخطاء التشوه والأخطاء المضللة.

من نتائج الباحثين وجدوا أن الطلاب ارتكبوا ٧٥ نوعاً من الأخطاء التي تم تصنيفها في ١٥ خطأ بالإضافة إلى ٤٦ خطأ في الإهمال و ٨ أخطاء في أخطاء المعلومات و ٦ أخطاء في سوء الترتيب. في حين أن مصادر الأخطاء الموجودة في هذه الدراسة هي التحويلات البينية ، والتحويلات الباطنية ، وسياقات التعلم ، واستراتيجيات الاتصال. وجد الباحثون أن عمليات النقل بين اللغات تظهر غالباً في مصدر الخطأ. من النتائج المذكورة أعلاه خلص الباحثون إلى أن الأسباب المحتملة للأخطاء كانت التعميم المفرط ، والتدخل.

وأخيراً ، يتم تقديم المشورة للطلاب والباحثين في المستقبل. بالنسبة للطلاب ، يمكن أن يساعد هذا البحث الطلاب في اكتشاف أخطائهم المحددة في مهارات الكتابة ومصادر الأخطاء المحتملة في إعداد مقالات مثيرة للجدل. ثم يمكنهم تجنب أخطاء مماثلة في كتابة نصوص أخرى. أخيراً ، بالنسبة للباحثين في المستقبل ، يمكنهم استخدام هذا البحث كمرجع لإجراء دراسات أخرى حول تحليل الأخطاء بأشياء ونظريات مختلفة.

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## CHAPTER I

### INTRODUCTION

This chapter presents the research background, problems of the researcher, objectives of the research, significances of the research, scope and limitation, research method, and definition of key terms.

#### 1.1 Background of Research

In learning language process, the student cannot be separated from creating grammatical errors. What the researcher means here is errors of language student especially for English as a Foreign Language (EFL) student. As Corder (1950:22) said that it still remains to be shown that the process of learning second language is starting basically different nature from the process of primary acquisition. Hopefully, student can ease to study effectively and successfully to understand the new language as EFL learners. Moreover, every learner has his or her own ability in learning process. Frequently, student finds some difficulties when trying to produce word in correct grammar. Genuinely, the correct grammar rules of English have different structure from the rules of Indonesian grammar. The differences between them usually induce problem in learning English.

In learning English, the error usually occurs in the productive skills, speaking and writing. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007). The researcher merely analyzes the errors in productive skills in short time is not easy. It takes much time, money, and requires a high ability of an analysis.

Therefore, the researcher decided to analyze only the writing skill. Harmer (1998) noted that, writing is a basic skill, students should know how to write letters, how to put reports together. Moreover, they should know how to write using electronic media.

The purpose of this study is to find out the types of errors made by the students English Department, because students English Department are required to communicate in English whenever they communicate on academic context, either in written or spoken. Batstone (1994) states, “Language without grammar would be chaotic and cause the same communication problem, such as grammatical errors in writing and speaking.” Therefore, rather than being only rules for ordering words, grammar is indeed a resource for good communication (Halliday and Hasan, 1989 in Hyland, 2002). forth-semester students of English Department, Universitas Islam Negeri Maulana Malik Ibrahim Malang are those who are at the end of their second year in the university and have passed their first, second, and third writing classes. They are expected to have writing competence as they are in their last writing class.

In this research, the researcher focuses on students’ grammatical error in argumentative essays written by students in Academic writing class. In fact, even in their last writing class, many students still have problems concerning basic English grammar. So, it would be useful for teachers to find out how good the students’ ability to compose grammatically-correct sentences is.

This research aims to explain the types of grammatical errors are found in students' argumentative essays. Furthermore, the researcher would like to know what and how the types of grammatical errors and identify the errors in students' argumentative essays based on Dulay's starategy Taxonomy. Finally, this research aims to find out the source of error are found in students' argumentative essay after the researcher classified those kind of errors in the argumentative essays.

In this research, the students were limited to those who are taking the class. The argumentative essays that were analyzed their final project essays taken from their final test. Their final test is the best data to use because at the end of the class, they should be able to master writing competence. Besides, the students must have done their best efforts in the test in order to get a good score, so the essays produced might contain the most accurate data of errors showing students' real ability and performance. As mentioned in "The error in the Second Language Acquisition" by Maicusi (2000).

Errors are considered as a failure of teaching process. On the other hand, they are seen as a natural result that can hardly be avoided, so we should deal and learn from them. Therefore, errors can be a very helpful means in learning a foreign language as Ellis and Barkhuizen (2005, p. 51) quoted in "Analyzing Learner Language", Corder (1967) explained: Learner errors are significant in three ways. (1) They serve a pedagogic purpose by showing teachers what learners have learned and what they have not mastered; (2) they serve a research purpose by providing evidence about how languages are learned; and (3) they

serve a learning purpose by acting as devices by which learners can discover the rules of the target language.

In Dulay et al. (1982), four categories were proposed to explain how sentences deviate from the correct forms because the learners change the surface structure. Those categories are: (1) Addition (2) Omission (3) Misformation and (4) Misordering.

Using this categorization, the research finds out whether there are some addition, omission, misformation, and misordering on the parts of speech and agreements in students' writing. Combining the rules of the parts of speech, agreements, and this taxonomy, the data field will be made easier and more ordered.

Researchers on grammatical errors have been conducted previously by a number of researchers, Helmi (2014) analyzed grammatical error of bilingual students' writing on second grade MAKBI class of MAN I Malang. It is shown that the students use four types of grammatical errors proposed by Dulay et al. (1981: 150) occur in this study. The most error found in this research is misformation error and omission error. Lifatul (2013) investigated grammatical errors made by non-English Department students in writing. Her research used Paul Brian's Theory for finding grammatical error mistakes which occur in commonly usage. Based on the findings and discussions, it is found that the dominant grammatical mistakes occurred in Capitalization is 53 errors. The last researcher is Arifin (2013) entitled Grammatical Errors Made by Third year

Students of The State Junior High School 1 Leces in writing. From the result of research, he concluded the highest number of error is error on Syntax.

After reviewing the existing literature, the researcher concludes that no one investigated the use of grammatical errors analysis in students' argumentative essays. In academic context, argumentative essays is kinds of essay that often wrote by university students. The students were required to write this kind of essay in their learning process, especially in Department of English Literature at Universitas Islam Negeri Maulana Malik Ibrahim Malang. It is proven by the course that must be taken by the students when they were in third semester and fourth semester. Therefore, in writing this essay, the writers have to give an intention in using grammar rules in order to help the writers' writing and reader easily understand their writing. Thus the researcher is sure to present this study which focuses on grammatical errors found in student' argumentative essays. Otherwise the researcher promises this research will be useful for the reader and next researcher who will analyze the grammatical errors especially in argumentative essay.

## **1.2 Problem of the Research**

This research will be done to answer the following questions:

1. What the types of grammatical errors are made in students' argumentative essay?
2. How the types of grammatical errors are made in students' argumentative essay?

3. What the source of errors are made in students' argumentative essay?

### **1.3 Objectives of the Research**

As stated in the research problems, the objectives of this research are:

1. To explain the grammatical errors are made in students' argumentative essay based on Dulay's starategy Taxonomy.
2. To identify the grammatical errors are made in students' argumentative essay based on Dulay's starategy Taxonomy
3. To classify the source of errors are made in students' argumentative essay based on Brown.

### **1.4 Significances of the Research**

Based on topic entitled of grammatical errors are made in students' argumentative essay. The result of this research will give contribution in the language teaching literature dealing with teaching methodologies and the English language teaching methodologies. Teacher understands what the difficulties encountered by the students in specific case because each student has their own problems. This research is expected to be useful for the next researcher who wants to conduct similar field of researcher. They could use this research as additional reference about argumentative errors made in EFL students by making English writing that supports their research.

### **1.5 Scope and Limitation**

As mentioned earlier, this research focuses on the grammatical errors are made in the argumentative essays by forth-semester of English Department in

Academic writing. The analysis merely examines the grammatical by writing. the students were limited to those who are taking the class. The argumentative essays that were analyzed were their final project essays taken from their final test. Their final test is the best data to use because of the end of the class, they should be able to master writing competence. Besides, the students must have done by their best efforts in the test in order to get a good score, so the essays produced might contain the most accurate data of errors showing students' real ability and performance.

## **1.6 Research Method**

This part presents research design, research subject, research instrument, data sources, data collection and data analysis.

### **1.6.1 Research Design**

This research uses a descriptive qualitative research since it is done to obtain a deep and detailed understanding on type of grammatical errors in argumentative essays made in forth-semester of English Department in Academic writing, Faculty of Humanities of Universitas Islam Negeri Maulana Malik Ibrahim Malang .The reason why this research is called qualitative research is because the data typically collected in the participant's setting and the analysis of the data is framed of using words (Cresswell, 2013). Therefore, this research is designed with a descriptive qualitative approach which mostly provides very rich data to analyze.

This research describes what and how the types of errors are found in students' argumentative which are divided into four types: omission, addition, misinformation and misordering based on Dulay's theory. Indeed, the researcher focuses to classify the source of errors are made in students' argumentative essay based on the yield of error types.

### **1.6.2 Data and Data Source**

In this researcher, The data are in the form of phrases, sentences and paragraphs. Students' argumentative essay are compiled as the source of data. The data are taken on Wednesday, May 23, 2019. The number of data base on student in the Ek class by forth-semester of English Department is 20 students. Ek class is their second year in the university and have passed their first, second, and third writing classes. They are expected to have writing competence as they are in their last writing class. However, it does not guarantee that they can avoid making error in a sentence. In arranging argumentative essay, the researcher asks the student to collect the product of argumentative essay made by each of student. the researcher determines the topics and student can choose one of the five topics. Those topics of the essay are : education, tourism, culture, career, and nation. five topics have been explained by the researcher in the class, were familiar for the students and also got some examples of argumentative essay. The students only find the difficulties in the election the appropriate word and form the sentences into correct grammar. The researcher chooses all the essays for being the data which has been finished by students.

### 1.6.3 Research Instrument

This research uses qualitative method, the researcher becomes the main instrument of this research. In the process analyzing the data researcher reads some theories about grammatical error analysis, such as the theory proposed by Dulay (Surface Strategy Taxonomy) who has classified the error into four types (omission, addition, misordering, misformation). The researcher spends his time reading and analyzing the grammatical errors and source of errors found in students' argumentative essays.

### 1.6.4 Data Collection

For obtaining the needed data, the following steps will be done by the researcher. First, the researcher collects the sample of students' argumentative essay. The data are taken from students' writing product in the final project form of argumentative essay. The data are in the form of phrases, sentences and paragraphs. Second, the researcher identifies and determines argumentative essays which has provided in the object of the research. The errors were given identification numbers as well to make them easily found later on. Therefore, there were two digits of number students to identify an error which the first digit is the essay number, and the second digit is the error number. After numbering the errors, the researcher put the data of errors of each essay into a table of error list, which can be seen in a table. The data would be attached in the appendix. In addition, errors here are any deviated grammatical form breaking Standard English grammar in Azar's (1999) book, *Understanding and Using English*

Grammar Third Edition, Cambridge Advanced Learners' Dictionary Third Edition, and Microsoft Encarta Dictionary.

### **1.6.5 Data Analysis**

In analyzing the data, the researcher takes the following procedures. After all the data are collected, the researcher reads the students writing product and identifies the description of grammatical errors. In identifying the grammatical errors, the researcher uses theory base on Dulay at all. Because, this theory has covered all of problems in students' writing by classifying the types of error into four big categories. It means, this theory does not only focus on errors from one side such as communicative effect taxonomy, comparative taxonomy and linguistic catagories. The are some prosedures which are done by the researcher.

First, after arranging the data, the researcher gives correction to the students' writing one by one. The correction is underline in each of words, phares or sentences. The researcher only focuses on students' writing analysis and he does not pay intention in the students' creativeness. Second, after giving correction to the students writing, the researcher underlines and classifies the data into four types of errors according to dulay's surface strategy taxonomy. The third, describing the data systematically to the best understanding about grammatical errors problem. The researcher describes the data in the form of sentences and paragraphs. The fourth, the researcher calculates the error by giving conclusion about the often error. It does not present in the form of percentage

because it is a qualitative researcher. The last, the researcher looks for the source of error to decrease the similar or different errors for other learners.



## CHAPTER II

### REVIEW OF THE RELATED LITERATUR

#### 2.1 The Study of Grammatical Errors in Linguistic

##### 2.1.1 Writing in the Foreign Language Classroom

Writing is consider a mean for conveying messages and thoughts. Most researchers see writing as a complex skill that required many processes. Peters (1986) defined it is a "... coriously solitary form of communication, addressed to an absent and often unknow reader". from his part, writing is a seperate skill that has no social context. The definitions represent writing as a secondary activity that includes complex processes, which makes it a difficult skill to acquire in language learning.

Although writing is considered the last skill to learn, that does mean its significance in language learning and pedagogy should be ignore. Writing in education helps teachers detect a student's progress over the course. Javid and Umer (2014) commented about the significance of writing, "saying that students are required to aplly this skill as a main tool to show what that they learnt". Most students of third secondary grade will join universities, where they will be required to use writing as a think tool. Bjork and raisanen (1997) argued, "we highligh the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, but because we believe that, seen from a broader perspective, writing is a thinking tool".

Consequently, they have to treat each phase of the process differently from the other phases. Barnett (1989), in her article “Writing as a process”, criticized traditional teachers’ expectations of the student writing. She said “we look at what the student writer has produced and treat it as a final draft” . according to Barnett, teachers have to see writing as a process that involves a series of drafts including prewriting, writing and rewriting rather than a final product.

Error treatment in the classroom is a key issue that has been discussed among researchers. Some contend the effectiveness of error correction, which helps students improve. Brown (2007, as cited in Corpuz, 2011, p. 22) argued that "many L2 teachers feel the need to provide written corrective feedback in order to assist students' language learning". Error correction is effective and useful to develop and improve L2 writing accuracy. However, some researchers believe that error correction is detrimental to language learning. Truscott (1996) noted that error correction has to be abandoned because it is considered not only ineffective, but it also has harmful effect on L2 progress.

#### 2.1.2. The Significance of Grammar and Relation to Syntax

Through grammar, people can communicate with each other and convey their thoughts and ideas. Based on Azar (2007), the main role of grammar is to "help students discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible" (p. 3). Thus, the familiar patterns in a language facilitate communication and help to differentiate between a subject, predicate and object in a particular structure.

Although grammar and syntax overlap with each other, grammar is considered the umbrella of syntax. Based on Hasa (2016), grammar is "a set of structural rules that dictates the construction of sentences, clauses, phrases and words in a language" while syntax is "the set of rules, principles and processes that govern the structure of sentences in any language". She added that "orthography (spellings), accidence (inflections of words) and syntax (the structure of sentences) all fall under the category of grammar" while syntax deals mainly with the order of words in a sentence.

However, some scientists consider that the grammar may hinder the process of learning. From their part, most language textbooks concentrate on writing as a grammar rather than as a message that is a means for communication. Dvorak (1986) noted that, in the last 25 years, textbooks of foreign language have connected written composition with advanced grammar or conversation. Also, a teacher's concept of writing has a great emphasis on grammar that hinders writing progress. Irvin (2010) mentioned that the concept that "good grammar is good writing" is one of the myths that lead to writing problems. Irvin said that writing is more than grammatical correctness and argued that "good writing is a matter of achieving your desired effect upon an intended audience".

## **2.2 Grammar**

People often think of grammar as a matter of arbitrary pronouncements (defining 'good' and 'bad' language), usually negative ones like "There is no such word as ain't" or "Never end a sentence with a preposition." Linguists are not very

interested in this sort of bossiness (sometimes called prescriptivism). For linguists, grammar is simply the collection of principles defining how to put together a sentence.

Grammar is a set of language rules governing the sounds, words, sentences, and other elements. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding lexical and pronunciation. Furthermore, grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences. Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes (James, 1998: 154), including general grammatical errors (articles, nouns, pronouns, verbs, possessive case, adjectives, adverbs, and prepositions), substance errors (capitalization, punctuations, and spelling), lexical errors (word selection and word formation), syntactic errors (sentence structure, coordination/ subordination, and ordering), and semantic errors (miscommunication and ambiguous communication) (James, 1998: 156). Syntactical errors cover phrase structure error, clause error, and sentence error.

One sometimes hears people say that such-and-such a language 'has no grammar', but that is not true of any language. Every language has restrictions on how words must be arranged to construct a sentence. Such restrictions are principles of syntax. Every language has about as much syntax as any other language (Cited in Sandy Chung & Geoff Pullum, 2016). Instance, all languages have principles for constructing sentences that ask questions needing a yes or no

answer, e.g. Can you hear me?, questions inviting some other kind of answer, e.g. What did you see?, sentences that express commands, e.g. Eat your potatoes!, and sentences that make assertions, e.g. Whales eat.

### 2.3 Error and mistake

Language is very difficult to avoid an error. Brown (2007: 257) stated when the children are learning their first language make countless mistakes from the point of view of adult grammatical language. The reason is second language learning is a process that is different from first language learning in its trial and error nature. Therefore, learner will make mistake in process acquisition.

Error is the systematic deviations done by learners who have not mastered the rules of the target language. It happens repeatedly as an unconscious process. Errors are systematic and predictable (Ellis, 1995: 26). Errors reflect a lack of underlying competence in the language they learn.

A process the fundamentally making mistakes is learning. Brown (2007) clarified the statement by giving more explanation that mistakes, misjudgements, miscalculations and erroneous assumption from an important aspect of learning. Therefore, mistake is related to language performance. The learners have known the correct rules, but they are unable to perform their competence. Mistakes can be caused by slip of the tongue and physical condition, such as fatigue, lack of attention, and strong emotion. An example of a mistake is the slip of the tongue done by someone when he wants to say mood but he wrongly utters the word moon.

## **2.4 Types of Error**

Some experts has their own opinion and definition about the types of error. Dulay at al. (1982) classified the types of error based on linguistic category, surface strategy taxonomy, communicative effect taxonomy, and source of error.

### **2.4.1 Types Base on Linguistic Category**

Linguistic category taxonomies classified errors according to either or both the language component and the particular linguistic constituent the error affects. The elements of language component are phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style).

### **2.4.2 Surface Strategy Taxonomy**

Surface Strategy Taxonomy explains the alteration in the sentence which is devided into four types. Sometimes, learner omits necessary item, add unnecessary ones, misform items and misorder them.

#### **2.4.2.a Addition**

Addition is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. Dulay et al (1982) classified three types of addition errors; double markings, regularization and simple edition.

- Double Marking

Double markings happens when there is the failure to delete certain items which are required in some linguistic constructions, but not in other.

Example: He did not to come. (Correction: He did not come).

In the first sentence, past tense is marked in the auxiliary and the verb is in the simple present form. While, the second language is correct because present tense is marked in the auxiliary and the verb.

- Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. As we know that English has both regular and irregular form and construction in language. Both regular and irregular form can be in the form of verb and noun. For example: the verb eat does not become eaten but it changes become ate, the noun sheep is also sheeep in the plural, not sheeps.

Dulay et al (1982:157) explained that regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. Therefore, these words such as deers, hitted and beated is become the example of regularization.

- Simple addition

The characteristic of simple addition error is the characteristic which do not include in the two other error addition (regularization and double marking).

Dulay et al (1982, 158) stated that there are no particular features that characterize simple addition error.

