RESEARCH REPORT

DEVELOPMENT OF PROFESSION TEACHER
BUDGETED OF THE YEAR 2020

DEVELOPING THE WAY OF STUDENTS' WRITING EXPERTS' OPINION IN THEIR THEORETICAL BASES OF RESEARCH THROUGH SCIMAGO

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SUMMARY

This research started from the problems of students at Gorontalo State University who had difficulty in finding realizable references, which resulted in frequent occurrence of plagiarism in their research. The objective of this research are (1) To describe the problems of students in writing theoretical bases of their scientific work (2) To elaborate the students‘ skill in writing the theoretical bases of scientific paper (3) To elaborate the using of Scimago in students‘ writing of theoretical bases, whether or not it solves and improves the students‘ writing skill. The population of this research is the 4th semester students of English Department, Letter and Culture Faculty, Gorontalo State University in academic year of 2020. The chosen subject in this research is writing for Academic Purposes.

The method used in this research is descriptive qualitative of development model by Sugiyono (2011) with the steps to be taken; step 1) seeing the potential data: i) how the students‘ ability to write citing the theory of experts pouring into the paper, ii) recording and classifying the ability to compile introductory sentences before pouring the theory, and how to give arguments. 2) overcome the problem i) take action teaching in class for months according to the syllabus of the course with the application of how to use Scimago to facilitate citation theory, iii) provide writing exercises and cite theory, iv) evaluate learning outcomes based on the way of paraphrasing publisher, one source is by Oshima (1983) with its tree points of rubric assessment of formulating ideas in three categories of a) choosing ideas in introductory sentences before taking quotations of paraphrases, b) accuracy diction selection, and c) linkage ideas in well sentences formulation after choosing the quotation.

Based on the data analysis in first step, there is a conclusion that the students’ problem in writing theoretical bases of their scientific paper can be solved by utilizing the presence of today’s technology of operating Scimago Journal in its system in network of website and the positive effects of the students’ broadmindedness and interested in writing theoretical bases is that From 25 students’ writing results, there are 15 students who got value of A category (60%), 5 students with A- category (20%), 3 students got B+ category (12%), and 2 student got C (8%).

Besides, this research continued to next way of development of designing module product in the order of teaching materials writing for Academic Purposes focuses on preparing scientific papers with quotation and paraphrase material. It continued to design validation through revised by two experts. After revising, the way of teaching writing written in module tested limited group, and finally there is a product designed of module of Writing for Academic Purposes. This research is not continued to the level of testing the use of module in a large group because given the current condition do not support the intended activity. Moreover, this research also resulted an article with the title ‘The Process of Teaching Writing Academic and The Plagiarism Code Ethics.”

Key words: *development, teaching, writing, academic, journal, scimago.*

PREFACE

As the researchers, the team has had the gift of high strength and enthusiasm to development of profession research in UNG, Letter and Culture Faculty, English Department of class A in 2018 academic year. We gained the data to be analyzed and reported as the result of the research. Those ways conducted through the process of teaching writing academic focusing on students' way of accessing experts' idea from varying accredited International Journals particularly Scimago. This intended meaning is the students might get good ability in organizing idea and avoid plagiarism in writing scientific theoretical bases of their research. Reaching this purpose, the team would like to convey Praise and gratitude to the Supreme Creator God Almighty of Allah over of his blessing us. The biggest thanking also delivered to the Chairman of Community Research Institutions and his staff that have administered and provided an opportunity for us to follow the research competition of PNBP Program of Gorontalo State University.

By following all the procedures, finally the team had successes conducting this research and provided the target of making module and an article that would be published in an article accredited International Journals, besides following and getting certificate as Keynote Speaker in an International Webinar held by the English Education Department of IAIN Sultan Amai Gorontalo July 2020.

Gorontalo, October 2020

The Writer

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CHAPTER 1
INTRODUCTION

Background

Scientific work is one of the requirements for students to achieve a bachelor's, master's and even doctoral degree on the college bench. Writing scientific papers has also been a part of students‘ lives since they entered the lecture arena. Students are required to write essays and research that they will do or have done. These researches include in the form of a skripsi, thesis, or dissertation that are part of the scientific work itself.

The researches that are written by students consist of several chapters, one of which is a chapter containing the experts‘ opinion, namely Theoretical Basis chapter. In this chapter, students are asked to write down the opinions of experts related to their research. The opinions of these experts are aimed to compiling the existing knowledge and making the arrangement of knowledge as guidance to further research.

