

ISBN 979-979-8559-99-0



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International
Conference
2016

8 - 10

September 2016

University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

BOOK 3



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International
Conference
2016

8 - 10
September 2016

University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

ABOUT UTS:INSEARCH

UTS:INSEARCH is the premium pathway provider to the University of Technology Sydney (UTS), one of Australia's leading universities. We offer leading Academic English programs, UTS Foundation Studies (on behalf of UTS) and a broad choice of higher education diplomas. As one of the top English Language providers we have been teaching English to international students for more than 25 years.

UTS:INSEARCH is committed to bringing university success to more students around the world. In Indonesia, students can study our **Pathway to UTS - Business** and **Pathway to UTS - Engineering** programs through UIC College. These programs are equivalent to the corresponding UTS:INSEARCH Diploma.

OUR ENGLISH PROGRAMS

With our **Academic English (AE) program**, students can improve their ability to communicate in English and gain the skills they need for further academic study. Not only will students become more confident in social situations they will learn how to prepare for their future career.

UIG English is a joint partnership between UTS:INSEARCH and Indonesia's Kompas Gramedia Group to deliver the UTS:INSEARCH Academic English program in Indonesia. UIG English is the exclusive provider of the UTS:INSEARCH Academic English program in Indonesia and is supported by highly professional and experienced teachers with international certification to deliver the program.

Students can choose to study at UIG English centres at one of the following locations: Jakarta Selatan, Jakarta Barat, Serpong, Yogyakarta and Bintaro.

 **UTS | INSEARCH**



insearch.edu.au/english

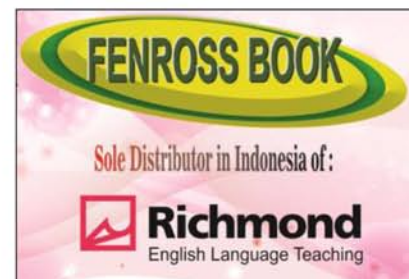
We would like to Thank the Main Sponsors of the Event



CAMBRIDGE
UNIVERSITY PRESS



Indonesia Foundation



IELTSTM

FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

LIST OF INTERNAL AND EXTERNAL REVIEWERS

INTERNAL REVIEWERS

- | | |
|------------------------------|------------------------|
| 1. Endang Mastuti Rahayu | (Adi Buana University) |
| 2. Ferra Dian Andanty | (Adi Buana University) |
| 3. Nunung Nurjati | (Adi Buana University) |
| 4. Dyah Rochmawati | (Adi Buana University) |
| 5. Wahyu Bandjarjani | (Adi Buana University) |
| 6. Siyaswati | (Adi Buana University) |
| 7. Salim Nabhan | (Adi Buana University) |
| 8. Irfan Rifai | (Adi Buana University) |
| 9. Hertiki | (Adi Buana University) |
| 10. Fajar Susanto | (Adi Buana University) |
| 11. Nukmatus Syahria | (Adi Buana University) |
| 12. Joesasono Oediarti | (Adi Buana University) |
| 13. Lambang Erwanto Suyyajid | (Adi Buana University) |
| 14. Rikat Eka Prasetyawan | (Adi Buana University) |
| 15. Rahmad Hidayat | (Adi Buana University) |
| 16. Titah Kinasih | (Adi Buana University) |
| 17. Endah Yulia Rahayu | (Adi Buana University) |
| 18. Maslakhatin | (Adi Buana University) |

EXTERNAL REVIEWERS

- | | |
|--------------------------------------|--|
| 1. Abdul Ghani Abu | (University Pendidikan Sultan Idris Malaysia) |
| 2. Mohamad Razak Abdul Karim | (Open University Malaysia) |
| 3. Aslam Khan Bin Samahs Khan | (Institute of Teacher Education
International Languages Campus Kuala
Lumpur, Malaysia) |
| 4. Noriah Talib | (Institute of Teacher Education
International Languages Campus Kuala
Lumpur, Malaysia) |
| 5. Fazlinah Binti Said | (Institute of Teacher Education
International Languages Campus Kuala
Lumpur, Malaysia) |
| 6. Rozanna Noraini Amiruddin Albakri | (Institute of Teacher Education
International Languages Campus Kuala
Lumpur, Malaysia) |
| 7. Handoyo Puji Widodo | (Shantou University, China) |
| 8. Ahmad Idris Asmaradhani | (Graduate School of English Education,
IKIP Mataram, NTB) |
| 9. Herri Mulyono | (University of Muhammadiyah Prof. DR.
HAMKA) |
| 10. Mukrim Thamrin | (Tadulako University Palu) |
| 11. E. Sadtono | (Ma Chung University, Malang) |
| 12. Gunadi Harry Sulistyio | (Universitas Negeri Malang) |
| 13. Suparmi | (Maulana Malik Ibrahim State Islamic
University, Malang) |