For example: The fishes does not live in the water (incorrect)

The fish does not live in the water (correct)

#### **2.4.2.b Omission**

Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. Example: My sisters very pretty. (Correction: My sister is very pretty).

The first sentence is the complete sentence and everyone can understand the meaning of the utterance easily. While, the second sentence is not complete although it can be understood the meaning from the utterance. However, *is*, *the*, *and* and *of* are the grammatical morphemes. Those little words play a minor role in conveying the meaning of a sentence. Factually grammatical morphemes are much more frequently omitted than content word by the learners.

#### **2.4.2.c Misformation**

Misformation is indicated by the use of wrong forms of certain morphemes or structures. Example: Me don't like. (Correction: I don't like). Similar with the case of addition, misformation are divided into three types which have been frequently reported in the literature. They are regularization, archi-form and alternating form.

- Regularization Errors

The regularization error which is describe in the misformation category are those in which place of an irregular one. The linguistic item misformed which is found in the verbal production of child L2 learners, include reflexive pronoun, regular past and plural.

For example: Reflexive pronoun : Them self (Themselves)

Regular past : I fall (fell)

Plural : Gooses (geese)

Childs (Children)

- Archi-forms

The selection of one number of a class of form to represent other in the class is a common characteristic of all stages of second language acquisition.

For example: Give me that. (correct)

Me hungry. (incorrect)

That dog. (correct)

That dogs (incorrect)

- Alternating Forms

As the learners' vocabulary and grammar grow, the use of archi- forms often gives way to the apparently fairly free alteration of various members of a class with each other.

For example:

- Those dog. (incorrect)
- Those dogs. (correct)
- I seen her yesterday. (incorrect)
- I saw her yesterday. (correct)

#### **2.3.2.d Misordering**

Misordering is indicated by the incorrect placement of certain morphemes.

Example: She fights all the time her brother. (Correction: She fights her brother all the time).

#### **2.4.3 Comperative Taxonomy**

In explaining comperative taxonomy, Dulay at al (1982: 163) mentioned that classification of errors in s comperative taxonomy is based on comparisons between the structure of second language errors and certain other types of construction. It can be concluded that is useful for compare two different structures, it compares between structure in the first language learner and second language learner. For example, one were to use a comparative taxonomy to classify the error of a Malay student learning English and the other one might compare the structure of the students' error which learned English as first language.

#### **2.4.4 Communicative Effect Taxonomy**

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader (Dulay at al, 1982: 189). It focuses on distinguishing between errors that seem to cause miscommunication

and those that do not. Error that effect the overall organization of the sentence hinder succesful communication, while errors that effect a single element of the sentence usually do not hinder communication.

#### **2.4.5 Source of Error**

Discussion about the type of error, it brings the resercher to the important question. The source of error is the question that appears in the researcher's mind. There are some experts explain about the source of error. Borwn (2007) classified the source of error into four types. Those are interlingual transfer, intralingual transfer, context of learning and communication strategies.

##### **2.4.5.a Interlingual Tranfer**

Interlingual error is the most significance source of error for all learners. Second language learners in the beginning stage are specially vulnerable to interlingual tranfer from the native language. The native language is the only previous linguistic system, before the system of the second language is familiar. Brown (2007) gives some examples, the learners sometimes say :

- “Sheep” For “ship”
- “The book of Jack” insted of “Jackbook”.

##### **2.4.5.b Intralingual Tranfer**

Intralingual tranfer is second major factor in second language learning. The early stage of language learning are characterized by a predominance of interference (interlingual tranfer) but once learners have begun to acquire parts of

the new system, more and more intralingual transfer- generalization within the target language is manifested (Brown, 2007:264). As learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself. For example:

- Does john can sing?
- He goed.
- I do not know what time is it

#### **2.4.5.c Context of Learning**

Context of learning is a third major source of error. Context refers, for example to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of tutored second language learning. In the classroom context the teacher or the text-book can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook or even because of a pattern that was rote memorized in drill but improperly contextualized (Brown, 2007:264). For example, point at and point out might in later recall be confused simply because of the contiguity of presentation.

#### **2.4.5.d Communication Strategies**

The source of error is identified by production strategies. Production strategies are used by learners in order to enhance getting their message across, however in that time these techniques can make the source of error (Brown, 2007:264).

For example:

- Let us work for well done of our country. (incorrect)
- Let us work for welfare of our country. (correct)

## 2.5 Argumentative Text

Everyone may has his or her own assumption about particular issue. They try to give their own argument in many ways such as writing an argumentative text. Argumentative text is the text that consists of the argument and the opinion of the writer. Giving argument is ususally imagined as fight or debate. However, according to Ramage and bean (2010), giving arguments mean the person does not have fought, but that person is doing creativity and productivity that engages into high level of inquiry and crotical thinking. Giving argument is also different from debate. In the debate, there are pro and cons side. However giving argument aims to find the best solution to complex problem. It does not mean that giving argument do not passionately support their own point of view or expose weakness in views they find faulty. The purpose does not win the one side, but find the best solution.

According to Ben (2012), in giving reson for claim in argumentation, people will not only place the claim to make the addressee accept it, but also sometimes manage to cause certain belief in our addressee in order to persuade them of our claim. The perpose of argumentative text is to pesuade the reader that the writer positions have merit. They wat to convince the reader is strengthen the writer's idea by presenting evidence, fact, and example, not only by shouting the

opinion. Then, the writer addresses the opposing ideas and acknowledges it if the idea is strong enough. However, if the writer's evidence is solid and the logic is sound, the writer should present a convincing argument (Kirsznner, 2009).

## 2.6 Previous study

There are certain studies related to error analysis which have been conducted before. Al Alhaisini (2015) examined spelling errors in contextual writing composition tasks of 122 EFL students (male and female) enrolled in the intensive English language programme during the preparatory year at the university of Ha'il in Saudi Arabia. The result indicated that the most frequent spelling errors were omission errors. The study draws mainly on Cook (1999), who studied the proportions of spelling mistakes or errors made by L2 students. Errors in spelling were categorized according to OSIT (Omission, Substitution, Insertion, and Transposition).

Helmi (2014) analyzed grammatical errors of bilingual students' writing on second grade MAKBI class of MAN I Malang. It is shown that the students use four types of grammatical errors proposed by Dulay et al (1981: 150) occur in this study. The most errors found in this research are misformation error and omission error.

Lifatul (2013) investigated grammatical errors made by non-English Department students in writing. Her research used Paul Brian's Theory for finding grammatical error mistakes which occur in common usage. Based on the findings and discussions, it is found that the dominant grammatical mistakes

occurred in Capitalization is 53 errors. The last researcher is Arifin (2013) entitled Grammatical Errors Made by Third year Students of The State Junior High School 1 Leces in writing. From the result of research, he concluded the highest number of error is error on Syntax.

After reviewing the existing literature, the researcher concludes that no one investigated the use of grammatical errors analysis in students' argumentative essays. In academic context, argumentative essays is kinds of essay that often wrote by university students. The students were required to write this kind of essay in their learning process, especially in Department of English Literature at Universitas Islam Negeri Maulana Malik Ibrahim Malang. It is proven by the course that must be taken by the students when they were in third semester and fourth semester. Therefore, in writing this essay, the writers have to give an intention in using grammar rules in order to help the writers' writing and reader easily understand their writing. Thus the researcher is sure to present this study which focuses on grammatical errors found in student' argumentative essays.

## CHAPTER III

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussions obtained from the data analysis. The analysis of the data is conducted in line with the formulated research questions. The whole data are taken from the written essay of forth-semester students of English Department, Universitas Islam Negeri Maulana Malik Ibrahim Malang. The classifications of error are addition, omission, misordering, and misformation.

#### 3.1 Findings

##### 3.1.1 Types of Error and Source of Error

In this research, the researcher analyses 75 data about argumentative essay related to the research question of the research. The types of error are analyzed using Dulay's theory which consists of four types of errors. Whereas, the source of error are analyzed using Brown theory. After analyzing all of the data that is found in the students writing. The researcher determines the source of error using the theory proposed by Brown. In addition, the researcher gives name to explain the identity of the researcher.

##### 3.1.1.a Addition

Addition is signified by the action or process of adding word to word else in unwanted items do not occur in a well-formed utterance. The researcher classifies addition type as the data which have been found it. The characteristic of addition

error has many types such as addition of be, addition of apostrophe-s, addition of suffix-s/es etc. From the writing above, the researcher found addition of suffix-s/es, addition of verb (using suffix of -ing and -ed), and addition of be.

a. Addition of suffix-s/es

Related on research question number two, the researcher found three patterns of addition in suffix-s/es. Those are subject-verb agreement, modal verb, and *to* infinitive of verb. Firstly, subject-verb agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural. From the data above, the researcher found three data errors as belonging to subject-verb agreement. Here some examples that the researcher picks from the data.

And facilities for the students who wants to learning in modern and salafy education. ( AE.1 )

Indonesia people thinks that book is not really important to their life. ( AE.5 )

Our imagination automatically increases knowledgeable with all knowledge from a book. ( AE.5 )

People's tought tries to find any solutions to some problems. ( AE.5 )

Education in Islamic schools provides education about islam more. (EA.11)

Martial arts makes her a very brave woman. (AE.15)

Bullying news occurs in SMP Negeri 3 Pangkal Pinang. (AE.14)

In sentences above, the students failed to make the agreement between subject and verb. the subject are plural such as *the students, people, our imagination, Martial arts, news, and schools*. Those sentences are grammatically incorrect because the verb must agree with the subject. Theoretically, adding suffixe-s/es, it purposes to show the position of singular noun. The verb is added with suffix-s/es because the subject is third person singular. To construct a correct

sentence structurally, the verb must agree with the subject. Therefore, the student must be able to identify the subject whether it is singular or plural. Having no competence in identifying the subject will make student fails to produce the correct form of the verb. It means that the students have made errors in making the agreement between subject and verb. the source of error types are intralingual transfer because the student forgot to delete unimportant item in sentences.

Secondly, if there is a modal verb, such as can or could, must, should, and will. The modal should be followed verb -1 without adding suffixe-s/es. Therefore, it should be in its simple form without any suffix. The student made errors in this area. Those are as follow:

There will be visits between nations as tourist. ( AE.4 )

First, reading books can improves our imagination. ( AE.5)

Base on the data above, the researcher found two examples of modal error. The first example is shown in this sentence “*There will be visits between nations as tourist.*” Actually in Bahasa Indonesia students wants to say “disana akan dikunjungi orang lokal sebagai turis.” This sentence should be passive sentence and it needs *past participle verb* in front of *be*. In other hand, students wrote *present verb* and added *suffix-s* in verb. The second example is “*First, reading books can improves our imagination.*” The sentence should eliminate suffix-es because the subject is plural noun and the verb should be present verb/V1 in front of *modal*. In result above, the students are still confused by using modal verb and forgotten to eliminate unimportant item in the sentence. The source of error types

are same as intralingual transfer because error is made as failure to delete unimportant item in the sentence.

Thirdly, We refer to these verb as infinitives when they are not part of the tense of a verb. Sometimes the infinitive follows *to*, and we call this *the full infinitive* or *the infinitive with to*. In this area, the suffix-s/es of *infinitive with to* appears twice in the argumentative essay. Those are sentences below.

Moreover, it is more important to changes the educational system. ( AE.3 )

In this essay, I would like to describes how the important read books. ( AE.5 )

I try to started from reading a short article. (AE.13)

in the sentences above, the student failed to understand the function of *to* (*infinitive*). It is caused by the *suffix-s/es* is added in the end of *present verb/V1*. The both of example sentence, “*Moreover, it is more important to changes...* and *In this essay, I would like to describes...*” are added *suffix-s/es* in the end of verb which should be *present verb* as the pattern of *infinitive with to*. Actually the using of *infinitive with to* after certain verb should be followed by verb in present form or V1 without suffix-es/s. And the last sentence, “*I try to started from reading a short article*” is ”to infinitive” form. An infitive is the word “to” followed by a verb. we use the to-infinitive after certain verb and should use v-1 after ” to-infinitive”. However, the sentence used started as past form after to-infinitive. Therefore, it should be in its simple form without any suffix. The source of those kinds of error is intralingual transfer.

b. Addition of verb

- Using –ing form of verb

I will still trying to read more books. (AE.13)

Base on the sentences above, –ing as a suffix used to make one of the inflected forms of English Verb. However, student failed to understand the function of –ing form. If we identify the sentence above, it found a modal (will) after subject. if there is a modal verb, such as can or could, must, should, and will. The modal should be followed verb -1 without adding suffixe-ing. Therefore, it should be in its simple form without any suffix. The student made a error in this area. The source of those kinds of error is intralingual transfer.\

- Using –ed form of verb

I will discussed about a book is important in our life. (AE.13)

From sentences above, student have made error which occurs in function of suffix-ed. Firstly, *I will discussed about a book is important in our life* is present future tense, using of modal is a mark of this tense. The modal should be followed by v-1, without any suffix. The student added the-ed as suffix on the active verb, whereas, there is *will as modal* stands on the sentence. Therefore, student still confused to use of modal function. The source of error types is intralingual transfer because error is made as failure to delete unimportant item in the sentence.

c. Addition of *be*

Islamic education is provides better education because in public school do not have Islamic knowledge more. (EA.11)

The researcher analyses from sentences above, the using of *be* is useless.

The sentence form is general truth. It used to discribe simple present. The student means *Islamic education* is Islamic boarding school which has deeply Islamic knowledge better than public school. It is as a mark of Islamic boarding school provides deeply Islamic knowledge better than commonly public school, is general truth. And also the using of suffix-es/s is present simple form in the third person singular the verb always ends in-es/s. The source of error types is intralingual transfer.

d. Addition of plural marker

Reading a book can fill my heads about a variety of new information. (AE.13)

I read can help to open the way my minds to get insight in other worlds. (AE.13)

When a noun indicates one only, it is a singular noun. When a noun indicates more than one, it is plural. From the sentences above, the researcher indicates sentences are plural. They are identified by putting suffix –s as plural noun, such as *my heads* and *my minds*. However, if we look carefully the words are possessive nouns which have used *my* as possessive pronoun. *My* word is refered to the writer who is a person. Therefore, the using of suffix –s as plural noun on the *head* and *mind* is inexact word as error is made as failure. The source of error types is intralingual transfer.

### 3.1.1.b Omission

Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. From the argumentative essay above, the researcher identified 29 errors. In other hand, the researcher only appears one example from each branch of omission error because the examples are very frequently to show the all of example. Those are Omission of be, Omission of plural marker, Omission of suffix-s/es, Omission of subject, Omission of verb, Omission of article.

#### a. Omission of be

Omission of be is indicated by omitting be in sentences which must be appeared it. The researcher catagorizes the ommision of be into three parts. Firstly, ommision of be as passive voice. Those are sentences as follow:

The modern islamic boarding school inhabited by hundreds.( AE.1 )

Then it called excursionist. ( AE.4 )

Rich brian increasing known by many people in Indonesia.(AE.7)

All of official single video of Rich Chigga uploaded by 8 rising's Youtube channel.(AE.7)

Rich Brian asked by many people about his loyalty to Indonesia.(AE.7)

This bullying is very dangerous because it not only caused physical or mental injury.

(AE.14)

The all of sentence, those should be in the form of passive sentence and it needs *be* in front of *past participle verb*. It should be *is* because as a conjugation of the verb be and it takes the third person singular present form. In the grammatical subject of a passive verb is the original object of an active verb, only a transitive

verb may be used in the passive voice. The source of those kinds of error is communication strategies.

Secondly, omission of *be* as using in *-ing* form of verbs or present progressive.

In addition, parents also worrying if they have to separate with their children. ( AE.1 )

Mostly, the morals of the students who learning in islamic boarding school. ( AE.1 )

Indonesia culture has also flying in the countries where foreign investment. (AE.6)

Whereas if she sporting that happened she will not only save herself. (AE.14)

Base on the sentences above, the researcher found three kinds of omission of *be* as using in *-ing* form. Firstly, the both of sentence, *In addition, parents also worrying...* and *...the students who learning...* is plural subject. Those sentences are indicated with final-s, such as *parents also worrying..* and *students who learning..* The sentences are indicated continuing action, something going on now. This sentence should be formed with the helping “to be” verb, in the present tense, plus the present participle of the main verb or lexical verb ( with an *-ing* ending). Therefore, *be* should be *are* because the subject shows plural pronoun. The source of those kinds of error is interlingual transfer. Secondly, *Indonesia culture has also flying...is* a present perfect continuous tense. The present perfect continuous tense formed using the construction *has/have been + the present participle (verb+ing)*. Student forgets to add *be* on the sentence. Whereas, there is a auxiliary verb (*has*) and *verb+ing (flying)* formed on the sentence without any *be*. Therefore, the sentence should add *be* because the sentence is omitted of *be*. Thirdly,, the last sentence is “*Whereas if she sporting that happened she will not*

*only save herself*". The student leaves *be* as auxiliary verb. Actually, it is present continuous tense that formed using *be* as auxiliary and verb-ing as action going now. The source of those kinds of error is communication strategies.

And the thirdly is omission of *be* is found in sentences below.

Indonesia is a country that quality of education lower than European countries ( EA.3 )

The *be* must appear in the sentence above because the function is as a verb. The researcher means that the student needs to pay attention subject-verb agreement to make correct sentence. "*Indonesia is a country that quality of education lower than European countries.*" In this sentence, the student omits *be* as the function of primary verb. *Be* here, also functions to form the tenses and moods of other verbs. It uses *is* although the subject is abstract noun, can be used in both countable and uncountable noun. In general, the most often used as countable noun. The researcher realizes that the student still confused in dealing with English grammar system. The source of error type is interlingual transfer because error is made as the result from native language.

b. Omission of plural marker

Omission of plural marker. Plural marker is affix or letter added to singular nouns to make them plural. Once a plural marker is added to a singular noun, that noun becomes countable. The kinds of plural marker found in the students' writing are :

Today many Islamic Boarding School are adopting formal education. ( AE.1 )

There are some extracurricular which generally exist in modern islamic boarding school. ( AE.1 )

Indonesia has so many beautiful place. ( AE.2 )

There are many pesantren that already provide various facilities like in formal school. ( AE.1 )

They want to visit some place. (AE.2 )

Now there are many tourism place has stakeholders. (AE.2)

Tourism is explained in great detail because there are some traveler cannot distinguish. (AE.4)

There are some event occurred. (AE.5)

Indonesia has many kind of entertainment, games. (AE.5)

Two figure who performe at the time reog ponorogo demonstrated (AE.6)

Although some reason reckon on the opinion that part time job.(AE.8)

They bring some opinion toward the society about part time.(AE.8)

If the teacher gives the value to the students by giving some feedback. (EA.9)

In above, the researcher identifies base on sentences above which are classified into three types of quantifiers are *some*, *many* and plural noun . Firstly, some error appears forth in the essays. Base on an example of sentence is “*there are some extracurricular..*” The students forgot to put final-s in the end of noun which is placed in front of *some*. And also the students have not realize the pateren and function of *some*. Theoretically, *some* is unspecified amount or number of. It used to refer to someone or something that is unknown or unspecified. The using of *some* before plural and uncountable nouns, usually in affirmative sentences. In other hand, students’ writing has some mistakes for adding plural nouns after they use of quantifier words. Such as *some place*, *some traveler*, *some reason*, *some opinion*, *some feedback*, and *some event*. Therefore, the students were still confused in plural marker aspecially differenting whether to use *singular form* and *plural form*.