In writing the theoretical basis, students would be faced with many problems. First is a long process of producing an idea to write it in scientific papers. Second is avoiding plagiarism in writing is also become a problem that faced by students. In this side, students sometimes are not aware when they are in plagiarism system, in example, they sometimes imitate the experts‘ words and idea in formulating introductory sentences. This because of them who in particularly are in English Language Department of UNG University whether in S1 or S2, also S3 Program, do not have the wealth of the ability to compile introductory sentences according to their own ideas leading to use quotations that bridge their own ideas and the expert‘s. The others, they have limited right vocabularies to deliver their ideas to the quotes they choose andthey experience serve difficulties making the link between the chosen quote and the description of the idea itself as the key point. Third is lack references such as journals and books that serves as a supporting of the theoretical basis‘ chapter, this can lead to a lack of credibility of a scientific paper produced.

The problems facing by these students can be solved by the presence of treating teaching advanced technologies, namely the existence of internet websites that provide online journals and online books. However, the presence of online references is also the latest problem facing by students. The problem is the doubtful of the credibility of online references. This is because everyone is free to post or publish their papers, journals, and books without having to go through the process of revision, editing, etc. 9 that must be passed by the researchers, writers, or authors of the books and journals before being published.

Based on the learning problems above, it is of course necessary for researchers to minimize the existing problems in the context of writing scientific papers and try to improve students' skill to write a theoretical basis which became one of the chapters on scientific works by utilizing the presence of today technology. The using of technology, is the presence of websites that have no doubt about the credibility by intellectuals and experts in the education world.

To access this theory from the citation in website of Scimago or Mendeley for example, students are easy to choose the experts‘ opinion, however the formulation of supporting sentences refers to its citation, students still find difficulties or even they do not state any previous sentences as introductory of the quotation. Moreoever, they also sometims forget to make a linkage correlation with its chosen quotation. To make this linkage is a must of a student as a writer to make such concluding sentence to support the idea of the experts.

To choose the theory easily in theoretical basis of research, a Scimago journal (or Mendeley) is more appropriate to use.

Research Problems

In anticipating the students‘ problem in writing scientific paper that effect to their a long process of producing an idea and minimize generally doing plagiarism, it needs to apply Scimago journal in guiding students in learning process of academic writing in class.

Besides it makes students writing academic quality in international standard, they may also accelerate their S1 Study Program. The problems that be realized answered are as follow:

1. What are the students‘ problems in writing the expert‘s opinion as theory in theirTheoretical Bases of research?
2. Are there the students‘ problem in formulating supporting idea of quotations or paraphrases?
3. How do the students write linkage correlation idea towards quotation or paraphrase?

CHAPTER II
THEORETICAL BASES

In this part, there are some theoretical points stated here, those are learning language skills of writing, plagiarism definition, and positive side and negative side of using website as a tool to improve students‘ skill in writing.

Writing Skill

Writing is an activity that produces a language as a speaking activity. Different from speaking activity, the writing activity is passing with more mature and readier in thinking of a form of ideas or topics to produce a better language to the readers. The mistakes that are made when the writing process takes place can be corrected or revised, so the readers can understand the thoughts and ideas of the author easily.

Writing activities are activities that are carried out by many people, especially the intellectuals such as students. This is because of writing activities are also a medium of communication between writers and readers. Kern (2000:172) in Batubara (2017: 14) said that _Writing is functional communication, making learners possible to create imagined worlds of their own design‘. The word Imagine world referred to by Kern is not only limited to the ideas of the author's thoughts, but also can be in the form of feelings or experiences by the author himself.

Based on the statement above it can be concluded that writing activities are part of communication activities that contain ideas, feelings, experiences that involve more complex processes such as paying attention to the selection of the right words. However, if there is an error in the selection of words, this can be corrected again by revising the words. This is also related to the statement of Celce and Olshtain (2000: 142) in Batubara (2017: 15) about their experience in doing the writing process, which said ―writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion‖.

To write does not have to be in the form of ideas, statements, experiences, and feelings from the author himself. The author can also rewrite ideas, statements, experiences, and feelings of others in his writings. This happened in the intellectual world, where journal writing, books, and papers contained ideas and thoughts of experts. However, this does not cause problems as long as the authors list the names of the owners of these ideas. Conversely, if it is not done it will cause problems called plagiarism.

Plagiarism

Plagiarism itself is an activity where the author writes the ideas of others without including the name, year and place of the owner of the idea. Smith (2008: 3) states that ―Plagiarism is a complex notion—and deceptively so. Although it appears easy to define the term and allocate a range of penalties for the act—that approach ignores the layered reality of the issue. Plagiarism carries negative connotations of dishonesty or cheating‖. Based on the statement "negative connotation of dishonesty or cheating" plagiarism can be categorized as theft in a writing activity.