- | | |
|-------------------------------|--|
| 14. Rina Sari | (Maulana Malik Ibrahim State Islamic University, Malang) |
| 15. Achmad Farid | (Universitas Pesantren Tinggi Darul Ulum Jombang) |
| 16. Veronica L Diptoadi | (Universitas Katolik Widya Mandala) |
| 17. Anita Lie | (Universitas Katolik Widya Mandala) |
| 18. Agustinus Ngadiman | (Universitas Katolik Widya Mandala) |
| 19. Harto Pramono | (Universitas Katolik Widya Mandala) |
| 20. Siti Mina Tamah | (Universitas Katolik Widya Mandala) |
| 21. Ruruh Mindari | (Universitas Katolik Widya Mandala) |
| 22. Luluk Prijambodo | (Universitas Katolik Widya Mandala) |
| 23. Mateus Yumarnamto | (Universitas Katolik Widya Mandala) |
| 24. Yohanes Nugroho Widiyanto | (Universitas Katolik Widya Mandala) |
| 25. Agnes Santi Widiati | (Universitas Katolik Widya Mandala) |
| 26. Fabiola D Kurnia | (Universitas Negeri Surabaya) |
| 27. Flora Debora Floris | (Universitas Kristen Petra) |
| 28. Salimah | (Universitas Airlangga) |
| 29. Yerly A Datu | (Universitas Surabaya) |
| 30. Rida Wahyuningrum | (Universitas Wijaya Kusuma) |
| 31. Rica Sih Wuryaningrum | (Universitas Wijaya Kusuma) |

SETTING AND TYPESET

1. Irfan Rifai
2. Catherine Sitompul
3. Salim Nabhan
4. Hertiki
5. Maslakhatin
6. Aryo Wibowo
7. Samsul Khabib
8. Armelia Nungki Nurbani
9. Lutfi Prahara
10. Abdul Ghoni
11. Ratna D Wiranti
12. Desi Priskawati
13. Dinda Dwiki Prasista
14. Ahmad Azzam Ridhoi
15. M. Ndaru Purwaning Laduni
16. Triana Mey Linda

COVER

Tantra Sakre

LIST OF INVITED SPEAKERS

No.	Name	Affiliation
1	Prof. Lesley Harbon	University of Technology, Sydney
2	Dr. Lindsay Miller	City University of Hongkong
3	Christine C.M. Goh, PhD	Nanyang Technological University, Singapore)
4	William Little	Regional English Language Officer, US Embassy
5	Dr. Willy A Renandya	Nanyang Technological University, National Institute of Education, Singapore
6	Joseph Ernest Mambu, PhD	Satya Wacana Christian University, Salatiga, Indonesia
7	Made Hery Santosa, PhD	Ganesha University of Education, Bali, Indonesia

LIST OF FEATURED SPEAKERS

No.	Name	Affiliation
1.	Dr Chan Yue Weng	RELc
2.	Payupol Suthathothon	Thai TESOL
3.	Ted O'Neill	JALT
4.	Colm Downes	British Council
5.	Lai-Mei Leong	MELTA
6.	Nicholas Millward	CamTESOL
7.	Sothearak Norng	CamTESOL
8.	Brad Hughes	University of Technology Sydney
9.	Dr. Aurora Murphy	University of Technology Sydney
10.	Dr. Neil England	University of Technology Sydney
11.	David Akast	British Council
12.	Ann Eastlake	British Council
13.	Michael Little	British Council
14.	Itje Chodidjah	British Council
15.	Aslam Khan Bin Samahs Khan	Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia
16.	Zoe Kenny	IALF Surabaya, Indonesia
17.	Wendy George	Aliansi Lembaga Bahasa Asing



**UNIVERSITY PRESS
ADIBUANA SURABAYA**

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means: electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without prior written permission from the writers.