Secondly, many error appears fifth in the essays. In sentence above, *“There are many pesantren that already provide various facilities like in formal school.”*. the students did not allow final-s in the end of countable (plural) noun after the use of *many*. The use of *many* is to suggest a large quantity and with countable (plural) nouns. The source of those error types are interlingual transfer because student forgot to add important item in the sentence.

Thirdly, *“Two figure who performe at the time reog ponorogo demonstrated”* is plural noun. The student forgot to put final-s in the end of plural noun. Actually *two* is plural noun and *figure* is modified *two*. Therefore, *figure* must give suffix -s as plural noun. The source of those error types are interlingual transfer.

c. Omission of suffix

Omission of suffix-s/es. A suffix is a letter or a group of letters added to the end of a word to change its meaning or to ensure it fits grammatically into a sentence. There many suffixes used in the english language to create a rich vocabulary. These suffixes change the meaning or grammatical function of a root word. The researcher catagorizes the data are omission of suffix-s/es because base on data there are some mistakes which are identified the sentences is omit of suffix-s/ es, those are as below:

Identically, the modern boarding school apply foreign language for practice .(AE.1)

It has Tourism Academy or Vocation High School focus on turism field. ( AE.2 )

Now, turism become more popular after program on tv. ( AE.2 )

The writer know that now social media is so popular. ( AE.2 )

There are two ways to do that based on what the writer describe above. (AE.2)

In order hand, the government also make the wisdom of free school to lower education. ( AE.3 )

Convention tourism usually provide building facilities. ( AE.4 )

Before present, he read some books about the method of writing. ( AE.5 )

At present, Kris use more of a heavenly accessories in dressing. (AE.6)

In this case the teacher better take the initiative to ask the judgement.(AE.9)

The learning process in the class become comfortable. (EA.9)

The learning process become more effective and it also gives the students .(EA.10)

Indonesia is one of the countries that become the greatest position.(EA.11)

Feedback provide improvement on learners' writing level. (EA.12)

And make a person feel uncomfortable. (AE.14)

The researcher found the omission error which is caused by omitting suffix-s/es. The sentences are incorrect because the students ignore the rule of subject- verb agreement. In those sentences, the subject pronoun is indicated with singular. Verb which follows third person singular should be followed by verb with suffix-s/es. The source of error type is interlingual transfer as the result of tranfer as the result of transferring the language from native language.

#### d. Omission of subject

Omission of subject. A subject is a part of a sentence that contains the person or thing performing. Here is an example of error of ommision of subject that the researcher picks from the data.

In this case, can make difficulty in up level because of not ready...( AE.3 )

Nowadays, is a modern era and modern education. (AE.3)

In bahasa, the student wants to say “dalam kasus ini dapat membuat kesulitan dalam meningkatkan level *or* saat ini adalah sebuah modern era”. The student forgot to add the subject because the student aims “*in this case or nowadays*” word has stated as subject. In other hand, this sentence is grammatically incorrect because there is not subject in the sentence. Subject is the most important item that must appear in the sentence and it is useful to make the reader understand the context easily. The source of error type is interlingual transfer as the result of tranfer as the result of transferring the language from native language.

e. Omission of verb

Omission of verb. Verb is a main part of a sentence in English. A verb is a kind of word (part of speech) that tells about an action or a state.

Islamic boarding school will difficult to find a job ( AE. 1 )

We have to smart and have knowledge. ( AE. 5 )

The student often forgets some important parts in a sentence. In sentence above, the researcher found three examples omission of verb. The first example is shown in this sentence, “Islamic boarding school will difficult to find a job”. Actually the use of *will* as modal should be followed by verb. However, the students put *difficult* as adjective. Before they consider the modal pattern should be attended by v-1. The second example, “We have to smart and have knowledge”. In Bahasa Indonesia student wants to say “kami harus cerdas dan memiliki ilmu”. Actually this sentence should use *must* for expressing necessity. In other hand, if the

sentence use *have to* as modal verb should be followed by verb. The researcher found two kinds of source of error from the sentences above. Those are intralingual transfer and communication strategies.

f. Omission of article

Omission of article. An article is a word that comes before a noun. There are two kinds of articles: definite article and indefinite articles.

Turism is travel for pleasure, practice turism, doing business, or entertaining tourist. ( AE.4 )

In conclusion, book is media to develop oureselves and to change this world. ( AE.5 )

In above, the examples of ommision of article. The both example is shown in this sentence, “*Turism is travel for pleasure, practice turism, doing business, or entertaining tourist*” and “*In conclusion, book is media to develop oureselves and to change this world*”. The student should insert article as the important part in a sentence to indicate singular count noun. From the subjects are *turism* and *book*. the student should be able to recognize the singular and plural subject. Therefore, to make those sentences correct. It should be added article in front of noun. The source of error type is interlingual transfer as the result of tranfer as the result of transferring the language from native language.

### 3.1.1.c Misformation

Misformation is indicated by the use of wrong forms of certain morphemes or structures. Similar with the case of addition, misformation are divided into three types which have been frequently reported in the literature. They are

regularization, archi- form and alternating form. From the writing above, the researcher only finds regulation error. The regularization error which is describe in the misformation category are those in which place of an irregular one. The linguistic item misformed which is found in the verbal production of child L2 learners, include reflexive pronoun, regular past and plural. Base on the data ,the researcher finds some examples :

The distinguishes is the learning sytem at that place. ( AE.1 )

The rooms of employable is not comparable with the number of students graduated. ( AE.2 )

In this case, the attainment performance of students is not satisfied. ( AE.3 )

The benefits of tourism in term of politics is maintain good international relations. ( AE.4 )

In addition, travelers is also divided into several kinds. ( AE.4 )

Examples of material arts that is very famous in the area of Java. (AE.15)

If material arts is more in the show for men. (AE.15)

Martial arts is one of the martial arts that requires a lot of concentration. (AE.15)

From examples above, the researcher indicates the all sentences are plural noun. Because the students substitutes auxiliary verb of plural noun to the auxiliary verb of singular noun. Thus, those are should be changed into *are* because they are plural noun. Except, this sentences are singular noun. They should be turned into *is*. The student overgeneralized the pluralizing of noun. They adds *be* without considering that there are some irregular forms of nouns pluralization. The source of those kinds of errors is context of learning because the student memorizes in adriill and they can not apply in making sentence. Student may misunderstanding lecturer's explanation.

### 3.1.1.d Misordering

Misordering is indicated by the incorrect placement of certain morphemes.

To reduce that thing, we students can join to university ( EA.2 )

It can be our change to can accepted to worked. ( EA.2 )

It would have been will make us left behind the other countries. ( AE.3 )

I read can help to open the way my minds to get insight in other worlds. (AE.13)

I think not all books should be read but we must first see who the auther. (AE.13)

I still feel do not have volition to read a book. (AE.13)

The researcher found some misordering errors in sentence above. Firstly, “*To reduce that thing, we students can join to university*”. In Bahasa Indonesia, the student wants to say “Untuk menurunkan mengenai itu, kita sebagai pelajar mampu bergabung ke kampus.” The sentence omits *as* for the function of conjunction. The sentence will be more appropriate if it uses conjunction. Theoretically, Misordering error happens because student puts morpheme or group of morpheme in an utterance in incorrect placement. Secondly, the use of modal two times in one sentence and incorrect placement of modal. Such as, “*It can be our change to can accepted to worked.*” and “*It would have been will make us left behind the other countries.*” The student’s lack understanding in the formula of modal. The student’s failure in putting modal and verb. for making effective sentence, we have to diminish the use of inappropriate modal. And also, modal placement occurs before verb, for example : “*I read can help to open the way my minds to get insight in other worlds.*” Theoretically, modal can not be agree with *to*, *Ving*, *Vs/es* and *V3*. It should be followed by *V1* and state before

verb. The researcher found two modal verbs could never be used together. Thirdly, the researcher found auxiliary verbs are incorrect placement. Like as, “*I think not all books should be read but we must first see who the auther.*” And “*I still feel do not have volition to read a book.*” The student are still confused about the placement and function of auxiliary verb. auxiliary verbs are used together with a main verb as helping to show the verb’s tense or to form a negative or question. The error of the sentence above, student puts the auxiliry verb after main verb. Whereas, it occurs before main verb. The source of this types error is communication strategies because student uses production strategies to enhance getting their messages across.

### 3.2 DISCUSSION

After conducting the research, doing the analysis, and presenting the results, the researcher has analyzed fifteen argumentative essays made in forth-semester of English Department which contain grammatical errors. Then the researcher discusses the whole data to answer the researcher question. Those researcher question are what and how the types of error made in students’ argumentative essay and what the source of error are found in students’ argumentative essay.

The researcher found four types of errors in the argumentative essays written in forth-semester of English Department. Those types of error are omission error, addition error, misordering error and misformation error. In addition, the researcher also found the source of those types of errors. Those are interlingual tranfer, context of learning and communication strategies.

Base on the written, students have made errors according to Dulay's et al. (1982) which is classified into addition error, omission error, misformation error and misordering error. Both addition error and misformation error have three types. Addition error is classified into double markings, regulation and simple addition. While, misformation error is classified into regularization errors, archi-forms and alternating forms.

Addition error is the opposite of omission error. It occurs because student gets failure to omit unimportant item in sentence. It means that student adds unnecessary item that must not important item in the sentence. Base on analysis, Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. Dulay et al (1982) classified three types of addition errors; double markings, regularization and simple addition. The characteristic of simple addition error is the characteristic which do not include in the two other error addition (regularization and double marking). Dulay at al (1982, 158) stated that there is no particular features characterize simple addition error. The characteristic of addition error has many types such as addition of be, addition of apostrophe-s, addition of suffix-s/es etc. From the writing above, the researcher found addition of suffix-s/es, addition of verb (using suffix of -ing and -ed), and addition of be. The students failed to make the agreement between subject and verb. the subjects are plural such as *the students*, *people*, and *our imagination*. Those sentence are grammatically incorrect because the verb must agree with the subject. Secondly,

student failed to understand the function of –ing form. If we identify the sentence above, *I will still trying to read more books* found a modal (will) after subject (I). Whereas, if there is a modal verb, such as can or could, must, should, and will. The modal should be followed verb -1 without adding suffix-ing. Therefore, it should be in its simple form without any suffix. The student made a error in this area. Thirdly, the using of *be* is useless. The sentence form is general truth. It used to discribe simple present. The student means *Islamic education* is Islamic boarding school which has deeply Islamic knowledge better than public school. It is as a mark of Islamic boarding school provides deeply Islamic knowledge better than commonly public school, is general truth. And also the using of suffix-es/s is present simple form in the third person singular the verb always ends in-es/s.

Omission error accurs because learner omits some important items that must appear in the sentence. From the analysis, students are catagorized because they omit subject, suffix-s, be, verb, article, plural marker. Omission of subject and verb made the sentence incorrect because subject is the most important item in the sentence. it also important to pay intention the use of *suffix-s* and *be* because those have strong relation with subject and verb agreement. While the use of article and plural marker influence the meaning of sentence. The types of errors occur oftenest is omission. The researcher found 46 errors which are produced by students.

Misformation error found in some sentence. It can be misformation of verb, misformation of auxiliary and misformation of preposition is also found phenomena which is called as alternating form and archi- form and double

marking. It supported by Dulay et al. (1982) that misformation error is divided into alternating forms, archi- form and regularization errors. The researcher only finds regulation error. The regularization error which is describe in the misformation category are those in which place of an irregular one. The linguistic item misformed which is found in the verbal production of child L2 learners, include reflexive pronoun, regular past and plural. Researcher finds this phenomenon in substituting verb of plural noun to the auxiliary verb of plural noun. The researcher clasifies the data are misformation of auxilary. There are five data of misformation of auxalary that are found base on the essays. the researcher indicates the all sentences are plural noun. Because the students substitutes auxiliary verb of plural noun to the auxiliary verb of singular noun. Thus, those are should be changed into *are* because they are plural noun. Except, this sentences are singular noun. They should be turned into *is*. The student overgeneralized the pluralizing of noun. They adds *be* without considering that there are some irregular forms of nouns pluralization.

Misordering is indicated by the incorrect placement of certain morphemes. The researcher found some misordering errors in example from this sentence. “To reduce that thing, we students can join to university”. In Bahasa Indonesia, the student wants to say “Untuk menurunkan mengenai itu, kita sebagai pelajar mampu bergabung ke kampus.” The sentence omits *as* for the function of conjunction. The sentence will be more appropriate if it uses conjunction. The student’s lack understanding in the formula of modal. The student’s failure in putting modal and verb. for making effective sentence, we

have to diminish the use of inappropriate modal. Theoretically, modal can not be agree with *to*, *Ving*, *Vs/es* and *V3*. It should be followed by *VI*. And also the researcher found two modal verbs could never be used together.

After analyzing and describing the whole data based on the types of error, the researcher found the sources of errors. Those are 1). interlingual transfer 2) intralingual transfer 3) context of learning and 4) communication strategies (Brown,2007).

Firstly, interlingual error is the most significance source of error for all learners. Second language learners in the beginning stage are specially vulnerable to interlingual transfer from the native language. The native language is the only previous linguistic system, before the system of the second language is familiar. Brown (2007). Interlingual transfer occurs most of many from another source of error. In those kinds of error students translate sentence from Bahasa Indonesia to English directly. Such as, “*In this case, can make difficulty in up level because of not ready from the operator*”. In bahasa, the student wants to say “dalam kasus ini dapat membuat kesulitan dalam meningkatkan...”. The student forgot to add the subject because the student aims “*in this case or nowadays*” word has stated as subject. In other hand, this sentence is grammatically incorrect because there is not subject in the sentence. Sometimes students forget to apply grammatical rule.

The second is intralingual transfer. Intralingual transfer is second major factor in second language learning. The early stage of language learning are characterized by a predominance of interference (interlingual transfer) but once learners have begun to acquire parts of the new system, more and more

intralingual transfer- generalization within the target language is manifested (Brown, 2007:264). As learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself. The intralingual transfer occurs several times on addition error. The students were still confused in making the agreement between subject and verb. It could be because in bahasa Indonesia there is no agreement between subject and verb. And also the students are still confused by using modal verb and forgotten to eliminate unimportant item in the sentence.

The thirdly, Context of learning is a third major source of error. Context refers, for example to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of tutored second language learning. In the classroom context the teacher or the text-book can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook or even because of a pattern that was rote memorized in drill but improperly contextualized (Brown, 2007:264). Actually context of learning occurs because students may misunderstand teacher explanation. On the contrary, students have understood by memorizing the grammatical rule, but they get failure to apply in making a sentence. The last is communication strategies which is signified by the use of production strategies to enhance getting their messages across.

Fourthly, Communication Strategies. The source of error is identified by production strategies. Production strategies are used by learner in order to enhance

getting their message across, however in that time these technique can make the source of error (Brown, 2007:264). The student made errors in producing strategy.



## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter covers two sub-topics of the research, they are conclusion and suggestion. The conclusion will be drawn based on the findings and discussions above. Whereas, the suggestion will lead the further researcher in conducting research on the same fields.

#### 4.1 Conclusion

After analyzing the data in findings and discussions above, the result showed that Grammatical Errors made in Students' Argumentative Essay with the number of seventy five data in total from twenty argumentative essays with four types of error and four types of source of errors. The researcher found fifteen essays are well-supplied data and five essays are well grammatical. Those errors are addition error, omission error, misformation error, and misordering error. Some addition errors are classified as addition of suffix –es/s, addition of verb, addition of be and addition of plural marker. Omission error is the oftenest error found in data of student's argumentative essay. Some omission errors are classified as omission of be, omission of plural marker, Omission of suffix, omission of subject, and omission of verb In addition, misformation error is found only one type is regulation error. Misordering error is found some misordering errors the incorrect placement of certain morphemes.

The source of errors that the researcher found in this researcher were interlingual transfer, intralingual transfer, context of learning, and communication

strategies. Base on the analysis, researcher found that interlingual transfer is oftenest source of error. The benefit of conducting grammatical error analysis can be seen the different point of view. For the teacher or lecturer, this research is able to identify student's comprehension and weaknesses. Whereas, for the student, the research can be used to measure their competence in understanding of grammatical.

#### 4.2 Suggestion

This study describes what grammatical error made in students' argumentative essay. This study contributes on improving and understanding language studies especially on grammatical errors connected to the recent errors in case of argumentative essay. The researcher would like to offer suggestion to the students and next researcher to decrease errors writing in argumentative essay. Firstly, students be able to understand by their mistakes and able to improve their ability more better than before. Students should understand about the different rules between Bahasa Indonesia and English. Especially, the students should emphasize the concepts of the suffix-s/es because the commonly of error relate to use of suffix-s/es. Therefore, students be able to understand how to write in English rules and distinguish how the rules are applied. And also the researcher gives some suggestions for the further researcher to conduct the study of grammatical error with the matter of text or essay in some differences of essay. The other matter will be interesting to be analyzed toward grammatical error related to best data use, most accurate data and performance which is not covered by linguistics yet before.