Plagiarism is a form of academic dishonesty, and the importance of honesty in human society is not a new topic! (Zhang, 2016: 3). Based on this statement, plagiarism is often found in academic environments, such as schools or campuses. These writings are in the form of papers, journals and even final assignments such as skripsi, theses, or dissertations that carried out by students and even the teacher/lecture in school/university. This was also stated by Zhang (2016: 3) in his book ―In recent years plagiarism has become a high-profile issue for academic journals; there have been many articles, books, and seminars discussing how to stop plagiarism in academic publications‖

One of the causes of the rise of plagiarism in the writings is the sophistication of technology in the present era, such as the internet with websites that can be accessed by anyone regardless of their credibility. ―Harvard University‘s site states clearly _In academic writing, it is considered plagiarism to draw any idea or any language from someone else without adequately crediting that source in your

paper. It doesn‘t matter whether the source is a published author, 4 1 What Is Plagiarism? another student, a Web site without clear authorship, a Web site that sells academic papers, or any other person: Taking credit for anyone else‘s work is stealing, and it is unacceptable in all academic situations, whether you do it intentionally or by accident (Zhang, 2016:5).

Internet Assessing Easy Journal Sources

Ease of accessing to the internet as well as easy of copying and pasting online work is one of the reasons that make people do plagiarism. An article writes ―The Internet makes it temptingly easy to cut and paste sections—even large sections —of pre-existing publications. This habit can begin at school, or at university. Miguel Roig, a psychology professor at St John‘s University, observes that in the university campus, _while student cheating, particularly plagiarism, should be old news… it continues to challenge the integrity of undergraduate and graduate education. The results of a large-scale study by Donald McCabe of Rutgers University which clearly illustrates the scope of the problem (Roig, 2010 in Zhang 2016: 6) In McCabe‘s study (2005) more than 70,000 undergraduates and 10,000 graduate students 13 surveyed across 83 college campuses in the United States and Canada, 62 % of undergraduate and 59 % of graduate-student respondents admitted to have engaged in cut-and-paste plagiarism from online sources (in Zhang 2016: 6).

As mentioned above, plagiarism is an activity where the author writes the ideas of others without including the name of the owner of the idea. Conversely, if the author lists the owner of the idea, the act of plagiarism can be avoided by the authors. Inclusion of the owner of ideas in a writing is a writing reference activity, where the author acknowledges that fragments of ideas or fragments of the writing are not his/her written but the others‘ writing. Neville (2010: 1) said that ―reference is an expected academic practice that students will refer to (or cite) the sources of ideas, data and other evidence in written assignments. Referencing is the practice of acknowledging in your own writing the intellectual work of others; work that has been presented in some way into the public domain‖.

Writing this reference also refutes the opinions of experts about the negative impact of the internet which has led to the proliferation of cases of copying and pasting in an academic writing. In this case, Rebecca Moore Horward (2007) stated her statement ―the near-universal belief that the Internet is causing an increase in plagiarism‖ is simplistic and uncritical‖. She also continued that these beliefs arise because the internet provides a variety of unlimited and uncontaminated texts. She persuasively contends that these assumptions ignore the role that the teacher plays as co-constructor of textual meaning. The presence of teachers as mentors can direct students by limiting the credibility websites that they can visit, and making them as writing reference materials, and guiding them to write down the owner of the idea in the form of references.

The websites that have credibility in their writings are websites that have a variety of journals, articles indexed nationally and internationally. In this case, the author of journals and articles are those who have an important role in education and produced writings which systematically and appropriately.

Paraphrasing or Summarizing

In writing activity, one has to provide his or her thesis statement in one topic that he /she decided firstly automatically as in his/her paper. To provide this, the one who is in this activity, has strongly motivation to elaborate his or her ideas as a credible information which received well by readers. Supporting information is needed to develop writer‘s idea in such this activity. It can be derived from library research paper. Carosso, 1983, p. 28, states that To do a library research paper, we have to learn to develop, substantiate, and present a position. The process has practical application for the two of academic and profession work. These research presentation are required in other courses, and the ability to 14 investigate and present a defensible position is also a necessary professional skill. We might develop our writing skill for an effective outline, organize information using a variety of rhetorical modes, avoid errors inlogic while presenting a well-supporting position, and know how to incorporate quoted and paraphrased materials.

From this Corosso‘s idea that related to seek information material supported the writer‘s idea in writing scientifically, there are three steps by Oshima, 1983, p. 67. to paraphrase or summarize information from publish source, those are

1. Using synonym wherever possible. Some of the words from the original passage may appear in your paraphrase, but try to use synonyms.
2. Changing active sentences to passive sentences or ice-versa.
3. Changing direct quotations to indirect quotations.