EVALUATION OF SPEAKING SKILL MATERIALS OF INTENSIVE COURSE (IC) TEXTBOOKS AT FIRST SEMESTER OF ENGLISH DEPARTMENT	160
Siti Maria Ulfa	160
LISTENING MATERIALS DEVELOPMENT:HUMANIZING INSTRUCTIONAL MATERIALS	167
Siti Mina Tamah	167
THEMATIC STRUCTURE IN ENGLISH TEXTBOOK AND ESP-TEXTBOOK TEXTS: A CONTENT ANALYSIS	176
Siti Nafisah	176
MORAL VALUE AND ITS DISCONTENTS:AN INTRODUCTION OF PARADOXICAL READING TO FOLKTALES	183
Siyaswati	183
THE DIFFERENCE OF LEARNING STRATEGIES IN LISTENING SKILL EMPLOYED BY THAILAND AND INDONESIAN EFL UNIVERSITY STUDENTS	189
SofiYunianti	189
PROJECT BASED LEARNING MODEL TO DEVELOP SPEAKING SKILL AND MOTIVATION OF ENGINEERING STUDENTS OF POLYTECHNIC	196
Sri Endah Kusmartini	196
Carlos RS	196
ERRORS AND MISTAKES IN WRITING ARTICLE: LECTURER' AND STUDENTS' EVALUATION	204
Sri Lestari	204
Tri Wahyuni Chasanatun	204
THE TEACHING TECHNIQUES OF ENGLISH TEACHERS	210
Sri Marmoah	210
IMPROVING STUDENTS' SPEAKING ABILITY BY USING "FIND SOMEONE WHO" ACTIVITIES	216
Sri Puji Astuti	216
ANALYZING THE APPROPRIATENESS OF ENGLISH FOR BUSINESS CORRESPONDENCE INSTRUCTIONAL MATERIALS FOR ELT AT POLINES USING LEARNING CYCLE TECHNIQUES	222
Sri Rahayu Zees	222
IMPROVING STUDENTS' WRITING SKILLTHROUGH DIARY WRITINGFORTHE TENTH GRADERS OF SCIENCE 2AT STATE SENIOR HIGH SCHOOL JETIS 1 BANTUL YOGYAKARTA	227
Sri Sarjiyati	227
ENERGIZERS IN BOOSTING RURAL EFL STUDENTS' ACTIVENESS TO PROMOTE CHARACTER BUILDING	235
Sri Sarwanti	235
USING INSTRUCTIONAL MEDIA AND TECHNOLOGY:"LINE IN PARAGRAPH WRITING CLASS"	241
Sri Wahyuni	241
Fauzul Etfita	241
Johari Afrizal	241
INTERCULTURAL GROUPWORK: IMPROVING SPEAKING SKILL THROUGH INTERCULTURAL ISSUES	248
Sri Winarsih	248
DEVELOPING A TEACHING MATERIAL IN TEACHING ENGLISH FOR SPECIFIC PURPOSES FOR MECHANICAL ENGINEERING	255
Sri Yuliani	255