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TYPES OF ERRORS	EXAMPLE OF ERRORS	CAUSES	SOURCE OF ERROR
<p><b>Four types of errors:</b></p> <p><b>a. Addition</b></p> <ul style="list-style-type: none"> <li>○ <u>Addition of suffix s/es</u> The researcher found three patterns kinds of addition in suffix-s/es.               <ol style="list-style-type: none"> <li>1. subject-verb agreement</li> <li>2. modal verb</li> <li>3. infinitive of verb</li> </ol> </li> <li>○ <u>Addition of verb</u></li> <li>○ <u>Addition of be</u></li> </ul>	<ul style="list-style-type: none"> <li>○ <u>Addition of suffix s/es</u> <ol style="list-style-type: none"> <li>1. <i>S+V agreement :</i> <ol style="list-style-type: none"> <li>1. And facilities for the students who <u>wants</u> to learning in modern and salafy education. ( AE.1 )</li> <li>2. Indonesia people <u>thinks</u> that book is not really important to their life. ( AE.5 )</li> <li>3. Our imagination automatically <u>increases</u> knowledgeable with all knowledge from a book.( AE.5 )</li> <li>4. People's tought <u>tries</u> to find any solutions to some problems. ( AE.5 )</li> <li>5. Education in <u>Islamic schools provides</u> education about Islam more than public school. (AE.11)</li> <li>6. <u>Martial arts makes</u> her a very brave woman. (AE.15)</li> <li>7. Bullying news occurs in SMP Negeri 3</li> </ol> </li> </ol> </li> </ul>	<p>The student is failed to construct correct sentences structurally. Therefore, the student must be able to identify the subject whether it is singular or plural. Having no competence in identifying the <i>subject</i> will make student fails to produce the correct form of the verb.</p>	<p>Intralingual transfer</p>

	Pangkal Pinang. (AE.14)		
2. <i>modal verb</i> :	<p>8. There <u>will visits</u> between nations as tourist. ( AE.4 )</p> <p>9. First, reading books can <u>improves</u> our imagination. ( AE.5)</p>	The modal should be followed verb -1 without adding suffixe-s/es. Therefore, it should be in its simple form without any suffix. The student is still confused by using modal verb and forgotten to eliminate unimportant item in the sentence.	Intralingual transfer
3. <i>Infinitive of verb</i> :	<p>10. Moreover, it is more important <u>to changes</u> the educational system. ( AE.3 )</p> <p>11. In this essay, I would like <u>to describes</u> how the important read books.( AE.5 )</p> <p>12. I try <u>to started</u> from reading a short article. (AE.13)</p>	The student failed to understand the function of to (infinitive). We use an infinitive after certain verb, after to should be followed by verb in first form or verb -1 without suffixes/s. Therefore, it should be in its simple form without any suffix.	Intralingual transfer
o <u>Addition of verb</u>  <i>Using -ing form of verb</i>	13. I <u>will still trying</u> to read more books.	Student failed to understand the function of -ing and -ed form. If we identify the sentence above, it found a modal (will) after	Interlingual Transfer

	<p>(AE.13) <u>Using -ed form of verb</u></p> <p>14. I <u>will discussed</u> about a book is important in our life. (AE.13)</p>	<p>subject. if there is a modal verb, such as can or could, must, should, and will.</p>	
<p><b>b. Omission</b></p> <p>a. Omission of be</p> <p>b. Omission of plural marker</p>	<p>o <u>Addition of be</u></p> <p>15. Islamic education <u>is provides</u> better because in public school do not have Islamic knowledge more.(AE.11)</p>	<p>The researcher analyses from sentences above, the using of be is useless. The sentence form is general truth. It used to discribe simple present.</p>	<p>Interlingual Transfer</p>
<p>c. Omission of suffix-s/es</p> <p>d. Omission of subject</p> <p>e. Omission of verb</p> <p>f. Omission of article</p>	<p>a. <i>Omission of be</i> is catagorized into three parts:</p> <p>1. <i>passive voice</i></p> <p>16. The modern islamic boarding <u>school inhabited by</u> hundreds.( AE.1 )</p> <p>17. Then <u>it called</u> excursionist.( AE.4 )</p> <p>18. Rich brian <u>increasing known</u> by many people in Indonesia.(AE.7)</p> <p>19. All of official single video of Rich <u>Chigga uploaded</u> by 8 rising's Youtube channel.(AE.7)</p> <p>20. Rich Brian <u>asked by</u> many people about his loyalty to Indonesia.(AE.7)</p> <p>21. This bullying <u>is</u> very dangerous because <u>it</u></p>	<p>The sentences should be in the form of passive sentence and it needs be in front of past participle verb.</p>	<p>Communication strategies</p>

	<p>not only caused physical or mental injury.(AE.14)</p> <p>2. <i>using –ing form of verbs</i></p> <p>22. In addition, parents also worrying if they have to separate with their children. ( AE.1 )</p> <p>23. Mostly, the morals of the students who learning in islamic boarding school. ( AE.1 )</p> <p>24. Indonesia culture <u>has also flying</u> in the countries where foreign investment. (AE.6)</p> <p>25. Whereas if <u>she sporting</u> that happened she will not only save herself. (AE.14)</p> <p>3. <i>Using of to be</i></p> <p>26. Indonesia is a country that quality of <u>education lower</u> than European countries. ( AE.3 )</p>	<p>The sentences are indicated continuing action, something going on now. This tense should be formed with the helping “to be” verb, in the present tense, plus the present participle of the main verb or lexical verb ( with an –ing ending)</p> <p>The <i>be</i> must appear in the sentence because the function is as a verb. the researcher means that the student needs to pay attention subject-verb agreement to make correct sentence.</p>	<p>Communication strategies</p> <p>Interlingual transfer</p>
	<p>b. <i>Omission of plural marker</i></p> <p>27. Today <u>many Islamic Boarding School</u> are</p>	<p>the researcher identifies base on sentences above which are classified into two types of</p>	<p>Interlingual transfer</p>

	<p>adopting formal education. ( AE.1 )</p> <p>28. There are <u>some extracurricular</u> which generally exist in modern islamic boarding school. ( AE.1 )</p> <p>29. Indonesia has so <u>many beautiful place</u>. ( AE.2 )</p> <p>30. There are <u>many pesantren</u> that already provide various facilities like in formal school. ( AE.1 )</p> <p>31. They want to visit <u>some place</u>. (AE.2 )</p> <p>32. Now there are <u>many tourism</u> place has stakeholders. (AE.2)</p> <p>33. Tourism is explained in great detail because there are <u>some traveler</u> cannot distinguish. (AE.4)</p> <p>34. There are <u>some event</u> occurred. (AE.5)</p> <p>35. Indonesia has <u>many kind</u> of entertainment, games. (AE.5)</p> <p>36. <u>Two figure</u> who perfoeme at the time reog ponorogo demonstrated (AE.6)</p> <p>37. Although <u>some reason</u> reckon on the opinion that part time job.(AE.8)</p>	<p>quantifiers are <i>some</i> and <i>many</i>. Firstly, some error appears forth in the essays. Base on an example of sentence is “<i>there are some extracurricular..</i>” The students forgot to put final-s in the end of noun which is placed in front of <i>some</i>. And also the students have not realize the pattenen and function of <i>some</i>.</p>	
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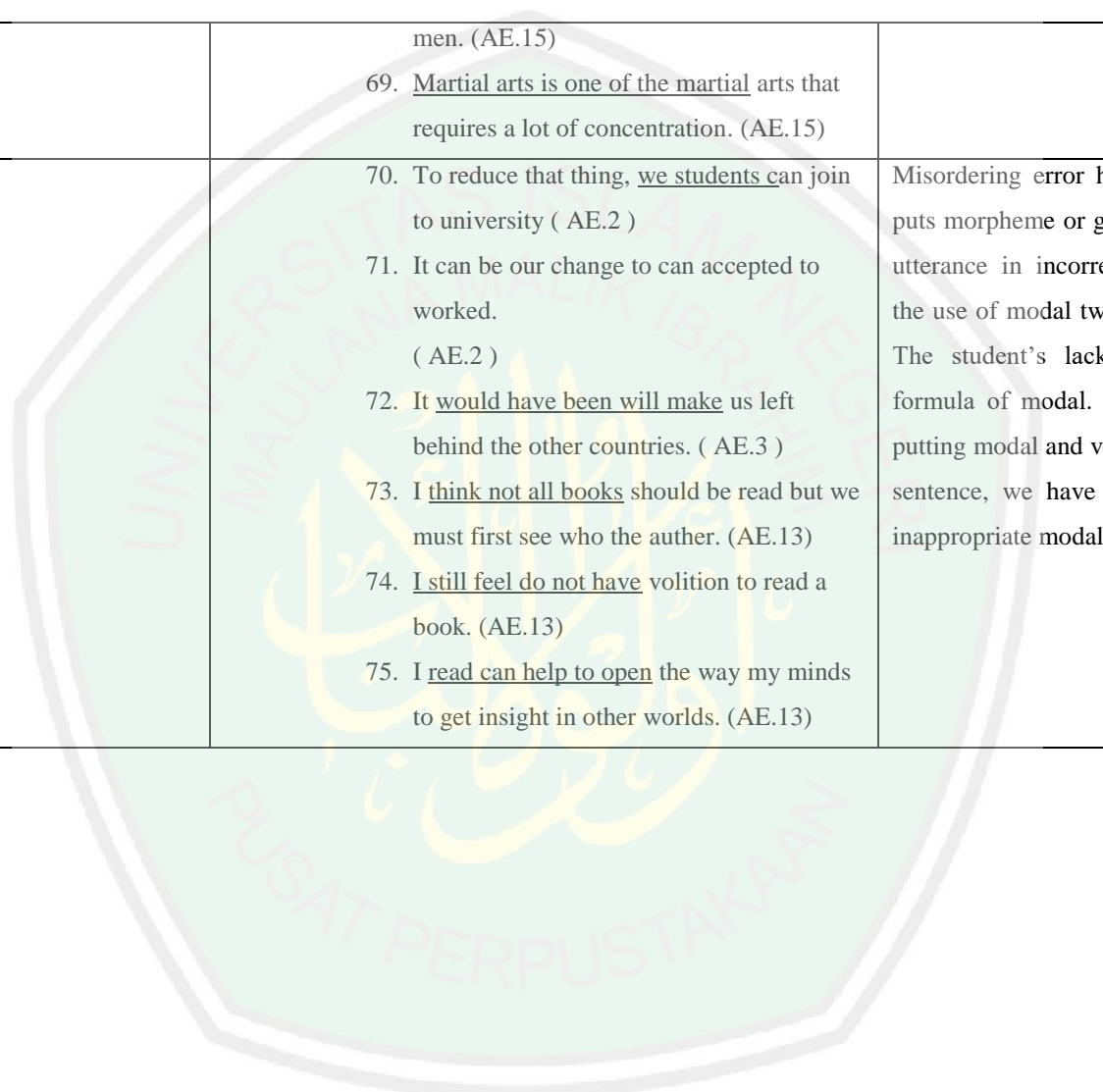
	<p>38. They bring <u>some opinion</u> toward the society about part time.(AE.8)</p> <p>39. If the teacher gives the value to the students by giving <u>some feedback</u>, (AE.9)</p>		
	<p>c. Omission of suffix</p> <p>40. Identically, <u>the modern boarding school apply</u> foreign language for practice in everyday life. (AE.1)</p> <p>41. It has Tourism Academy or <u>Vocation High School focus</u> on turism field. ( AE.2 )</p> <p>42. Now, <u>turism become</u> more popular after program on tv. ( AE.2 )</p> <p>43. The <u>writer know</u> that now social media is so popular. ( AE.2 )</p> <p>44. There are two ways to do that based on what the <u>writer describe</u> above. (AE.2)</p> <p>45. In oder hand, the government also <u>make</u> the wisdow of free school to lower education. ( AE.3 )</p>	<p>The researcher found the omission error which is caused by omitting suffix-s. The sentences are incorrect because the student ignores the rule of subject- verb agreement.</p>	<p>Interlingual transfer</p>

	<p>46. Convention <u>tourism usually provide</u> building facilities.( AE.4 )</p> <p>47. Before present, <u>he read</u> some books about the method of writing. ( AE.5 )</p> <p>48. At present, <u>Kris use</u> more of a heavenly accessories in dressing. (AE.6)</p> <p>49. In this case <u>the teacher better take</u> the initiative to ask the judgement of his students. (AE.9)</p> <p>50. The learning process in the <u>class become</u> comfortable. (AE.9)</p> <p>51. The <u>learning process become</u> more effective and it also gives the students more time. (AE.10)</p> <p>52. Indonesia is one of the countries that <u>become</u> the greatest position of the muslim population.(AE.11)</p> <p>53. Feedback <u>provide</u> improvement on learners' writing level. (AE.12)</p> <p>54. Our teacher who teach us when we was child. (AE.13)</p> <p>55. And make <u>a person feel</u> uncomfortable.</p>		
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	(AE.14)		
	<p>d. Omission of subject</p> <p>56. In this case, can make difficulty in up level because of not ready from the operator. ( AE.3 )</p> <p>57. Nowadays, is a modern era and modern education. (AE.3)</p>	<p>The student forgot to add the subject because the student aims “in this case or nowadays” word has stated as subject. In other hand, this sentence is grammatically incorrect because there is not subject in the sentence.</p>	<p>Interlingual transfer</p>
	<p>e. Omission of verb</p> <p>58. Islamic boarding school <u>will difficult</u> to find a job ( AE. 1 )</p> <p>59. We have to smart and have knowledge. ( AE. 5 )</p>	<p>The student often forgets some important parts in a sentence. in this sentence, number 33 and 35, actually the use of will as modal should be followed by <i>simple verb</i>. The second example, “We have to smart and have knowledge”. In Bahasa Indonesia student wants to say “ kami harus cerdas dan memiliki ilmu”. Actually this sentence should use <i>must</i> for expressing necessity.</p>	<p>Intralingual transfer and communication strategies</p>
	<p>f. Omission of article</p> <p>60. <u>Turism is travel</u> for pleasure, practice tourism, doing business, or entertaining</p>	<p>The student should insert article <i>as</i> the important part in a sentence to indicate</p>	<p>Interlingual transfer</p>

	<p>tourist. ( AE.4 )</p> <p>61. In conclusion, <u>book is media</u> to develop ourselves and to change this world. ( AE.5 )</p>	<p>singular count noun. From the subject, the student be able to recognize the singular and plural subject. Therefore, to make those sentences correct. It should be added article in front of noun.</p>	
c. Misformation	<p>62. The <u>distinguishes is</u> the learning sytem at that place. ( AE.1 )</p> <p>63. The <u>rooms of employable is</u> not comparable with the number of students graduated. ( AE.2 )</p> <p>64. In this case, the attainment performance of <u>students is</u> not satisfied. ( AE.3 )</p> <p>65. The benifits of tourism in term of <u>politics is</u> maintain good international relations. ( AE.4 )</p> <p>66. In adition, <u>travelers is</u> also divided into several kinds. ( AE.4 )</p> <p>67. Examples of material arts that <u>is very</u> famous in the area of Java. (AE.15)</p> <p>68. If <u>material arts is</u> more in the show for</p>	<p>the researcher indicates the all sentences are plural noun. Thus, those are should be changed into <i>are</i> because they are plural noun. Except, this sentences are singular noun. They should be turned into is.</p>	Context of learning

	men. (AE.15) 69. <u>Martial arts is one of the martial</u> arts that requires a lot of concentration. (AE.15)		
d. Misordering	70. To reduce that thing, <u>we students</u> can join to university ( AE.2 ) 71. It can be our change to can accepted to worked. ( AE.2 ) 72. It <u>would have been will make</u> us left behind the other countries. ( AE.3 ) 73. I <u>think not all books</u> should be read but we must first see who the auther. (AE.13) 74. <u>I still feel do not have</u> volition to read a book. (AE.13) 75. I <u>read can help to open</u> the way my minds to get insight in other worlds. (AE.13)	Misordering error happens because student puts morpheme or group of morpheme in an utterance in incorrect placement. Such as, the use of modal two times in one sentence. The student's lack understanding in the formula of modal. The student's failure in putting modal and verb. for making effective sentence, we have to diminish the use of inappropriate modal.	communication strategies



Name :

NIM : 1432

Class : Ek

Final Project of Academic Writing



### Islamic Boarding school is The Only Effective Place For Students

Islamic Boarding School is the oldest educational institution in Indonesia. However, Islamic Boarding School in its development also experienced the dynamics following the development of the modern era that has its own challenges. From the traditional educational institutions that are submissive to the *kyai* figure and study of the *kitab kuning*, today many Islamic Boarding School are adopting formal education system like schools and universities. Nowadays, many students do not understand about religion, they just compete to get the achievements in the general course and ignore religious values.

There are two kinds of Islamic Boarding School namely salaf and modern. The modern Islamic Boarding School which has a learning system as well as in formal school. In addition to following activities like study *kitab kuning* and others, students also able to follow the formal school, extracurricular, and speak with foreign language. Identically, the modern boarding school apply foreign language for practice in everyday life. Students are require to use Arabic or English when talking with their friends. With the regularity and observance of students in modern boarding school in the use foreign language as the main language then make the students absorb a lot of vocabulary. The modern islamic boarding school inhabited by hundreds or even thousands of students usually have many extracurricular activities to develop their interest and talents. It is provide facilities, tools, and mentors to improve the ability in the field of their interest and talents. There are some extracurricular which generally exist in modern islamic boarding school such as qira'ah, hadrah, music and qasidah, photography, language club, scout, sports (tennis, football, basketball, and badminton), and others. In modern islamic boarding school, generally have adequate infrastructure. Whether it is an outdoor or indoor. With reaching a hundreds or thousands students, then generally have a wide area and complex. Also accompanied by a multipurpose building in which there are line of badminton, pingpong, and futsal.

Contrastively with modern side, the salafyah islamic boarding school teaches much of *kitab kuning*. Usually it is identical with obidience to *kyai* figure. The learning system adhere to traditional in which only teaches the religious side and does not teach general science at all. The easiest example is the salafy boarding school does not have their own formal school, even if in Junior High School or Senior High School. Only the schedule of recitation for students, whether

Source?  
Reference?

study *kitab kuning* or al-Qur'an. If the students want to take formal education, they must go to outside boarding school environment.

- Many parents who have the mindset of children graduates of islamic boarding school will difficult to find a job and difficult to compete in the outside, because they only study the science of religion and learn a little general knowledge so there is not much job for them. In addition, parents also worrying if they have to separate with their children, they prefer to give lessons / additional lessons so their children have activity after school. It also aims to keep their child away from negative things or promiscuity that is rampant nowadays. But parents also do not know how the child lives outside the home. The parents certainly will not be able to control the 24 hours of their children. Moreover, children still have time to spare after school and tutoring finished. Children may fall into negativity due to the miscommunication out there. Another case if you send your child to school in the islamic boarding school. Parents do not have to worry about children's activities at school. Everything will be monitored for 24 hours. Children will also have a lot of busyness both at school and in the dorm. Example Following extracurricular activities, prayer in mosque, recite al-Qur'an, etc.

In the modern era as now parents are more encouraged to choose a boarding school as a place for their children learning. First, islamic boarding school not only teaches general science, but also deeper religious knowledge. Second, the negative impact of globalization / internet usage can be more controlled and protected. Tighter supervision, students can not access the internet as they want. Third, in the islamic boarding school train students to live independently, discipline and can socialize with their friends. Fourth, 24 hours guidance, students can ask the teacher or mentor out of school. Fifth, students are accustomed to memorizing. For parents who want to educate children in school that balanced between general subjects and religion do not have to worry anymore because there are many pesantren that already provide various facilities like in formal school. such as the Al-Amien Prenduan islamic boarding school which has a variety of advantages and facilities for the students who wants to learning in modern and salafy education. Islamic boarding school has various advantages, such as a complete infrastructure (laboratory, library, park, sports facilities, multimedia room, multipurpose hall, etc.).

The most important point is islamic boarding school teaches how to respect their teachers, their parents, the elderly, treats the younger, speaks and behaves politely well. Such learning will have an impact on everyday life. The morals will be embedded and become customs or habits in students life. Indeed, in any educational institution must instill a respectful nature of teachers. But unlike islamic boarding school, obedience to the teacher is extraordinary. **There will be taught how to glorify the knowledgeable people. Inculcating customs requires people who can truly be role figures who deserve to be emulated, imitated and followed. Mostly, the morals of the students who learning in silamic boarding school will be much better than children living in a liberated environment.**

Basically, all learning places are the same even islamic boarding school or formal school. The distinguishes is the learning system at that place. However, for the modern era students tend to do negative activities and without parental supervision. Therefore islamic boarding school is the only suitable place to study religion and other science. Because it is now highly developed, there are not only learn about religion but also many activities that develop interest and talents of the students.



1432

### The Way Students to Developing Indonesian Tourism

Indonesia is a big country, it has more than 2 big islands and has more than 15.000 islands. There are 4 main islands in Indonesia because it is big islands in Indonesia, those are Sumatra, Java, Kalimantan, Sulawesi and Irian Jaya. Indonesia has so many beautiful place to visited by tourism from overseas, they can visit city, islands, beach, or mountain in Indonesia. Indonesian becomes country which can mixes his cultures, foods, and places to become unique. That's the factor the world never knows about Indonesia from that aspect it can approve the tourism values of Indonesia and Indonesia can become the eyes of the worlds. Tourism has the main component to make it develop, there are service, human resource and provision on the tourism field. In Indonesia, it has Tourism Academy or Vocation High School focus on tourism field but the number of graduates from there is not compared with the room of work has available from them. Now, Tourism become more popular after program on TV has broadcast for example My Trip My Adventure program. That's program is one of the way to developing Indonesian Tourism. But we as the students must have our own way to still developing Indonesian Tourism to make it long last.

First, by promote tourism place through social media. The writer know that now social media is so popular on the students from junior high school students until senior high school students people said that now is millennial era. Promotion became one of the way to developing Indonesian tourism because it can have a big impact. From social media we can show how beautiful place in Indonesia really is so it can attract tourism to come to that place. Promotion has function to attract desire and tourists local or from overseas interest to come to this country and to enjoy the beautiful place in Indonesia. There are some methods to do promotion in order to develop Indonesia Tourism. First, by make Indonesia Tourism exhibition. By doing this thing hopefully we can more attract them by giving them more information about Indonesian culture and nature beside of that we can give information about lot of potential place in Indonesia they can visit later. Then, we can attract all of Indonesia

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Quotation?  
It's close to exposition.

community to visit tourism place in their country. Second, of course promote by using social media. Now we can make internet to more useful by finding any kinds of information it can make us easier. By internet, tourism can directly find travel agency product that they want to visit some place and they can find the information about the facility they can get from the internet so they don't need the intermediary to help them choose.

Second, by increasing human resources. We as a part of human resources must increase our education and training activities especially for them who are join local communities so they can develop their community's competence into their services for local and foreign tourist. By having more international human resources, the another country will not underestimate about the management of Indonesian Tourism. It can be our change to can accepted to worked on overseas from that we can increase Indonesia position in the eye of the world better and make it more ready to face globalization. Human resource itself has the main component that is a service. But there is a problem in tourism development to find the best rules, then to find the way to enhance and improve the human quality resources who are competent in tourism place. Human resources are very needed to make tourism field in their place can be more develop and more famous so it can be trustworthy place of tourist destination. The next problem is the lack of workforce in many areas of tourist place who are qualified, it means that for them who are worked in tourism field is competence and has international certificate. To reduce that thing, we as students can join to University or School who are focuses on Tourism development which has International standard. But the government must give them opportunity after there are graduate to work in the tourism institutions. Now there are many tourism place has stakeholders who are qualified but in non-tourism. So with the existence of graduating students from tourism school or university it can more develop Indonesian tourism. They are not only placed just in the tourism institution but they can place in the all institution of government's tourism. From what the writer described above they also can apply in society.

Now reality on the field based on what the writers know that the picture from social media and based on the reality is sometimes different that's can make tourist feel upset when they are come to the tourism place based on the information on social media. Then now they are several provinces have tourist academy or vocational schools in tourist field but the rooms of employable is not comparable with the numbers of students graduated from there. Now the employment who are more competent in tourism place in province while the tourism place can more attract tourist is located in village. Unfortunately, the stakeholders who are worked in local government tourism agencies is not qualified in tourism so they are difficult to develop the tourism place because they are lack of knowledge.

So as the people of Indonesia we have role to develop Indonesian Tourism especially for students or university students. There are two ways to do that based on what the writer describe above, first is we can share about Indonesian tourism place through social media and the second is as part of the human resources must increase our knowledge in tourism aspects.

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Theme : Education

## Education System in Indonesia Should be Changed

NIM : 1532

Class : Writing DK

84

This essay discusses about the educational system in Indonesia. Indonesia is a country that quality of education lower than European countries, and the education system needs to be changed to prepare young generation ready to meet the world changes so fast. The national education system has still emphasized on achieving value-based rather than on the skills and competency. The education system in Indonesia should be changed, not forcing the students, the curriculum is adapted to the basic competencies of each student. Field of study is taught not too much and materials for each field of study tailored to students' development (M. Shidiq Al-Jawi, 06 May 2006). Moreover, this educational system will give negative effect for students for example, they will be bored, they will brawl and cheat. And in the end, they can not do well in exams.

This essay argues that, due to several reasons the government needs to consider about changing the educational system in Indonesia. Firstly, the government must be lower payment for school, because the payment is expensive, it can make the poor society can not to school. In order hand, the government also make the wisdom of free-school to lower education. The quality of education is impossible cheap, do not be cheap or free. But the question, who should pay for it? In fact, it is the government that is obliged to guarantee every citizen education and ensuring public access down to get a quality education. However, in the fact that the government is not liable in this case (M. Shidiq Al-Jawi, 06 May 2006). Secondly, the lower quality of physical infrastructure is a problem also. Many schools and colleges were the buildings destroyed, ownership and the use of low learning media, library books incomplete. Moreover, the lab is not standardized, user inadequate information technology and so on. Usually, these limited facilities and infrastructure ranging from school building office are not feasible to use to get the atmosphere comfortable and conducive learning, this is the responsibility for the government to changed this. Physical infrastructure is most important to the learning activity. Thirdly, low quality of teachers must be considered, the teacher's condition in Indonesia very apprehensive. Most of the teachers do not have sufficient professionalism to carry out their duties. Not only that, some teachers in Indonesia even declared unfit to teach. Although, teachers, and teachers are not the only determinants of educational success. However, teaching is the central point of education and qualifications, as reflecting the quality, faculty contributed very big on the quality of education which they are

responsible. The quality of teachers and lowers teacher was also affected by the low level of teachers' welfare (M. Shidiq Al-Jawi, 06 May 2006). Furthermore, low prosperous of teachers have a role in making the low quality of education in Indonesia. Teachers are one of the determining factors in improving the quality of education because teachers which are the main actor in implementing educational activities.

In addition, lowers performance of students are influenced by the physical infrastructure, the quality of teachers, and lowers teacher. In this case, the attainment performance of students is not satisfied. For example, the attainment performance in physics and mathematics of Indonesian students in international world is lower. According to Trends in Mathematics and Science Study (TIMSS) 2003 (2004), the Indonesian students only be in rank 35 from 44 countries in Mathematics performance and in rank 37 from 44 countries in Science performance (M. Shidiq Al-Jawi, 06 May 2006). Then, the children were only able to control 30% of the material and it turns out, they are very difficult to answer the questions in the form descriptions that require reasoning. Next, lack of equal education opportunity, educational opportunities are still limited to the elementary school level. Failure future development in early childhood will certainly hamper the development of human resources as a whole. Therefore, we need the distribution of educational policies and strategies appropriate to address the problem of inequality. The low relevance of education related to necessary, it can be seen from the number of unemployed graduates. According to data from Research and Education Ministry 1999, every year approximately 3 million children out of school and do not have the life skills that lead to labor problems of its own. The existence of the incompatibility between education outcomes and the needs of the workforce is curriculum material caused less functional the skills needed when learners entering the workforce (M. Shidiq Al-Jawi, 06 May 2006). However, changing the curriculum is needed, because curriculum must be appropriated with the developing period. Nowadays, is a modern era and modern education, the new curriculum is a good to compose the children creativity and train their courage. The curriculum should be developed and perfected in accordance with the times. Therefore, in line with the times of education will increasingly face challenges. Moreover, the face of the free market or globalization curriculum instrumental in conducting various creative and constructive activities, in terms of creating and compiling a new thing in accordance with people's needs in the future, In this case, the curriculum actively participate in social control and an emphasis on the elements of critical thinking (M. Sadiq Al-Jawi, 06 May 2006).

In another hand, actually, the educational system in Indonesia should not be changed, because the educational system must be appropriate for the condition of Indonesia in

this time. There are many consequences if the educational system be changed, first is education transformed into merchandise, which can only be accessed by those who have lots of money, second orientation to the needs of the free market, including limited employment in the factory capitalism, not to the interests of the state, and the third educational curriculum patterned market interest level output even Indonesia are not able to manage their own natural wealth for the nation regeneration limited to the interests of market capitalism ( Ronaldus Tarsan, 10 February 2015). Indonesia is a developing country, so that very difficult to changed the educational system. The implementation of the new education system had to be postponed because of many failures in its implementation. In this case, can make difficulty in up level because of not ready from the operator of this policy. One of the teachers readiness in various areas which still lowers, a moreover load of students which increases learning hours, should also be noted the psychological effect. Another issue about the books that are not determined by the ministry. Moreover, it is more important to changes the educational system, because the educational system in Indonesia is lower than another country. Education is the most important for everyone, because the education is low quality it would have been will make us left behind the other countries and we will not able to compete with the other countries in global world. All children are born smart in their respective fields. The intelligence must be honed in order to create the nation's next golden generation who are competent. By changing the order of the curriculum in Indonesia, the resource in Indonesia will be more qualified and ready to face the MEA (Lusi Savitri, 02 April 2014). Therefore, Education is very important in determining a child's future and create the next generation of competent. Education should be able to create the output so that the next generation is ready to face the international world.

To sump up, the quality of education in Indonesia is still very low when compared with the quality of education in other countries. There is the main cause, such as the effectiveness, efficiency and standardization of education is still less optimized. In another hand, there are some problems such as low physical infrastructure, lower quality of teachers, the lower prosperity of teachers, the lower student achievement, lower chance of educational equity, the low relevance of education to the needs, and the high costs of education. The solution can be given of the above problems, among others, by changing social systems related to the education system, and improve teacher quality and student achievement. One way that should be done to avoid increasing the Indonesian people up with other countries is to improve the quality of education first. However, increasing the quality of education means born of human resources and the better the quality will be able to bring this nation to compete fairly in all areas in the world. Change is certainly intended to make education better and effort fatherly always repair procedures of Indonesian education and evenly so each region.

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## "Tourism"

Tourism is travel for pleasure, practice tourism, doing business, or entertaining tourist. Tourism can be inter-state or domestic. According to Robert McIntosh tourism is a combination of interactions between the government as the host of tourism, business, and tourists. Tourism also has a very broad definition even other tourism experts also have different opinions about the definition of tourism. People are called traveling if it goes as far as at least 80 kilometers from home but if not more than 80 kilo meters then it called excursionist (in bahasa called "pelancong"). The purpose of tourism is for recreation or for an interest that desire can be fulfilled.

According to Law No. 9 of Chapter 1 of Article 1 of 1990 on tourism states that: "Tourism is all activities and affairs that are related to the planning, regulation, implementation and monitoring of tourism by the government, the private sector, and the public". Some of the purpose of the tourism industry are to promote the natural beauty and culture of Indonesia, enhance national and international fraternity, to achieve recognition of the importance of the tourism industry, etc.

There are several types of tour that are not widely known by the public. The first, Cultural Tourism the type of cultural tourism is to broaden the insights about the culture that exists in the area visited by the tourists this cultural tourism is the most important tourist type for foreign tourists. The benefits of tourism in terms of Culture is bringing an understanding and understanding between cultures through the interaction of tourists with the local community where the tourist area is located. From this interaction the tourists can recognize and appreciate the culture of the local community, and also understand the background of local culture adopted by the community. The second, Convention Tourism this tour is included type of political tourism. Convention tourism usually provide building facilities such as some rooms for conferences or deliberations for example JCC (Jakarta Convention Center). The benefits of tourism in terms of politics is maintain good international relations that is in terms of foreign tourism development. There will be visits between nations as tourists as it is in the tourism archipelago, so it can give inspiration to always hold approach and mutual respect. The third is Educational Tourism, educational tour is a tourism related to the study and has a purpose as a vehicle for learning. The benefits of tourism in terms of science is that we can study tourism and know where the location and advantages of a tourist

attraction so that it can apply in our area tourism that has not been good developed. The last, Honeymoon Tourism this type of tour is a travel implementation for married couples who are honeymooners with some special facilities. There are many types of tourism that are not known by many people because of the limitations of volunteers such as recuperational tourism and commercial tours. This type of tour is very rare in some areas including East Java. In addition to the limitations of volunteer enthusiasts from this tour is also very little.

There are two kinds of tourism according to the number of people traveling is individual tourism and group tourism. Individual tourism is a tourist independently (alone) or a family traveling together and Group tourism is the type of tourists in which the tour is made consists of several people who are joined in a group which is usually organized by a particular party, such as tour operators or travel agents.

There are four types of travelers. Firstly, Budget Traveler. Consumer budget travelers always want to save on every trip. One reason, their income is still limited so that not enough to finance their trip properly. Secondly, Promo Traveler. This type of consumer generally comes from the urban professional. They always see promos and rewards to maximize the benefits, they get from the transaction tools, like credit cards. Their custom is to order travel needs such as tickets and hotels etc. independently online or through a travel agent in line with rewards and promo programs provided. Thirdly, Family Traveler. This type of consumer is always a family priority. This type of consumer starts to enter a mature age and comes from a variety of professions. In any trip, this type of consumer invites children and wives or husbands to jointly travel and take a vacation. They live in a medium-sized hotel with family, traveling together at the destination. They are always looking for the best price from various facilities and promotions to get more profit for the family. Fourthly, Luxury Traveler. Consumers of this one belong to good-established consumers who want to get the best facilities in every trip. In the tour, they look for unique and exclusive places at home and abroad, with family and friends. They have a travel assistant who will take care of travel packages, stay in luxury hotels, and get the best facilities while in the tourist location.

In conclusion, according to some people tourism have several different definitions. There are also types of tours that divided into several kinds that we can meet in every place of tourism. In addition, traveler are also divided into several kinds. That's why tourism is explained in great detail because there are some traveler cannot distinguish the types of tours.

Hopefully in the future, the traveler can distinguish the types of tours and also learn about science of tourism.

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### Change the world by reading books

1532

"The whole world opened to me when I learned to read" Mary Mcleod Bethune. Book is the one of important thing in this world, to change the world we have to smart and have knowledge, and the knowledge will get by us if we want to read books. Books have many knowledges inside it, even though short stories and poems which published on books. People who want to change this world to be better that should be read the books. In this essay, I would like to describes how the important read books to change the world, and I will focus to Indonesia as our country. Indonesia have 262 million people, however according to United Nation Education Society and Cultural Organization (UNESCO), interesting to read books of Indonesia people was ranked the 60<sup>th</sup> of 61 countries. As young generation or Y/Z generations, we should change the paradigm of Indonesian people especially about books. Indonesian people thinks that book is not really important to their life. We can see the evidence of it from UNESCO analysis about the ranked of Indonesian desire to read. So, to change the world Indonesian people should be read books in their life.

George RR Martin ever said that "a reader lives a thousand lives before he dies. The man who never reads only lives once". Books give knowledge to whoever be the readers. Everyone can change this country, can change this world. By reading some books, we can change our perspective on live. First, reading books can improves our imagination. Books are one of the most imaginative things. Every books have their own characters, theme, and setting inside it, by reading books people can imagine the story of the books really occur to ourselves, so from these kinds of reading, people's thought tries to find any solutions to some problems on the story books. Our imagination automatically increases knowledgeable with all knowledge from a book. Reading books also give us motivation to grow up and build confidence. For example, a student has to present about the methods of writing good essay. Before present, he read some books about the method of writing, how to measure the good essay, and etc. so, after read the books he has some knowledge or methods to present, by reading books he will get more confidence to present it in front of the other students. When we read books, there are some event occurred. Automatically, we can relate the situation on the book to our personal lives. So, the reader can directly study how to struggle and face some problems from books.

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The elements of arguments  
are not completely presented!

In this era, many kinds of hoax spread. It's occurred because little interesting to read book. Prof. Dr. Suroso Yogyakarta State University said that "low interesting to read and write in literature even another knowledge reflects our nation still love oral culture". Now, many apps provide some hoax news, stupid people were easy to affected than people who like to read books. Because people who like to read books that know how to shift which is the real and hoax.

There are some factors why Indonesian people do not interest to read books. The first is education curriculum and the education system in Indonesia do not encourage the students. The second is, Indonesia has many kind of entertainment, games, television shows which do not educate the viewers, even many shows that shift the viewers from books. Third is, Indonesia still less produce some good books. The last is lack of support from each family, for example the parents ask their children to mall, or somewhere except library or book store. From these evidence, we can see Indonesia as developing country which doesn't want to be better. Because the people never want to change it.

In conclusion, book is the media to develop ourselves and to change this world to be better. Book is provided many knowledge, and we are as smart people should be like to read book. Book taught us how to be confidence, struggle and face some life problems, change our perspective, and not easy affected of hoax which has spread around us. Be the smart people with reading books. Indonesia have to increase the interesting of reading books to create good nation.

**Traditional and Modern Culture**  
(1332 )

7 60

Maybe some people think, cultures foreign as western culture and European culture has become popular in the earth pertiwithis. And, is there any Indonesian culture already stand on foreign? Yes, of course there is. There are five traditional and modern cultures Indonesia heritage already become incredibly global. What Corinthians five the cultural?

**1. Wayang**

Wayang Theater is a form that people are very popular, especially on the island of Java and Bali. People often connect said "puppets" with "shadow" as seen from the wayangkulit who wore screen, where appeared reflections of the. In West Java, apart from being known leather puppet show, the most popular is the Wayanggolek. The term golek can refer to the two meaning, as the verb said golek means 'seek', as the wooden puppet wooden means. In relation to wayanggolek, there are two kinds in some wayanggolek flat (smacking) and the wayanggolek raja purwa that there is in the region Sunda. Except puppet who is an art form dance drama which ditarikan people, most art forms the play is by a puppet show that at the same time as the leaders were singing suluk, voiced antawacana, regulate gamelan set and the other songs.

**2. Batik**

Who did not know Indonesian culture this one? As we know, now batik among many interested because the unique texture. It is not only that batik making that complicated resulted from batik a particular attraction. The beauty and uniqueness batik is what makes batik as a cultural heritage world heritage) that has been recognized by UNESCO in October 2, 2009. Kerennya, culture, now pride Indonesia today have been used by many foreigners, including a celebrity world such as Paris Hilton, Jessica Alba, and Dakota Fanning. Batik is the handicraft has high art value and has become a part of Indonesian culture (especially Java) since a long time ago. The women Central Java in the past made their skills in the livelihoods batik, so that, in

↳ it about exposition!  
Classification!

women Central Java in the past made their skills in the livelihoods batik, so that, in the past work batik is the work exclusively women until it detects "Batik" that would enable the entry for men to in this field. There are a few exceptions to this phenomenon, namely batik coastal lines that have masculine like that can be seen in Mega Mendung style, where in some areas coastal batik work is common to the males. In the beginning batik tradition is a tradition that go down throughout your generations, that sometimes a motif could be identified came from batik certain families. Some batik motifs can show a person's status. Even today, some batik motifs tadisionalis used only by the family keraton Yogyakarta and Surakarta. Batik is an inheritance of our ancestors Indonesia ( Central Java ) that up to this moment there are still. Batik is also the first time was introduced to the world by President Soeharto, who was at the time wearing batik in United Nations Conference.<sup>i</sup>

### 3. Angklung

Angklung is musical instrument smack of a double play in a way shaken by. Angklung Indonesia had been official recognition of UNESCO as part of the World Heritage in January 19, 2011. Certificate is awarded by the former Indonesian Ambassador to UNESCO, tresna Generous Kunaefi to the Minister of National Education at the time, namely Muhammad Nuh. Angklung have actually liked by the department of foreign affairs, countries such as Korea, Japan, and Malaysia has introduced angklung in children school age.

### 4. Keris

Keris is weapons have pierced the dagger (resulting sharp and sharply lower on both sides) with many functions culture that is well-known in the region Nusantara parts of west and central. The shape and easier to differentiate typical of its weapons other sharp because it is not symmetrical halves in the home that widen, often bilahnya winding roads, and many of them have prestige (damascene), which is seen fibers and a bright layer tin strand blades. Kinds of weapons have pierced the resemblance to keris is small dagger. Other weapons have pierced original Nusantara is kerambit. In the past keris function as a weapon in the duel or the war,<sup>ii</sup> At the same time as objects

complement community. At present, kris use more of a heavenly accessories (ageman) in dressing, has a number of symbols culture, or to objects collection in terms of which are considered to estetikanya. Use keris spread to the community reside in an area that had been influenced by Majapahit, such as Java, Madura, East Nusa Tenggara, Sumatra, Kalimantan coast, some Malay Peninsula, Sulawesi, Southern Thailand, and southern Philippines (Mindanao). Kris Mindanao known as make it smooth. Kris in each district has its own special characteristic in appearance, functions, exploitation, and technical terminology.