WHEN THE ELEMENTS OF A SYLLABUS GO ASTRAY: AN ANALYSIS OF EFL FOR GENERAL PURPOSES SYLLABUS OF AN ISLAMIC STATE INSTITUTE IN MANADO	262
Srifani Simbuka	262
Nur Halimah	262
FACTORS AFFECTING LISTENING COMPREHENSION ACHIEVEMENT OF STUDENTS(A DESCRIPTIVE STUDY AT THE THIRD SEMESTER STUDENTS OFMUHAMMADIYAH UNIVERSITY MAKASSAR)	270
St. Asriati. AM	270
MODIFYING AUTHENTIC MATERIALS FOR LISTENING CLASS:A PRACTICAL IDEA	279
Sudarsono	279
AUTHENTICITY IN LANGUAGE CLASSROOM:ALTERNATIVE TASKS AND MATERIALS FOR IN-CLASS DEBATE	284
Sueb	284
LOCAL AND GLOBAL ASPECTS OF DCF AND ICF ON EFL WRITING PERFORMANCE	291
Suhartawan Budianto	291
Nur Mukminatien	291
Adnan Latief	291
CLASSROOM-BASED ASSESSMENT (THE IMPLEMENTATION OF CLASSROOM ASSESSMENT OF 2013 CURRICULUM BASED SCHOOL)	300
Suhartono	300
Mahendra Puji Permana Aji	300
MOTIVATIONAL TEACHING PRACTICES IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM:PERCEPTIONS OF INDONESIAN UNIVERSITY STUDENTS OF ENGLISH	310
Sukardi Weda	310
LEARNING TEXTUAL ANALYSIS OF PRESIDENT JOKOWI'S SPEECH TEXTAT APEC 14	320
Sulistyaningsih	320
AN EFFECTIVE WAY TO ENHANCE EFL TERTIARY STUDENTS' LISTENING COMPREHENSION SKILLS THROUGH SHADOWING TECHNIQUE	325
Sumarsih	325
Masitowarni Siregar	325
Dedi Sanjaya	325
MULTIMODALITY IN EFL WRITING CLASSROOM: IMPLICATIONS FOR CALL APPROACH	331
Suparmi	331
THE INDONESIAN LEARNERS' GRAMMATICAL COMPETENCE OF THE ENGLISH PERFECT TENSES	337
Susana Teopilus	337
HendraTedjasuksmana	337
THE ENGLISH LANGUAGE SPEAKING SYLLABUS IN AN INDONESIAN UNIVERSITY: AN INVESTIGATION OF STUDENTS' NEEDS FOR FUTURE EMPLOYMENT	345
Susiati	345

ERRORS AND MISTAKES IN WRITING ARTICLE: LECTURER' AND STUDENTS' EVALUATION

Sri Lestari

lestari_sriwibowo@yahoo.co.id

IKIP PGRI Madiun

Tri Wahyuni Chasanatun

IKIP PGRI Madiun

ABSTRACT

Students learn Academic Writing starts from learning sentences, paragraph, essay, and last is writing article. In writing article, many students feel difficulty begins from prewriting, drafting, and editing stage. This research is aimed to identify teaching learning process of academic writing class and analyze students' error and mistakes in writing article. This research is qualitative research held in academic writing class of English Department in IKIP PGRI Madiun and amount of students are 98. Techniques of collecting data were students' article (portfolios), observation, and interview. While technique of analyzing the data are: reduction the data, display the data, and verification the data. In some previous research done by other researcher were found that common error and mistakes of students writing are in grammar and content. While the result of research about most common errors and mistakes in writing article were: (1) grammatical error (preposition, the use of "wh" question, plurals and singulars, noun and verbs, structural formation, first and second person, article (definite and indefinite), short sentences, (2) less quality in content, (3) difficult to quote properly. Those error and mistakes happened because some students did not recheck again their article and less in reading material, book, news that can help them in getting idea easily.

Keywords: *errors, mistakes, academic writing, article*

INTRODUCTION

Writing is closely related with the process and product. The purpose is to know about the existence of students' writing skill. According to Brown (2001: 357) writing process is closely related with the activities in class which focuses on the steps in order to make the students get their own writing. The processes are: prewriting, writing, revising, editing, and evaluating. By doing those, students will gained and developed their idea not only in prewriting process but also when they do drafting. In order to make the students get good result in their writing, they should be able to choose a good topic, idea, make an outline, write, and check the content and also their writing mechanism. If all of the processes have done, they can get maximum result too.

Academic writing is learned by the students since they are on the third semester. In this semester the subject material is understand the way how to write essay and kinds of essay. In that process the students are not only asked to make a good paragraph but also able to create qualified writing in which they should analyze and give critical response towards new information. They continue to learn academic writing on semester 4. In this semester, they learn to make an article. According to Irvin (2010: 7) there is some important point that should be noted in Academic Writing. They are: (1) Who is the reader?, (2) what is the topics?, (3) what is the message?, (4) what is the purpose, (5) what is the genre.

In order to make the students able to create a qualified writing, the English Teaching Department have planned every subject for every meeting in syllabi and lesson plan. The purpose is to help the lecture in delivering their suitable academic writing subject. Therefore in this paper, the writer would like to discuss about (1) how is the implementation of Academic Writing, (2) What are the errors and mistakes done by students in making article?