#### 5. ReogPonorogo

ReogPonorogo is one of the arts culture that comes from East Java west part of the sea and Ponorogo is considered as the original ReogPonorogo really is. City Gate Ponorogo decorated by the figure warok and gemblak, two figure who perform at the time reogponogoro demonstrated. ReogPonorogo is one of the cultural regions in Indonesia that is still very thick with the things that comes from mystical and knowledge mysticism that strong. Art that came from East Java is an art dances using masks chest peacock's tail, the mask-headed tiger is on their feathers are peacock's tail. The uniqueness ReogPonorogoPonorogo that makes ReogPonorogoPonorogo had claimed by neighboring countries as their culture.

In essence, we can deduce culture Indonesian culture has also flying in the countries where foreign investment. And in fact, one of the country has admitted that some of Indonesian culture. Of course it is our as those who will take the nation, must maintain and preserve cultural heritage Indonesian culture that has been popular in the world.

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<sup>1</sup>UNESCO, *Indonesian Batik*

<sup>2</sup>Darmosoegito, Ki. 1992. *Bab Dhuwung*. Djojobojo. Surabaya. Hal. 16

Name :  
NIM : 1332

*It's very descriptive paragraphs!*

## Indonesia was Proud of Rich Brian

*not argumentative essay!*

Rich Brian is a rapper as well as a musician whose name sounds out of the abroad. Many of people have no idea that Rich Brian is an Indonesian rapper and song writer which goes to international. However, after many works and the song that he made, Rich Brian increasingly known by many people in Indonesia. Nevertheless, some people did not want to admit that Rich Brian is a brilliant rapper from Indonesia with some of reasons. Therefore, Rich Brian should be recognized as a rapper of Indonesia.

Brian Imanuel is his real name. He was born in Jakarta, September 3, 1999. He is Chinese-Indonesian descent as like his parents. Brian was raised in West Jakarta with his family. He has four siblings and each sibling has been doing activity as an entertainer. For examples; singer, fashion blogger and DJ. Therefore, it would not be something special, if Brian was trying to be an entertainer as like his siblings. But, many of people have no idea about the story behind the name of Rich Brian and his career.

Rich Brian is his stage name. Previously, he used the name Rich Chigga for his stage name. Then, a lot of criticism came to him because of that name. He realized that it was a mistake to use the name of Rich Chigga. In 2018 he set to change his stage name with Rich Brian. Actually, Brian prefer called by his real name rather than any other names. However, because he is better known as Rich Brian, he decided to maintain that name. Brian began his career while growing up in Indonesia. Through social media in 2010 when he was 11 years old, he was making a video about American comedy style which is posted on his Twitter. Brian never had a formal education as he was homeschooled. He learned English language by **watching videos as his passion on YouTube and by listening to music rappers like Childish Gambino, 2 Chainz, Macklemore, and Tyler, The Creator.**

In 2016 was the first debut of Rich Brian. He released his single "*Dat Stick*" on February 22 that made high his popularity. Nevertheless, "*Dat Stick*" was not the first single of him. On July 17, 2015, he released his first single entitled "*Living the Dream*" on his YouTube channel account. The single "*Dat Stick*" got an international success after reaction video was released by many of American rappers like Ghostface Killah, 21 Savage, Tory

Lanez, MadeinTYO and Desiigner. It was not stop right here, six months later. On August 9, 2016 Brian then went on to release his second single *"Who That Be"* on iTunes and the official video on YouTube. All of official single video of Rich Chigga uploaded by 88rising's YouTube channel except his first single *"Living the Dream"*. Brian has been cooperating with 88rising official when he released the remix of his single *"Dat Stick"*.

*Rich Brian asserted that he never forgot Indonesia as his country of origin. Although today, Rich Brian has been living and working in the American music industry since May 2017. In an interview video with Genius for the Verified episode on YouTube, he said "I do not really forget my homeland". Rich Brian asked by many people about his loyalty to Indonesia. Some people always ask him, why do you hardly to speak Indonesia, do you forget about us (Indonesians)? Then, he spilled his anxiety in a part of the latest song lyrics entitled Amen. The lyrics of the song are: "People think I'm Dory, I'm forgettin' 'bout my hood. Man, should I be sorry for just doin' somethin' new?". It just for reminds him that he did not really forget his homeland, the country where he was born and where he is big.*

2017 was the best year of Rich Chigga. His popularity was being the phenomena of Indonesian people. Nowadays, Brian has been beginning his tour music titled *"Come to My Party Tour"* in Los Angeles, California and USA. He has collaborated with a number of international musicians like Ghostface Killah, Pouya, XXXTentacion and Keith Ape. In this year also, Brian won an award at 4th Indonesian Choice Awards as Breakthrough Artist of the Year in May 2017. In an interview with The Jakarta Post, Brian said he was spending his time stay in Los Angeles, California working on his debut album.

People who regretted for Rich Brian's decision to move to the United States concluded that he was an arrogant and inappropriate person to be considered as an Indonesian. In fact, his decision to move to the United States was not without a reason. Rich Brian wants to build his career to be better. It does not take long, nine months later after moving to America in May 2017. Owner Brian Imanuel's full name has now released his first album titled Amen on February 2, 2018. Rich Brian serves as the first ever Asian in history to chart number 1 on the iTunes Hip Hop Chart. It becomes a pride for Indonesia.

**Brian Imanuel is the example of hard working. He is the best Indonesian rapper right now. He is the first Indonesian rapper that went to international and he is still young. Although, not everyone knows his hard work, and sees him as one who forgot his homeland. Finally, he made Indonesia proud of him and Indonesia was proud to have him.**

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Name (NIM) : 1532  
Lectured by : Galuh Nur Rohmah, M.Pd., M.Ed.  
Subject : Academic writing  
Topic chosen : Coping studies along with part time job

### It is good to Have Part Time Job while Studying

“In my personal experience, the work-life balance is at its most uneven at university. I say personal experience because as a student, I’ve always held down a part-time job while studying. Many students will have the luxury of being able to concentrate on studying (and let’s face it, partying) full-time, for a number of reasons, be it from student loans, scholarships, or coming from a wealthy background and having trust funds. Personally, the prospect of paying money back, with interest, after I started working full-time didn’t appeal, and I don’t come from a particularly wealthy background either. So before I pull out my tiny violin, I’ll simply say that I’ve had to work while studying.”, said Chris Smith on Inside Higher Ed. As what Chris uttered, we may know that the era nowadays in order to complete their needs, students sometimes do part time job while studying in their school. Yet, this choice brings some contradictions towards the society even in the circle of the students itself. Steinberg, Fegley, & Dornbusch (1993) argue that students who split their time in studying and working will get some troubles in some aspects such they will have limited social access and influence their academic performance. Meanwhile, the students’ needs will improve time by time and it will not totally give you the negative sides of it (Dallam and Hoyt, 1981). Thus, the writer believes that having part time job while studying is good for students.

Society will think that students who are working will influence their academic performance. Some people assume and believe that in each day there will be some duties whether it comes from the school or the place where they work in which it can split their focus on two things. Seeing that part time job may influence students’ academic performance

and it may decrease the students' employment achievement, the students do not need to take part time job. This is actually not true as Kosi (2013) said that student employment activity will give no harm toward their academic achievement. For as much as the part time job gives the student more practices in time management, increasing their motivation, self-confidence and endeavor. Nonis and Hudson (2006) on their studies also imply that conversely to the societies' belief that part time job has no direct influence toward the students' achievement in view of the students work in the standard time that is not bearing their academic.

The other reason to oppose the choice mentioned before is that the students will have limited access of socializing with other. We need to notice that the base foundation of why students take part time job is that the financial necessity to support their life style and collecting work experience (Carney, McNeish, and McColl 2005; Oi I and Morrison 2005) This means that they need to work and managing their time into two parts that are studying and working which a half day for studying and the rest is for working. While the society think that there will be no time for the students to have other interaction with other as their line age friends do, we should underline this statement considering that working will hold on different place with college. This means that the student employment will meet some new people and build new relationship like staff, manager, and customers that will influence the students' ability in communicating even. For example here is the relationship between the student employment and the staff or the manager. In the very first time their relationship was very weak since the students are new and this becomes the challenge for the student employment. But as well the time running the staff or the manager will need to communicate more with the students for some particular things whether they need it or not. As it is going, the students relationship will improve because of the conversation occurred between the students and the staff or manager. Regarding to the social life of the student employment with the family or friends, some studies has shown that interpersonal relationship at work is one of the place for

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Theme : Should students have the right to evaluate their teacher ?

1532<sup>n</sup>

Why the students should grade their teacher?

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Students always give their best effort to get good grades. This value is obtained by students from several aspects that can support the skill and academic value of the student. Teachers also assess the knowledge of what they get during classroom pupils. Assessment is actually something that the teacher gives to the student according to the ability that the student has through some tests that the student must follow. From the test they do, then the teacher will easily give the value in accordance with the test results and skills and knowledge they have. Assessment is not only given by the teacher at the end of the exam but the daily assessment done by the students in the classroom for example student activity assessment. So in this case the student will feel constantly supervised or the student must obey every rule and always follow the stages to get good value during the learning activity take place. From some facts above can be seen that only students who need to get value and must go through several stages to get the value. However, when looking at this phenomenon, is it only students who have to score or is it only students who need to be judged according to their knowledge and skills? Need an assessment also done on the teacher?

When a student feels uncomfortable during the teaching and learning process in the classroom, it will have an impact on the value that the pupil gets. There are students who are not ashamed to criticize teachers when teachers are wrong or advise their teachers to make students feel comfortable during the learning process. In this case the teacher better take the initiative to ask the judgment of his students. Provided to be polite and good when submitting the assessment of criticism or advice. So in this case, will have a positive impact on students, ie students will provide indirect motivation of teachers. So the teacher will make the class or the learning process in the class become comfortable. Students can also learn how to convey opinions to other older people in this case is the teacher that is by expressing their opinions properly and correctly. After teachers get criticism and advice from students, teachers will appreciate opinions and will maintain a positive assessment of their students and will improve their students' negative judgment so that learning activities in the classroom are more conducive and more comfortable.

In the process of teaching and learning, there are some things that are mutually beneficial between teachers and students. In this case it is value giving, if the teacher gives the value to the

Source ?  
Reference ?

students by giving some feedback and value, then the student can also do such thing. Therefore, the value of a student to the teacher can improve the quality of teaching a teacher. From the assessment given by the students, a teacher will know what the teacher lacks when teaching. But, the other words, the assessment to the student is much more important, because in this case only the pupils who have to get the value other than that the student who must know the lack of what is in the student, so that the student will fix the deficiency so that students can improve the value they are so much better. So a teacher only focuses on the assessment of his students. It aims to increase the ability and knowledge of students to get the best value from their teachers. Actually this way is not good because, according to Dee (2010) there are two types, the first is the assessment that is only done by the teacher to the students only change the habits of teachers according to the wishes of students. The second, changing the habits of the pupil in accordance with the wishes of the teacher. If the second type this happens it will be bad for students. However, if the first type occurs in students and teachers, there will be a positive impact on students and teachers. It also has an impact on teaching and learning activities in the classroom. Because the teacher will automatically improve the way of teaching or bad habits in accordance with the judgments given by his students and turned into good and teachers will provide comfort to each other during the learning process takes place.

Therefore, from some of the above statement it can be seen that, the value of the teacher is also important. Some of its positive effects are that students will learn how to properly and properly assess their teachers. And they will learn to dare to pass their opinion to their teachers in the form of criticism and suggestions by expressing opinions properly, correctly and politely. Another positive effect is the assessment given by the students to the teacher will have a positive impact on the teacher. One of them is the teacher can add their skills much better after the students give an assessment. Teachers can also correct the shortcomings of what is in them during the learning process takes place in the classroom. Students will also be more comfortable when in the classroom when the process of learning because the teacher has improved the quality of teaching well when the students receive an assessment. Assessment between teacher and student can give positive effect to each other so that learning roses in the classroom can run well in accordance with expectations and students will improve the learning quality of the students because student comfort to the teacher.

Name :  
NIM : 1532

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### Full Day School

The concept of Full Day School that has been planned by the Minister of Culture and Education, Prof. Muhadjir Effendy is now becoming a hot issue after he stated that the FDS policy is going to be applied gradually starting from July 2017. By this policy, the teaching-learning process will be occurred for eight hours a day and two days free on weekends. The government assumed that this Full Day School policy can make the learning process become more effective and it also gives the students more time with family on weekends. However, if we concern more about this case, Full Day School policy has both positive and negative sides for the students and the parents.

Expository T.S

The first thing that is considered as the positive point of Full Day School system is it can be beneficial for the students who live in the urban areas. This is because mostly their parents are working all day long. Meaning that they do not have much time to take care of their children at day, therefore staying at school until afternoon can make the parents less worry about their children's safety.

On the other hand, we have to remember that not all of the parents in Indonesia are working in a formal sector, in the office, or working for the government from early morning until evening. Each family has a different condition especially between urban and non-urban citizens. Therefore, for the students whose parents are not working all day long will have less time together with their family.

Furthermore, another positive side of this policy is Full Day School can be both advantageous and enjoyable if the school provides supporting facilities for students. It can be

several qualified extracurriculars, teaching learning process in a full-AC room, or a sports center for the students or for the teachers as well).

However, even though if the school has already provided supporting facilities to decrease the students' boredom, the very long time of being at school still can make the students feel stressed. The impact is, they can be even much lazier and start to make excuses to not studying again. Not only that, but they also can be too tired to do any activities that they have to do outside school, like taking non-academic courses or other hobbies. The stressfull vibes that they bring to home can also impact to their relationship with their family.



Topic of the competition: change school, city, World etc

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BEING ISLAMIC SCHOOL PROVIDES BETTER THAN PUBLIC SCHOOL TO CHANGE  
THE WORLD  
1532

Indonesia is one of the countries that became the greatest position of the Muslim population, 200 million Muslim. It could be said that Islam is the majority religion of Indonesia. And also Indonesia country has more than 50.000 Islamic schools. Because the majority of the population is Islam, it is not surprising if in the education shirts of many parents who choose Islamic schools as one place of learning for their children. In relation to the Indonesian republican government regulation number, 47 the year 2008 about all Indonesian children must learn twelve years from elementary school to high school. But many of the parents prefer Islamic school or Pesantren. In Islamic school the best place to learn and in the Islamic school, we can learn everything there. Not only learning about formal education but also non-formal education .education in Islamic schools provides education about Islam more than public school. The reason why Islamic school provided better than public school, in the Islamic school, will get the more Islamic education. Students in Islamic school will live in the dormitory. In Islamic dormitory has the facility for the student to support their study. Sometimes the mosque is the center of study and all of the students' activity. Life in the Islamic dormitory area is about togetherness and must be simple. It causes the student will be doing the all of activity together. Such as praying together in the mosque, read holy Quran, speak English or Arabic languages, and study the rules of Islam also students in Islamic school must clean the dormitory together. And also students in Islamic school study about Islamic science like studying fiqh is like the study about the rules of Islam. Tarikh study the history of Islam. Al-Quran and Hadist study about contends of al-Quran and Hadist. And students in Islamic must understand about the science as well as they can. Students in Islamic school learn about Islamic education is provides better because in public school don't have Islamic knowledge more. Based on Tan, Charlene (2014) the religious teachings of Islamic schools have an immediate and enduring effect on the orientation and Islamic life Muslims in the country and other places. Islamic schools are used to

refer to educational institutions that emphasize the transmission of Islamic knowledge and the inculcation of Islamic values.

Moreover, according to Bt, Madame Rahimah (2008) integrated Islamic curriculum is proposed to be provided resolution in solving the problem of dualism in Muslim education. This is an education in a universal and relevant Islamic spirit of all humans who have no isolation between religious and secular knowledge. It aims to develop all aspects of human beings physically, intellectually and spiritually as well as to educate a person to realize his nature as a human being and his role as Khalifah on earth. To the success of the educational process of integrating values, the environment should also be taken into consideration in order to achieve. In this a case, that should be transplanted or integrated with their children's minds, souls, and attitudes Muslims are obliged to focus on the nature of knowledge and its values. Obvious in the educational system and its curriculum is the significance of the concept of integration is obvious in the educational system and its curriculum. Religious and acquired sciences in the curriculum as the best resolution in educational problems. And the system used in School of Islam is an active student and thinking skill. In Islamic schools, the child is involved actively in the learning process to be trained independent and have independence which is high, as well as any subjects taught in integration into Islam. Besides, that grown creativity thinking has a thinking skill. As well as the vision and mission of Islamic schools, among others, to realize an Islamic institution that excels and believes deeply developing the potential of Muslim children and also Shaping the younger generation who will firmly aqidah, pious, responsible, as well as shaping the child's personality based on the science and akhlakul kharima.

In addition, based on Moedjiono, Imam (2002) the high cost of education in Islamic schools compared with public school things. This is one of the things that must be borne by parents when entering their children into Islamic high school Islamic fees compared to public schools that it is expensive Islamic school costs that cause the middle-class parents down prefer to public school as a school that will be chosen as a school to get teaching and learning process. Because public schools get grants for lower-middle-class families when they go to public school, but unlike Islamic school, all the cost of teaching and learning process or the entire cost of the school is disturbed by each individual.

In conclusion, students in Islamic school have the unique experience as well as the rules of Islam and also get more Islamic education better than public school. Also in Islamic school

students have the responsibility for the dream in the future and then studying in Islamic school has to stand alone attitude. Public school does not have uniqueness experience like Islamic school such as studying more about Islamic knowledge and so on.

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## Improving EFL Learners' Writing Accuracy, Complexity and Fluency by Collaborative Writing

### Introduction

In learning a foreign language, especially English, writing is considered as the most difficult skill among the other skills (i.e., speaking, listening and reading). In modern world, the skill to write in English becomes more important. Skill to write in a foreign language is difficult and it takes amount of time and effort (Biria & Jafari, 2013). Donato, Long and Swain and Lapkin (as cited in Pae, 2011, p. 121) point out that "collaborative language learning [including collaborative writing] has been claimed to be effective for language learning because it provides opportunities for interaction as well as a more comfortable environment for students". Collaborative writing helps EFL (English as a Foreign Language) learners to exchange idea and knowledge so that the overall writing quality is improved. Thus, collaborative writing is effective to improve EFL learners' writing qualities in terms of accuracy, complexity and fluency.

So this essay argues that collaborative writing is sufficient to improve EFL learners' writing qualities in three aspects. First, this essay reveals the impact of collaborative writing in terms of accuracy. Second, this essay states the effect of collaborative writing on EFL learners' writing complexity which refers to learners' willingness to try various syntactic structures (Pae, 2011). Finally, this essay explains the effect of collaborative writing in terms of fluency which is related to the ability to write accurately and easily.