According to Hyland in Richard (2001: 21) writing is the ability of arrange and the understanding of texts, contexts, and the reader. Therefore writer should pay attention about the arrangement of good sentences by using correct grammatical, spelling, punctuation, and words.

Those aspects will influence the readers' interest to read and also understand the content. Richard (2001: 21) states that there are some steps in writing process. They are: planning, writing, revising, and editing. Meanwhile, Renandya (2002: 315) stated that writing process are: planning (prewriting), writing, responding, revising, editing, and evaluating.

1. Prewriting

Prewriting is a process to get the idea, by: read the material which is related with the topic, brainstorming, clustering (grouping, topic discussion), and free writing (Brown, 2000: 348). Prewriting is a first step. In this step, the writer finds out the idea which is related with the topic. According to Oshima and Houge (1997: 68) there are some steps in writing process. They are: brainstorming by doing free writing, clustering, and listing.

2. Drafting

Drafting is a process of writing itself. In this step, the writer focuses on the writing and ignores the arrangements of good sentence, and also mechanics including spelling and punctuation. The writer should attract the reader, by create the interesting introduction, suitable content, evidences and examples, and short conclusion based on his\her paragraph (Seow in Richard and Renandya, 2002: 17).

3. Responding

Responding is a process that given from the teacher or friends who have checks the writers' writing. They usually give the respond orally or in the written form. According to Harmer (2004: 108) in the process of giving responds, the commentators are not only focuses on the sentences, the grammar and mechanics (spelling and punctuation) but also the content of his/her writing.

4. Revising (revisi)

Revising is a process where the writer revise their work after their lectures or friends give the responds of their writing. By revising, the writer will know and understand the mistake that they have made, so that they can write better (Seow in Richard and Renandya, 2002: 317)

5. Evaluating (evaluasi)

Evaluasi is a scoring process by checking the fifth indicator in writing. They are: content, organization, sentences, the choice of vocabulary, and mechanics (spelling and punctuation). So, in *Academic Writing* there are some steps prewriting, write, and revise. In every step there will be a specifics process, they are preparation, write, give responds, and revise and the last is final product in the written form. In the end of writing process, evaluation is the best choices in order to get good writing quality.

According to Irvin (2010: 15) there are some characteristic in the process of academic essay, they are: a) Academic Essay or article is an argument, a persuasive essay where the writer make a point and he/she should have proves that comes from some sources, such as journal and book. b) Thesis statement should clear enough and written in the last part of introduction. c) The writing organization is: introduction, body, and conclusion. d) Use the appropriate conjunction and the paragraph should in the form of unity and coherence. e) The style of writing should suitable with the APA style. f) The sentences should in the grammatical order.

In order to have qualified writing, there are some writing indicator which can guide the writer to have good article. Brown (2001) stated that there are 5 aspects in writing. a) Content. This part should include thesis sentence, supporting sentence/ *paragraph, concluding sentence or paragraph*, which relevant with the topics. b) Organization. This writing product should have organization that consists of *introduction, body (discussion), and result*. c) Grammar. In this grammar point, the scoring focuses on complex construction, agreement, tenses, word order, article, pronouns, prepositions, etc. d) *Vocabulary*. The scoring process will be focuses on the choice of vocabulary, the appropriate idiom, and various vocabularies. e) *Mechanics*. In this aspect the writer should pay attention and check their writing by *proofreading* before they publish their product. The things that should be pay attention are *spelling, punctuation, and capitalization*.

METHOD

This research used case study method with qualitative approach. This method was done intensively, detail and deep towards a group, organization, institution, or specific indication. Case study focuses on the subject which is limited, but seen from the research characteristics,

this case study is more deeper and discuss about the possibility to solve the actual problem by collecting the data, arrange, and apply also interpret it (Arikunto, 1989: 115).

Mulyana (2002:201) stated that “case study is a description and comprehend explanation about many kinds of aspects from someone, a group, an organization (community), a program, or social situation”. In Case study, the researcher analyzes or study carefully as much as possible about the subject which is being analyzed. They also do deep analysis towards the subject in order to give complete understanding about the subject of research.