Firstly, collaborative writing provides a significant effect on EFL learners' writing accuracy. Wigglesworth and Storch found that "the knowledge the learners share acts as an enabler in collaborative writing activities, which allows them to produce more accurate texts as a result of pooled knowledge" (as cited in Mehrdad, Alavi & Khatib, 2016, p. 294). In other words, while doing discussion in collaborative writing activity, learners share each knowledge (i.e., the language use and general knowledge in order to support the writing's composition) and decide the appropriate sentences and word choices accurately. By doing that, learners are able to avoid errors and write more accurately. In addition, Storch (as cited in Azari & Pouyan, 2016, p. 171) claims that "the students working in pairs had more opportunity to discuss their grammatical

choices and their writings were more accurate than the ones written individually". Furthermore, based on a study on 2007, Nixon and McClay found that learners who write collaboratively achieved higher scores than learners who write individually because of the communication about the writing's organization and language use (Jalili & Shahrokhi, 2017). As a result, learners who write collaboratively in English show a significant improvement in terms of accuracy compared with the writing before practicing collaborative writing.

In contrast, many studies that had been carried out by scholars indicated that collaborative writing doesn't show a statistically significant effect on EFL learners' writing accuracy. Based on Glendinning and Howard's study on 2001, Pae (2011) states that, the result of their study showed that the collaboratively produced texts were not more accurate but slightly more complex than individually produced texts. They found that although students could identify and correct 50% of errors without teacher intervention, they failed to correct the other 50% and even made new errors. They interpreted this result as possibly due to time pressure, distraction, politeness, and lack of commitment. (p. 125)

However, collaboration provides learners an opportunity to give and get immediate feedback, while the opportunity is absent in writing individually (Jalili & Shahrokhi, 2017). In individual writing, learners are not able to share or exchange ideas. Also, learners do not get feedback from the classmates in order to revise and improve the writing's quality in terms of accuracy. By practicing collaborative writing, learners are able to check, correct and minimize the errors while composing the writing, so that the final output is more accurate.

Secondly, collaborative writing allows improvement on EFL learners' writing in terms of complexity. Pae (2011) observes that collaboratively produced essays were grammatically and lexically more complex than individual writing. Indubitably, learners share knowledge each other when practicing collaborative writing. According to Mehrdad, Alavi and Khatib (2016) learners who write in pair or in a group are able to produce the writing more than the learners' own competence level and learn something new from the pair or group members. In terms of writing complexity (i.e., grammatical and lexical complexity), learners' writing surely shows a slight improvement after doing collaborative writing. Each learner has different knowledge of vocabularies and word choices, especially in English as a foreign language. Therefore, learners who write in collaboration will try to use various word choices and sentence structures rather

than simple words and sentences. Those various structures enhance learners' creativity and style in writing.

On the other hand, Jalili and Shahrokhi (2017) write that "Wigglesworth and Storch (2009) found that collaboration had no impact on grammatical complexity and there were no statistically significant differences between the text produced by the pairs and those produced by the individuals" (p. 23). Many studies also indicate that there is no significant and positive effect of collaborative writing on EFL learners' writing complexity. However, by practicing collaborative writing regularly, learners do not spend time with no benefit at all. Azari and Pouyan (2016) comment that giving and receiving feedback provide improvement on learners' writing level (including complexity) and give opportunities to communicate, share ideas and give useful comments and suggestions. Thus, at least learners gain new knowledge from the peers so that learners are able to combine the existing knowledge with the new knowledge in order to produce a more complex writing. Also, learners' willingness to apply various structures (i.e., achieved from the peers' suggestion) in the writing is increased.

Lastly, collaborative writing promotes EFL learners' writing fluency to be better. According to Pae (2011, p.135) "students seemed to produce longer essays when they worked collaboratively because they could think of more and stronger arguments through negotiating with their team members". Communication with the peers or team members during collaborative writing activity is able to encourage learners to write more fluently. Learners who write individually do not have the chance to combine ideas with the classmates in order to produce a better writing, especially in terms of fluency. While composing the writing during the collaboration, learners try various word choices, phrases, clauses and sentence structures. Those various structures come from each learner's suggestion to compose a good and fluent writing. In addition, Biria and Jafari (2013) argue that peer interaction increases social relationships as well as linguistic knowledge and peer feedback enhances learners' motivation because learners feel more confident and less anxious in language learning. Thus, the less burden feeling among learners while discussing and composing allows learners to produce the writing easily and fluently.

On the contrary, in some cases, collaborative writing does not show a positive effect on EFL learners' writing in terms of fluency. Jalili and Shahrokhi (2017) point out that one explanation is that collaborative writing provided the students with the opportunity to give and

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receive immediate feedback on language while writing. Therefore, they might lead to having less time to spend writing the text and as a result producing a less fluent composition with regard to the length of production i.e., average number of words, T-units, and clauses. (p. 24). Despite of the contrary result, learners should be able to manage the collaboration's time efficiently. The good time management leads learners to improve the writing skill and quality, especially in terms of fluency. By doing that, the target of collaborative writing to improve EFL learners' writing fluency is achieved.

To summarize, EFL learners are able to improve the writing skill in terms of accuracy, complexity and fluency by practicing collaborative writing. Pae (2011) argues that collaborative writing is beneficial for students and teachers. The teachers' workload of writing could be reduced through collaborative writing in the class. By getting peer feedback, learners do not have to always rely on teachers. In addition, through collaboration, the learners learn about writing skill and process by helping the peers in order to produce a better writing. Speck comments that "students can also learn how to work with peers, how to compromise effectively, and how to value differences through their experiences of collaborative writing" (as cited in Pae, 2011, p. 144). Moreover, in order to improve the quality of EFL learners' writing (i.e., accuracy, complexity and fluency), teachers should instruct learners to do collaborative writing regularly. Also, further studies are needed to explore the suitable strategies in collaborative writing so that learners' writing skill is improved.

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### How a Book Changed My Life

When I was child, I started to study about how to read a book. I thought that reading was hard, because that was my first time to study a word. We have to be grateful for our teacher who teach our when we was child, because today there are children can't read a word. They are caused by the background of their family. We will not know everything if we can't read. We know a number or word because we can read. A book is very important for me and everyone. Reading is a good habitual because not all person like for reading a book. There is not smart person who don't like to reading a book. I know that a book can influence everyone who read it. Therefore I will discussed about a book is important in our life.

→ Exposition, flow s'this word

The more books that I read then the more my insight. Reading a book can fill my heads about a variety of new information that I do not yet know which is likely to be useful to me later. The more knowledge I have, I will be better prepared to face the challenges of life both in now and in the future. In addition, science is a very valuable thing that can never be lost even if I lose other things in this world, such as property, things, and others. Stories and ideas contained in a book that I read can help to open the way my minds to get insight in other worlds, get more than ever before. Anything I do not know to know because reading a book. I ever read a book about how to grow mango fruit and finally I know because I have read the book. I think not all books should be read but we must first see who the author, after that find out about the author of the book. I still feel less in reading a book, I will still trying to read more books. Many books that I have not read.

Reading a book can be good consolation when I feel bored. I think a book is good consolation in my day. Novels include unique book type packaging ([lifestyle.kompas.com/read](http://lifestyle.kompas.com/read)). I think novel is Good cover, arrange to the type of paper. The average novel is thick, but it is light to carry everywhere. In addition, novels are often made entertaining reading. Actually entertaining reading is not just a novel. Almost all book is actually entertaining, including about music book. Entertaining at least how a people prepared their mood for reading. Mood is related to the level of imagination and the brightness of each person. There are people who feel that reading is a heavy activity and need to rest. It is the same as people who go on a picnic in holiday, but that makes a new problem, not a refreshment of mind. Because that is just throw a time, the entertainment is too crowded, the money runs out, etc. While there are people who do a brain refreshing, just by sport, take a walk in the city park every morning, or read a book while enjoying a cup of coffee. Everything is entertaining, just how we put and prepare. However, many people judge to the book will still last long. Especially novel is estimated to be difficult to replaced. I still feel do not have volition to read a book, I try to started from reading a short article on various internet sites.

All from the discussion there is only one problem that is lazy. That nature that always makes me lazy to read a book. but I know that reading a book can add insight. It's all caused only by friends in around. One days when I want to read books and my friend invites to play the game, finally I was incited by them. So if your friends like to read books then you will also like to read books. it all depends on the surrounding friends. For example in one house there is someone who likes to read books but all the his friends do not like to read. people who like to read the book will not like to read books, but only a few people like that.

The problem is also due to the advancement of technology. Although it has many positive impacts, but information and communication technology has several negative impacts are quite disturbing everyday. Most of these impacts are caused by misuse of information and communication technology, or caused by a lack of user understanding of ethics and also how to use information technology (<http://kuliah-it/teknologi-informasi/>). The socialization will be reduced and it makes the

problem becomes more and more. A lot of game applications can affect a person's personality. One of them is a person who likes to read books, he can turn into dislike reading books. That is a negative result the advancement of technology. I also feel changed after there are a lot of game apps and it makes me lazy to read books.

The conclusion from this discussion is that reading the book can change my personality. A study produced by Kingston University in London, England, concluded that those who like reading books are found to have good behavior and heart. The study involved 123 participants who were tested on the basis of interpersonal skills including tolerance of the feelings of others and adapting to help others. The result, those who like to read books have high empathy and ethics better than those who like to watch television (Syafriana Syaaf). I will keep to try reading a book.

(1632 )



the change I want to make

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1632005 (Ek)

### Bullying Should be Banned

Bullying is a conscious and deliberate desire to harm and depress others (Tattum and Tattum 1993). In other hands, It can be concluded that bullying is a form of violent acts consciously, deliberately, by harming both physically and psychologically over and over again to others, and this action is included in the planned action, which is done spontaneously or manifestly done by someone to their friend. There are four types of bullying such as verbal bullying, physical bullying, rational bullying and cyberbullying. This bullying is very dangerous because it not only causes physical or mental injury but it can also cause death for the victim, as sometimes the victim of bullying is silent and resigned to what happened so as to keep them bullied by their friends. bullying can be removed only by the way of be brave, be confidence and by holding an anti-bullying program.

Bullying news occurs in SMP Negeri 3 Pangkalpinang, Bangka Belitung Islands Province. Junior high school students are forced to kiss the feet of their school friends. In social media, this news spread widely in a forum on the sale and purchase account Facebook. A female suspected bullying family posted the incident. She revealed her sister was told to kiss the feet, kicked, beaten and recorded by her friends (19/1/2018). In this incident, we can draw the conclusion that this happened because the victim did not brave. Brave that I mean is brave to report the incident that she experienced to the teacher in the school or family. Because the incident was known after a few days later, the Teacher Board received a video report from an eyewitness from her friend. The reason why she was embarrassed to report, because she was afraid of threats from the perpetrators. Whereas if she reporting that happened she will not only save herself but also the others who are also the victims of bullying and most important is to give a deterrent effect on the perpetrator.

Confidence is defined as self-confidence so that it can handle all situations with calm, more confidence related to one's relationship with others. Do not feel inferior in front of anyone and do not feel awkward when faced with many people (Hambly 1992). It means that people who are not confident will tend to be quiet, loner, and have no friends. How to have friends if they are quiet and tend to look weird. That is the things that provoke the existence of bullying. Maybe because of annoyance when they talk not answer or when they want to get acquainted but not in the attention so it makes them angry and doing bullying to them. when I was in senior high school my classmate named Ayu. she was a quiet girl and never reciprocated when there was a friend who greeted her because of it they thought that Ayu was arrogant so when they met her, they did not say hello again even just pushing and pulling her clothes and her hijab. But after our third years together we have dared to talk and interact with us and we all become friends as usual.

What is an anti-bullying program? Anti-bullying program is a program of bullying prevention by character planting in students by forming group norms and building the capacity of children not to intimidate and bullying. Children are taught a sense of

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responsibility and empathy. A lot of anti-bullying programs that already exist in Indonesia and even abroad. For example in Indonesia, in two junior high schools in Semarang city, Unicef is designated as a pilot project of an anti-bullying program in schools. Both are SMPN 17 and SMPN 33 Kota Semarang. and also a program called Sejiwa Foundation, Sudah Dong and also from Finland named KiVa. This program is very helpful to awaken the people, especially among young people that bullying is a very reprehensible, cruel and dangerous. From this program they are taught the importance of sharing togetherness and love each other. In other hands, this program can help to solve bullying in the world.

Of the three ways to avoid or disappear bullying that has been described previously, there are those who argue that the way it is very difficult and impossible to happen because everyone has a personality that can not be in fox. Like there are children who are quiet and loners, where it is all innate from birth and can not be changed by anyone, but I think it is all wrong, anything can happen and in fox as long as there is the intention and we are serious to do it. when I was junior high school I have a friend his name is Adit. Formerly he was quiet and afraid to meet with women, if he met women and that women approached him, he will be silent and sweat, but now he has changed. He has become an active man and have many female friends and even already have a girlfriend.

In conclusion, bullying is an act of repetition in which the action is deliberately done to injure and make a person feel uncomfortable. Individual moral understanding is required, emphasizing the reason why an action is done and how one thinks to the decision that it is something good or bad. With a high moral understanding, students will think about the actions that will be done so that will not do harm or bullying to his friend. The role of parents and teachers is needed to eliminate bullying behavior. Parents also can establish cooperation with the school to achieve the goal of education maximally without any act of bullying between students in the school.

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"The change I want to make"

16322 (Ek)

### Women should learn martial arts

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The woman must join the martial arts because of the crime, sexual harassment, that exist in Indonesia, more and more women began to realize and have followed the martial arts like Taekwondo, Karate, Martial art, jiu-jitsu and any more. In addition to using it as a martial art, they also use it as a sport to lose weight. And in addition, other advantages of following martial arts are gaining new friends, new experiences, intimacy, health and fraternity. The function of martial arts can improve heart health (cardiovascular), which makes the body more fresh and energized, can make more confident and in a threatened condition not easily panic, can think logically to do what must be done.

The high crime rate in the world especially in Indonesia is the strongest reason why a woman should follow or learn the martial arts, unless you have a special guardian or often called a bodyguard you may not have to follow the martial arts to protect yourself from danger or crime around you. But it is necessary to know that the reason why women should follow the martial arts is because the importance for a woman to follow the martial arts in addition to keeping yourself is to keep the immune system to fit, healthy, and keep the body look always slim, add insight, brotherhood and the last one is to increase confidence. And the number of recent cases of marriage is certainly very worrying is not it? especially for women, it can be very dangerous, because empty supplies to keep yourself. In the martial arts, maybe women can learn martial arts martial arts, examples of martial arts that is very famous in the area of Java called PERSAUDARAAN SETIA HATI TERATE, here a woman can learn a lot in this Martial Arts organization this one. especially stance, art of martial arts, spirituality, the meaning of brotherhood and others. and fortunately you follow the martial arts as well, among other things, you can give lessons to people who do evil, thieves, perpetrators of rapists or other criminal acts.

love

But some people argue that martial arts for women is not good. Perhaps because with the following martial arts, in the eyes of some people, a woman practicing or exercising their martial arts argues that a woman is a tomboy woman, a naughty woman who likes to make

love?

trouble, to fight and so on, because people think if martial arts is more in the show for men instead of women. And the other negative side of joining a woman following martial arts practice is that it can damage a virgin's virginity. Perhaps by riding, stretching and kicking excessively so that it can damage the vital part of a woman. With a woman following the practice of martial arts can cause a woman to be too confident and self-indulgent like, fighting with fellow friends, irritable when in jokes and feel like to win from others. Because the excessive confidence of a woman who has practiced martial arts makes her a very brave woman, making her feel that she is the greatest person in the world, and doing things at will without having to think about other people's fondness.

Martial Arts is a traditional martial arts originating from Indonesia. This martial art is widely known in Indonesia, Malaysia, Brunei, and Singapore, southern Philippines, and Thailand and there are again several other major countries. Thanks to the role of Indonesian coaches, now major countries such as Vietnam, Australia, and especially Indonesia have had a formidable fighter in the field of sporting achievement of Martial Arts. And in Indonesia, the Mother of Martial Arts Organization in Indonesia is Ikatan Pencak Silat Indonesia (IPSI). And in this IPSI itself has had many kinds of Martial Arts. For example: PSHT (Persaudaraan Setia Hati Terate) in which martial arts of this one was born in Madiun city in 1922. And there is another example such as martial arts Ikatan Pencak Silat Putra Indonesia (IKSPI) Pagar Nusa (PN) Perisai Diri (PD) and others are still many more names of martial arts that are under the auspices of the IPSI. And the Organization that embraces Martial Arts federations in different countries is the Pencak Silat Antara Bangsa (Persilat), formed by Indonesia, Singapore, Malaysia and Brunei Darussalam. Martial Arts is one of the martial arts that requires a lot of concentration. Why? because in this martial arts if you can not concentrate then it will threaten your safety. Like a punch, a kick, it can hurt your limbs if you do not concentrate. And The development of martial arts can not be separated from the history of the beginning of martial arts. Starting from the ancestors of the Indonesian nation who tried to defend themselves from the threats and challenges of nature, the great kingdoms that have soldiers and warriors ready to fight, national heroes of Indonesia, such as Diponegoro prince against the invaders, until in the end martial arts as the times progressed.

theme: How technology affect our life?

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1532  
Academic Writing Ek Class

### Smartphone Affects the Students Learning Activities

The impact of technology spreads in the world. One of kind of the technology is the smartphone. A smartphone is a communication tool that is widely used and needed by the public. It becomes a main necessary for human, especially for students. According to an article posted in Trends in Ed, fifty percent of students have smartphones. So, many students in Senior High School bring the smartphone to the school. Smartphones carry multiple benefits, but with this technology that equals unsafe between the benefits and negative effects of smartphone usage, especially with students. The student brings smartphones to school is actually not a problem, but now it becomes a big problem that sometimes hinders the learning process takes place. In result, some of them use it to do something which causes some negative effects. School has an important role to solve the problem. To do this, the school must apply a rule about students should not bring smartphones to the school. However, smartphone affects the students learning activity.

The first reason is smartphones can disturb students' learning process. Inside the classroom, students will quickly get bored while attending the lessons, they will open their mobile phone because they think it is more interesting than the lesson. For example, the student uses their smartphone to play the game when they should be finishing their assignment from the teacher. It distracts student's attention from learning. Moreover, if the smartphone rings suddenly while the teacher is teaching, it will make every student in the room disturbed certainly. In addition, all of them definitely have effect for the result of the daily examination that will be entering in the calculation of the final values. The student's achievement disintegrates because their scores decreased drastically. It will be wasting precious of time and money too. They do not get materials taught by the teacher. It is very reasonable because bringing smartphones to school potentially disturbing the learning process. It indicates that smartphone is giving negative aspect for Senior High School student.

The second reason is smartphones used by students as a cheating's media. According to an article posted in Phone Arena showed some statistics about the use of a smartphone to aid for

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student's cheating in the class. It could be done in many ways. Moreover, smartphones provide a large temptation to cheat in the examination. For example, in fact, if there is an examination, and they do not know the answer, their phone will make it easier to cheat because of the small size of the smartphones, they can exchange the answer with other students through text messaging quietly. They can use the internet or smartphone applications to find the answers from test, homework or another class assignment easily. Students can read notes that are saved on the smartphone to help on the test. Because of the ease of cheating that they will continue to depend on it. They will think that they can only be cheating to get good grades, which makes their minds become weak and lazy to learn. The student becomes someone that behaves unfairly. Hence, this will decrease the quality of performance of students.