The research location was in IKIP PGRI Madiun, that address is in Jl. Setiabudi 85 Madiun. This institution was chosen by the researcher because the researcher is one of the lecture in English Teaching Department. The subject of the research is the students of semester IV A-C class. They are consisting of 90 students. This research used purposive sampling so that the amount of the sample is decided by the information gathered. It can be said that data collection from the respondent based on the provision or saturation of data and information which is given. If the researcher gets same information from the respondent, it is enough to begin the process of collecting data.

The main instrument in this research is the researcher herself because they found the information through observation and interview by themselves. In this research, the researcher used the interpersonal approach. It means that, the researcher do more communication to the people in research location, that is in English teaching department IKIP PGRI Madiun. So, the researchers had a lot of chance to find out many information and clear data about her research. In this research, the researcher focused on the open question with technique of interview.

The techniques of data collection are:

1. Portfolio

Portfolio is a compilation of some articles that written by the students. This portfolio is collected and analyzed. The students are asking by the lecture to write conceptual article which have relation with technique, media, and method in teaching English. Their writing product will be analyzed based on *content, organization, grammar, vocabulary, mechanics*.

2. Observation

Observation is focuses on the data collection. It is done by the researchers through observing the teaching and learning process in academic writing class. The purpose of this observation is to get a lot of information related with writing class students of fourth semester.

3. Interview

Interview is kinds of communication done by two people, involving someone who wants to get information from someone else, by giving question based on certain purposes. By doing serious interview, it is hoped that the researcher will get as much as information. In this research the interview is done towards the students in *Academic Writing class*.

After all of the research process is done, the writer start to process the data that was collected from the portfolio analysis, interview and observation. The next step is describing the data. The data analysis is a process to find out and arrange systematically data from interview, note, and documentation. It is done by organize the data into some category, verify it into units, synthesis, arrange it into some form, choose the important data and learned it, and make a conclusion so that the data will easy to understand by the researcher herself and other people. Data from interview recorded and wrote completely supported by the result of observation and documentation. So, the data from this research are portfolio data, students' article, interview data, and observation data. Based on that data verification and analysis data in this research is done through three activities , they are data reduction, display data, and conclusion or verification”.

FINDING AND DISCUSSION

1. Teaching Learning Process in Academic Writing

In teaching academic writing, there are three process was done by teacher, one of the method is direct instruction whether students did some procedure in writing, they are: prewriting, organizing, drafting, editing, revising, and evaluating. After writing, lecturer also did

some activities to evaluate students essay or article, for example by using paper seminar technique and peer editing.

In prewriting stage, firstly students analyzed sample article, made mapping, and made summary. Then, after they knew about the organization in making article, they made outline of their own article. Next, in drafting stage, Students start to write introduction, body, and conclusion. Then, editing and revising stage, teacher used paper seminar technique. Paper seminar technique is one of collaborative approach where students can collaborate and work together in their group in writing, then the other group will give respond for their article by checking; grammar, vocabulary, mechanics, content, and organization.

Based on interview with students, 78 students are love and interesting to attend and join academic writing class because they can learn step by step in producing good article.

2. The development of writing skill in academic writing class

In writing article not only states the idea or opinion, but there are some process applied by students create a good article. The good article is based on; (1) organization, where students can write appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete, (2) logical development of content Essay students write and consider to addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought, (3) choose appropriate grammar, (4) mechanics where students Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat, (5) write appropriate vocabulary. In first meeting, the most mistakes from students are; grammar, mechanics, contents, and vocabulary. To minimize the mistakes, teacher helped students step by step to fix their mistakes, for example; explain again about how to make good content, how to write with appropriate grammar, vocabulary, and mechanics. In the next meeting, students can fix their weaknesses and mistakes by learning from previous mistakes.