The third reason is smartphones abused by students to do ignorant thing irresponsibly. They access the pornography's content, whereas can damage our brain. According to the book entitled "*Menyayangi Otak*" that publishing by Kompas, representation of pornography causes neurotransmitter changing, and it can enervate the function of control. Person who has been become an enthusiast from pornography could not control their sex's behavior. They will have memories disturbance that causes stupidity. Besides that, the most smartphones are also equipped with abilities to shoot video. This means that anything that goes on in the classroom can easily recorded by a student and immediately uploaded to media social, or any other. This could be an invasion of a classmate's or teacher's privacy, as they probably would not be notified that the video or the picture was shared on an online website. Thus, the danger from there is no limitation for accessing everything from smartphones to students.

On the other hand, some may argue that smartphones are beneficial for students in Senior High School. Smartphones are not only used for calling but also sending texts, taking pictures, recording videos, browsing the internet, playing games and much more. It is the statement of these people who support that students should be allowed to bring smartphones to the school. They believe that it will give the advantage for students. It can make the learning process easier. However, the statement could not accept easily. The student often abuses their smartphones in the classroom. This would be very detrimental to them. The smartphone provides students an instant network of communication and entertainment. They can access all of the information everywhere that it can help them in learning. It is very easy to search materials on the internet

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than in the book. It detracts the burden for students. But, this habit will cause negative effect indirectly. The student will depend on it without hard work from them. It will be continued before the handling has emerged. Due to not all function of smartphones give advantages for us because it depends on ourselves awareness to use smartphones wisely.

All in all, the smartphone can be a good thing and a bad thing. But, it more refers to a bad side. While the smartphone may be a useful learning resource, they can still have many negative effects in the classroom. It all depends on how students use their smartphone. Hence, since smartphones give you everything you want become easier, bring smartphone to the class might be distracting students learning activities. Nonetheless, there are many students abuse the function of their smartphone to do the bad thing. They are playing a game during the learning process in the class. When they have an examination, students easily use text messaging for cheating from other students or searching on the internet. Not only do bad things but also, they are wasting precious of time and money. There are other negative effects of smartphones as well. However, based on the points, it clearly shows that the student should not bring smartphones to the school. Therefore, as the student in Senior High School have to be careful in using smartphones, and we must apply the positive habit of using smartphones.

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NIM: 1632

THEME:

: What is the greatest achievement of mankind?

It's still close  
to exposition,  
(classification)

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## 2 GREATEST ACHIEVEMENTS of MANKIND

What are the greatest achievements of human that are still known today?. Some of the greatest achievements of mankind have occurred in the last few centuries (Brian, 2015). They achieve because of their struggle: They spend time for thinking about what they will give to the world. Every time they do research. It is not a few of them who struggle and then fail and it's not many of them who are successful after falling awake to fight for what they expect. They are able to create amazing things that are not everyone can do it and find it. It is only strong people who can get through it. Their achievements are in various fields ranging from the field of education, entertainment, technology and others, but in this time we will discuss about 2 something which found by the previous scientists such as internet and music.

The first is the internet. This is one of the things that we often hear. Many people in the present generation rely on the internet to perform many different tasks (Provider Internet, 2015). Especially for the millennial generation. It is very important and useful for them to complete their works. Without it, they will not be able to complete their tasks quickly. In addition, the internet is also used for obtaining new information, it is ranging from domestic or abroad. Besides the internet also provides a variety of entertainment for us. When we don't have a job, we can play games. In addition, we can also use it for business such as an online shop. We can shop and sell something via the internet. Therefore we should be grateful to people who have found the flexibility thing like the internet, which makes us easy for working and reducing our time outside of the home. Wherever and whenever we can use it. Otherwise, it has a negative effect. There are some bad contents which can be accessed by anyone. It can make us forget the time, starting from meal time, worship, school time, and others. Negative or good internet depends on the people who access it. In fact, there are much news that fake news (hoax), so it is necessary to check first before we spread the news from the internet.

The second is music. This is the greatest creation of man, who touches the soul and also helps man manifest his unspoken desires and humanity (Rachiotis George, 2014). It is created with a meaningful sound, which can tell what the song is meant to be. The music has a variety of genres such as rock, classical, jazz, blues, etc. Everyone has their own genre of

passion. They are usually listening to music when they are happy, sad, disappointed, etc. It can change our mood, which was sad to be something, which was not quite calm down. So music is very useful for us. Even what we need when we feel upset is music, because the music can represent our feelings. When we are ashamed to reveal something to others, we can do it by playing music for him. Without it, our lives will not attract, everything will feel like pure water without sugar. Hence, we know that music is one of the interesting human smell and also cool. It is like the Internet, that has also a negative impact on the audience. Especially for young children. In this modern age, there are some kinds of music that contain the word provocation or inappropriate for children to listen to. So it is mandatory for us as adults to oversee our younger brother or sister anytime and anywhere.

Besides internet and music, there is one interesting thing. It is photography. This is a creation of quality images from a shoot. In this field, we are not just photographing an object, but we must be able to produce images that are different than others. It means a picture that has high quality and selling power than others. So to do it, we just need a camera. Having a good camera is a good start (Downs Cassidy, 2017). Without it, we will not be able to take pictures. After shooting, we need to edit photo first to produce high-quality pictures. It uses the application that is available on the internet. In addition, we can also view the examples of quality pictures. It will make us create brilliant ideas. I think photography is not too dangerous for everyone. It is not like internet and music. In fact, there is no cause that can make us worry to do it. Rather, it will create a generation of creative generation.

The conclusion is that the internet and music were the greatest discoveries of the early scientists. But the most remarkable thing is the internet. The Internet is able to reach the world, so it can help and lighten our work. Internet and music have a positive and negative effect, everything depends on the user. Apparently, there is one more the best thing in human achievement, namely photography. I think this is also a remarkable thing, which we can create works from our photoshoot. Even we can perpetuate our moments with family or friends and the others. But to get maximum results, we have to edit a photo after shooting. Well to do it, we need the internet. I think impossible for us to get editing applications without it. Besides, we can also get the latest information or a description of the works of a great old human. so it can help us get quality ideas and have a high reputation in the world.

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## Technology in Schools

The development of the internet in education has resulted in a distance learning system. With this system then a student no longer need to go to school like a formal school. But just take the time to meet face to face with teacher through computer monitor. Likewise, learners not only get information about knowledge through library books and even have to go to the library to gain knowledge, but enough in front of the monitor, the knowledge to be searched is readily available. Even a teacher will easily search for teaching materials that are appropriate to his field and also a student can explore the knowledge gained with the support of the ability to seek additional information beyond what is taught by the teacher. But we can't deny also with the emergence of new learning methods will lead to new problems such as facilitate students and teachers in the learning process of the internet is very easy to find the material being discussed, thus making students become lazy to read.

What is your T.O

Technology applied in schools now is often a lot of debate between teachers, students and guardians. For example, the use of the internet that is accessed using the wifi network provided by the school, because it is very easy for students or school residents to access illicit sites that contain elements of sara. because that's what operators in schools limit access to sites that can be accessed. For example, in my school used to be a lot of sites banned by the school operators such as youtube, instagram, facebook and various social media that can divert the attention of students to pay attention to what the teacher in class. The emergence of new learning methods, which facilitate students and teachers in the learning process. With the advancement of technology created new methods that make students able to understand abstract materials, because the material with the help of technology can be made abstract, and can be understood easily by students. While the benefits for school staff is the existence of data processing system of assessment results using the utilization of Technology. In the past when people do a research, then to do the analysis of data that has been obtained to be analyzed and calculated manually. However, after the development of science and technology, all the tasks that used to be done manually and takes a long time, become something easy to do, that is by using media technology such as Computers that can process data by utilizing various programs that have been installed.

But this has a bad impact on teachers and school staff because it could be one of the banned site has the material needed by the teacher to clarify what is conveyed to students in the class as by showing some vidio or images related material that will be conveyed in the classroom. While the bad impact for school staff is access to a narrow outside world, because social media sites to access the outside world too much are banned for access in schools. Because in general school staff need access to the outside world to find out what the latest methods are implemented in various schools for the sake of advancing and improving the quality of teaching and learning schools.

In addition to a variety of benefits, the Internet can also damage the mindset and behavior patterns of a person. Here's the internet negative impact for learners. Students can access inappropriate sites such as sites with porn content that is rampantly fought by parents. Indeed, one of the ministries in Indonesia is currently actively blocking porn sites, but there is no guarantee all these sites can be closed. Other negative things that can damage the learner are online gaming facilities as well as online gambling. Both of these are indeed trends. If still in a fair context, maybe not too worried. But some cases are found, the tendency to play and gamble online is no longer a hobby but something that feels important to do. Online games and online gambling seem to have become addictive and have a lot to do with a decrease in one's learning achievement. Basically the internet is a tool. Like a tool, its use certainly depends on the person as the perpetrator. So in other words, positive and negative are choices. The benefits of the internet for the learner is something that must be continually empowered for the learner. While its negatif values must be reduced slowly. Therefore, the use of the internet should always be supervised by educators and families.

Motivation in education can also affect the use of technology in the learning process in the direct. Motivation is useful to encourage students who give up and despair in the technological advances that occur. Without being aware there are some students who consider themselves unable to keep up with technological developments in education.

in the face of technological developments students in demand to be more creative again in exploiting developing technologies. Not only the students are demanded to be more creative, but the teacher is also in demand to better understand everything that exists. Now the internet becomes a thing that many in use in the learning process. The rapidly evolving technology of today must have both positive and negative impacts. Its positive impact in the field of education and learning process is, teaching and teaching and learning process more effective and we can be more up to date in getting the information available, the negative impact of them, often in the wrong to do activities that are considered inappropriate to do it. As is often the case, underage children are addicted to playing online games until they forget about their daily activities with their peers. This certainly not only affects children who are still under age, adolescents and adults come to be a funny joke playing online games. But the worse impact is often we hear in the news, where the perpetrators of immoral violations committed by a student against other students, such as the occurrence of brawl between students, free sex, the rape of female students and others.

NIM : 1632

Lets go for future Education in 22<sup>nd</sup> Century

Education at a university level is very important in the education system for the 21st-century generation today. This is supported by the rapidly growing variety of disciplines that are increasingly specific and diverse so that further learning is needed which one of them through the education system in universities. Various methods and systems applied to obtain curriculum appropriate education and relevant for students to keep up with the times. Over time, many people think that in the university education system there is no need to make many changes in the system, either its application or its essence because it will only change the educational system applied long ago and change the meaning of education itself. However, the fact that innovations in improving the educational system, especially in universities are needed to follow the flow of technological future in the future of technology, especially in the 22nd century. Certainly, to follow the quality of the 22nd-century-century education system, *universities should apply the number of innovation in the field of university education system based on several aspects.*

First, in classroom learning using tabs or laptops instead of notebooks. This is intended so that students in the learning process can take advantage of the true role of technology in their daily lives, especially in classroom teaching and learning activities. This is because, in the 22th-century education system, all human activities will be decorated with various technologies in life, especially in university education. It can also help students more efficiently use tabs or laptops as well as make the classroom atmosphere more conducive and present a personal atmosphere in the classroom and when it comes to easy discussion students move the laptops for groups, when learning ends all the presentations and records stored neatly on the laptop<sup>1</sup>. In addition, the purpose of this innovation aims to minimize the use of paper in teaching and learning activities for the sake of nature that is maintained. Therefore, with this idea, it is expected that in the future especially the 22nd century has been able to familiarize students in utilizing the technology and also minimize the nature damage caused by the use of the book.

Beside of the innovative use of laptops in learning as an answer to face the challenges of an increasingly advanced era, efforts to face the challenges of future education need for learning based on Blended Learning. Blended learning is a combination of learning between face-to-face, computer-based learning (offline) and internet-based learning (online). The

<sup>1</sup> Suciati, Nur hidayah. *penggunaan laptop di dalam kelas manfaat atau mudaratkah?*, Jurnal Pendidikan dan Kebudayaan, Vol. 17, Nomor 3, Mei 2011: 291

benefits of blended learning itself are to facilitate the learner (learner) to access a lesson can also improve soft skill skills for students<sup>2</sup>. In this era of learning system for students is very monotonous as well as a lecturer who only gives the task to his students without the urge to make things more critical and innovative in the field for the future. In fact, the student is required more creative to provide innovations that can be useful in future. Many people assume that changing the education system is bad for students because it is not in line with the education that has been practiced since the past can even reduce the quality of his students in the future when he graduated later, but changes in education system can change the pattern of thinking of students as the era and making future generations into account. Therefore, blended learning system needs to be realized at the University as a substitute for the previous system that is less encouraging students to be more creative, critical, and innovative. Thus the challenges of education in the 22nd century can be achieved by printing graduates who can be calculated in the world.

Then, other efforts in responding to the challenges of education in the 22nd century are to establish international cooperation in all fields of science. University needs to provide new breakthroughs to support the creativity and talent of students that is by making research cooperation in all fields of science, In this case, is still very few universities are ably expanding their wings of education into the realm of development of all fields of science due to several factors such as cost, human resources are less qualified, and also the lack of interest of other countries to establish a cooperation in the field of science to the University. However, there are some universities that have established cooperation with other countries even though only certain fields, the advantages of universities that cooperate with universities in other countries have a positive impact on the students as well as in the communicative aspect, the University that sends students to conduct scientific development to the university in other countries in demand for Proficient in foreign language because it is the first capital that must be owned by student university in order to understand the learning that where using foreign language<sup>3</sup>. In the aspect of critical thinking, students are demanded to be more critical because they compete with the Mahasiwa from other countries and also increase the insight and knowledge of foreign students. And also in the acculturation aspects of culture is also very profitable because of a lot of foreign students who acculturate exchange mutual culture pervert rope.

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<sup>2</sup> Wasis.D. Dwiyo, *pembelajaran berbasis Learning Blended*: 2

<sup>3</sup> Satoto.E.nayoyo, *kerjasama Internasional perguruan tinggi*: 4

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In summary, in the 22nd century there will be a lot of changes in the changes that can help human life, especially in the field of education at universities such as the use of tabs and laptops as a medium of learning, the conversion of learning systems into Blended Learning, and university cooperation with universities in other countries in all fields of science . To make students with high intellectual and creativity level qualified, there needs to be government support because all of that is to improve the standard of education. It is expected that in the 22nd century there are many universities that can apply quality education to give birth to highly creative, critical, and smart graduates.



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Theme of Essay Competition :

The Change I Want to Make (What is the one thing you would like to change the most to make your school, workplace, community, country or the world a better place? How would you bring about that change? Please share your concrete ideas)

#### Indonesia and Youth Generation

Youth are individuals with dynamic, vigorously, and optimistic characters. In the hands of youth, the future civilization of a country is stand. Youth are groups that have many excesses like passion, energy, time, mobility, and creative ideas. Youth have energy and passion for receiving the new ideas. Therefore, the future of Indonesia determined by the youth generation. With an effort to establish the ideals and to defend the sovereignty of this nation, youth certainly will face many problems, obstacles, and even threats. They have to face many diverse problems at the same time. Indonesia has many problems that come from the past event, current event, and future event. Although there are many problems, youth should familiarize themselves to improve and to increase their productivity. There are many challenges that youth of Indonesia are facing today. They include the decrease of national identity, the global crisis that widely has the negative impact in every aspect, primordialism, a widespread moral crisis, low social awareness, socio-cultural crises caused by excessive freedom, and the decrease of the youth characters caused by global influence (Budiwibowo, 2016). Accordingly, the role of youth is needed to manage all that problems. For that reason, youth should involve in establishing the social change.

Youth as the agent of change. In their role as the agent of change, youth must have an awareness to be the leader of the future. This awareness leads to the responsibility to take actions, to contribute, and to be at the foremost to lead the change, and to advance Indonesia. Every youth of Indonesia must have excellent character and competence as a leader so that it is worthy to inherit the greatness of this nation and be able to direct it to progress. First, the youth should actively sharpen and increase the capacity of spirit, ideas, skills, characters at a large level. The mandate of leadership is very heavy. If the capacity of youth is not enough, they will

fall off and cannot keep up with the times. Second, big and strategic minds must be followed by the creativity of ideas to personal, community, nation, and country progress. Third, not only have the big mind but also the youth must always improve the ability of good interpersonal communication. Good interpersonal communication is to build a wide relation as a tool of exchange, contestation, and implementation of great ideas. Fourth, the youth should always sharpen and increase the sensitivity and awareness for the problems of the people, the nation, and the state. It must be owned by a leader because most of his mind and energy will be devoted to solving the problems of its country (Koran Sindo, 2017). One example of a youth who dared to lead Indonesia is Mayor of Tanjung Balai Muhammad Syahrial Batubara that becomes the youngest Mayor of Indonesia. Syahrial served as Mayor at the age of 27. He wins an award from the Indonesian Record Museum (MURI) submitted by Jaya Suprana at Balairung Jaya Suprana Institute (Viva.co.id.2017). Therefore, the youth of Indonesia have to prepare themselves to be a leader.

Youth as an agent of development. As an agent of development, youth must have a sense of nationalism. They will preserve the spirit of nationalism up to the next generation. With their strength and intelligence, the youth will be better to think openly and tolerantly to accept the change. Youth have strategic role and function in the acceleration of development in life process of nation and state. The various talents, abilities, potency, and passion of the youth always provide a different color for the progress and the growth of the nation. Youth contribution in national development should not have to appear in terms of physical but can be from everything. It can be from academic to sports achievements. Youth should give the best effort as a form of loyalty to the nation. One example of a youth that active in national development is Tasya Kamila, the former Indonesian little singer who attends the ECOSOC (Economic and Social Council) Youth Forum at the United Nations. To attend the ECOSOC Youth Forum, Tasya is chosen by the United Nations through PTRI (Permanent Representative of the Republic of Indonesia) as one of the youth delegates and attends that forum. The forum discusses how the involvement of youth in Sustainable Development Goals (SDGs) for clean and affordable energy, climate change, and plenary sessions (Sembiring,2017). Thus, youth should participate in national development in accordance with their respective fields.

It is true that today's youth are demoralized. However, many youths of Indonesia have been already aware of the social changes which they have to do. In their role as an agent of modernization, the youth must be an inspirational figure for other youth to become qualified. One of the Indonesia Youth who motivates the spirit of other youth is the figure Aghnia Nabila, a successful businessman who receives an award from YCPA (Young Caring Professional Award). Besides business and lectures, Aghnia also attends the variety of organizational activities on her campus. In fact, she is noted as a member of Student Executive Board of Faculty of Law in as a cadre of Human Resource Development and becomes one of the founders of a Young Entrepreneurs Association of Indonesia in the University of Padjajaran as chairman of the entrepreneurial division (Kompas.com,2012). Indeed, entrepreneurship is one of the important dimensions in forming the spirit of Indonesian youth besides leadership and pioneering spirit. The business world is the foothold of the national economy, so it should be encouraged in such a way through various technical departments and other institutions in the community. Entrepreneurship is expected to be part of the work spirit of the youth of Indonesia. It can create the new entrepreneurs that reliable, tough and independent. Thus, with entrepreneurial spirit makes the youth to be an independent person and creative in this globalization era.

In conclusion, youth are the valuable treasure for Indonesia. With their awareness to do the social change, it makes Indonesia can overcome the problems. As an agent of change, youth are brave and able to become a leader. Their extensive knowledge and competence make them ready to organize their area and even country. Furthermore, as an agent of development, youth contribute themselves to building Indonesia in all sectors. Starting from things that are academic to non-academic aspects. In addition, youth as an agent of modernization. Due to innovation and creativity, they are able to motivate other youth to create jobs in this modern era. That is the real youth role. Youth who continue to devote themselves to the progress of the state.

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