After followed some meeting in academic writing class, students felt that their quality in writing article were improved, for example; ability in identifying eye catching title , mastery grammar, mechanics, and can give respond in peer editing and group editing. From the result of interview, it can be concluded that process in academic writing class can help them minimize their mistakes in writing. Lecturer also found some good and interesting articles with good quality in content and appropriate organization. In contrast, teacher also found some bad article because those students ignore to edit their grammar, mechanics, and content. Based on the score of students' writing, there was improvement in their score and also there was improvement in quality of writing. It can be seen in table 1 below:

Table 1. Students' ability after several meetings in joining academic writing class

Indicator	Previous condition	Condition after 8 meeting in academic writing
	Students' ability in the first meeting	Students' ability after several meetings
a. Writing idea and content	Students were difficult to look for idea and start to write	Students could express their idea and make suitable content related with the topic, but some of them still were not maximal.
b. Organization of article	Students were still difficult to arrange the organization of paragraph	Students knew the arrangement of paragraph
c. grammar	Most of students (75%) were still lack ability in write sentences with using appropriate grammar	Lecturer Still found mistakes in grammar (45%)
d. Vocabulary	Students were still difficulty in choosing appropriate vocabularies	Students chose appropriate and vary in vocabularies
e. Mechanics	Students did error and mistakes in	Students' ability improved in

	using appropriate mechanics, for example; capitalization, spelling, and punctuation.	writing appropriate mechanics.
--	--	--------------------------------

3. Students' Error and Mistakes in writing

After observation, researcher found the students error and mistakes in writing article. It can be seen in table below:

Table 2. Error and mistakes of students in writing article

No	Error	Mistakes
1	General mechanics (spelling, punctuation, capitalization)	
	Some students did not know how to write in appropriate using of capital, punctuation, and spelling of words	The half students knew about using appropriate mechanics, but in writing process, they did mistyping and forget to edit it.
2.	Paragraph (content	
	-	Most of students still write choppy paragraph and short sentences. It happens because they couldn't elaborate their idea. Actually they knew about composition of good paragraph, but because of lack idea made their paragraph were not appropriate.
3	Grammar	
	Some students about 10% who have problems in using appropriate grammar in writing happened because they did not know using suitable grammar.	The most students (90%) who have problem in using appropriate grammar happened because they knew about using grammar appropriately, but because careless and mistyping made their grammar false, for example; grammatical error (preposition, the use of "wh" question, plurals and singulars, noun and verbs, structural formation, first and second person, article (definite and indefinite), short sentences,
4	Quotation and paraphrase	
	Some students about 8% who did error in quoting and paraphrasing happened because they did not know how to quote appropriately. It happened because when lecturer gave explanation, they did not listen carefully, and when they practiced in quoting, they didn't work maximal	The most students didn't quote appropriately happen because they didn't check and edit again. There are some suggestion in quoting, they are: Use the ones mentioned in reference section, Avoid using/citing authors which aren't in your reference, Retrieved date from the internet (website), read more about Quoting techniques.

From that table, it can be seen that error and mistakes happened because some students did not recheck again their article and less in reading material, book, news that can help them in getting idea easily.

CONCLUSION AND SUGGESTIONS

Finding of this research were: (1) in teaching learning process of Academic Writing for fourth semester students that lecturer has taught based on syllabus and lesson plan. The students followed the class maximize, it was proven by students listened lecturers explanation and did the writing project (made article); (2) the ability of students in writing article improved, especially how organize the article, use appropriate mechanic, and vocabulary; (3) the most error and mistakes that done by students in writing are; using appropriate grammar, appropriate content, and how to quote. From the finding of this research, the suggestions for academic

writing's lecturer are: prepare the material well and give example how to write good article until students understand. Beside of those, ask and motivate students to read many books, article, etc. By reading many materials, books, and news can help students in writing more easily. By reading, it can help students get idea easily and can help in brainstorm and organize idea.

REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Irvin, Lennie. 2010. What is Academic Writing? *Writing Spaces: Reading on Writing*.1st edition: 3- 17.
- Mulyana, Deddy.2002*Metodologi Penelitian Kualitatif*. Bandung : PT Remaja.
- Oshima and Ann Hogue. 1997. *Introduction to Academic Writing*. Addison Wesley Longman: New York
- Richards, J.C., & Renandya, W.A. 2002. *Methodology in language teaching: Ananthology of current practice*. Cambridge: Cambridge University Press.
- Harmer, Jeremy. 2004. *How To Teach English*. Malaysia: AddisonWesley Longman Ltd
- Brown, H.Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.



International
Conference
2016

ORGANIZING COMMITTEE

University of PGRI Adi Buana Surabaya,
Jl. Dukuh Menanggal XII Surabaya, Indonesia
Email : teflinunipasby@gmail.com
Website : teflinunipasby.or.id

ISBN 9789798559990



9 789798 559990