These techniques may a writer applies of making paraphrasing to support ideas in writing work.To connect the technique by Oshima with writer‘s or students‘ way in organizing theoretical bases in a scientific thesis or dissertation, students are demanded to make related organizing good sentences as the represented ideas to unite these to the sources materials, in order the quotations or summarizing or paraphrasing has its well connection to each other. This way may avoid from plagiarism. At the last, students as the writers have to make later connection with these paraphrasing with the general conclusion of summarizing or it paraphrase. Thu, there can be a related ideas started from introducing sentences to connect writers‘ or students‘ ideas to paraphrase, run to concluding illustration stated in a part of theoretical bases derived from.

To do these, there are three points considered be stated, those are 1) students or writers have to have ability to compose introductory idea well before quotation made. 2) students or writers have to consider well in choosing appropriate vocabularies. 3) students or writers have to have ability to compose brilliant concluding ideas from their composing introductory idea well before quotation, connecting to the quotations made, and final decision of themselves.

Footnoting

One of result of someone else‘s writing article is always generally demanded by using supporting ideas from experts. Without supporting ideas from the experts, this kind of writing is far from what we said unbelievable scientifically. To make the article can be believable to readers, it needs put ideas from publishers sources in

terms of journal or books. Oshima (1983, P. 73) ―When you write a research paper or do any kind of academic writing on a subject in which is to inform or persuade your reader, you would first seek information from other sources by doing library research. Research official records opinions, statistic, etc. to strengthen your discussion. But when you take someone else‘s works, or ideas and integrate them into your paper, you must acknowledge the sources of that borrowed material, generally by using footnotes. Footnotes also tell the reader where to look to verify this information or to learn more about the subject‖.

CHAPTER III
OBJECTIVE AND THE SIGNIFICANCE OF STUDY

Specific Objective of The Research

The objectives of this research are as to describe the students‘ problems in writing the expert‘s opinion as theory in their Theoretical Bases of research, to illustrate the students‘ problem in formulating supporting idea of quotations or paraphrases, too elaborate how the students write linkage correlation idea towards quotation or paraphrase.

Research Significance

Practically Significance

Practically, this research will anticipate students‘ problem in writing scientific paper that effect to their a long process of producing ideas and minimize generally doing plagiarism. Another positive effect, they may accelerate their S1 Study Program with their writing academic quality in international standard.

Theoretically Significance

This research will support the urgency of teaching practically by getting knowledge of theories a module created in this research.

Based on Higher Education performance published on the year of 2010-2014 stated and published by the Directorate of Research and Community Service of The Directorate General of Higher Education Minister of Education and Culture of Indonesia in May 2014 That LEMLIT UNG‘s status as a main university was ranked in research management. From correction and serious planning to the reality of LEMLIT‘s progress, there are ten excellent topics, one of the leading topics is social humanities – arts – culture education with the theme of education research, and research topics that fit this research are the results of education and national character building. The target of the research is to produce book of the title of ―Creation of Students‘ Scientific Writing and Plagiarism Code of Ethics.

CHAPTER IV
METHOD OF RESEARCH

Method of Research

The method used in this research is descriptive qualitative of development model by Sugiyono (2011) by supporting and using criterion referenced decision in its evaluation. To do this way, data finding has its criterion of judgment towards learners' language skill of writing theoretical bases. The steps to be taken form Sugiyono are as; step 1) seeing the potencial data: i) how the students' ability to write citing the theory of experts pouring into the paper, ii) recording and classifying the ability to compile introductory sentences before pouring the theory, and show to give arguments. 2) overcome the problem i) taking action teaching in class for months according to the syllabus of the course with the application of how to use Scimago to facilitate citation theory, ii) providing writing exercises and cite theory, iv) evaluating learning outcomes based on the way of paraphrasing publisher, one source is by Oshima (1983) with its tree points of rubric assessment of formulating ideas in three categories of a) choosing ideas in introductory sentences before taking quotations of paraphrases, b) accuracy diction selection, and c) linkage ideas in well sentences formulation after choosing the quotation.

The second is design module product in the order of teaching materials Writing for Academic Purposes focuses on preparing scientific papers with quotation and paraphrase material, the third is designing validation, the fouth is designing revision by experts, then product testing in a limited group (10 people), the last is final product design revision of Writing for Academic Purposes. This research is not continued to the level of testing the use of module in a large group. It will be continued in possible next proposed research of UNG Program.

The Procedure of Research

To conduct this research, it has stated the setting of conducting this development research as English Department, Letter and Culture Faculty, Gorontalo

State University. For the lectures in English Department, the chosen subject is 'Writing for Academic Purpose.'

Technique of Collecting Data

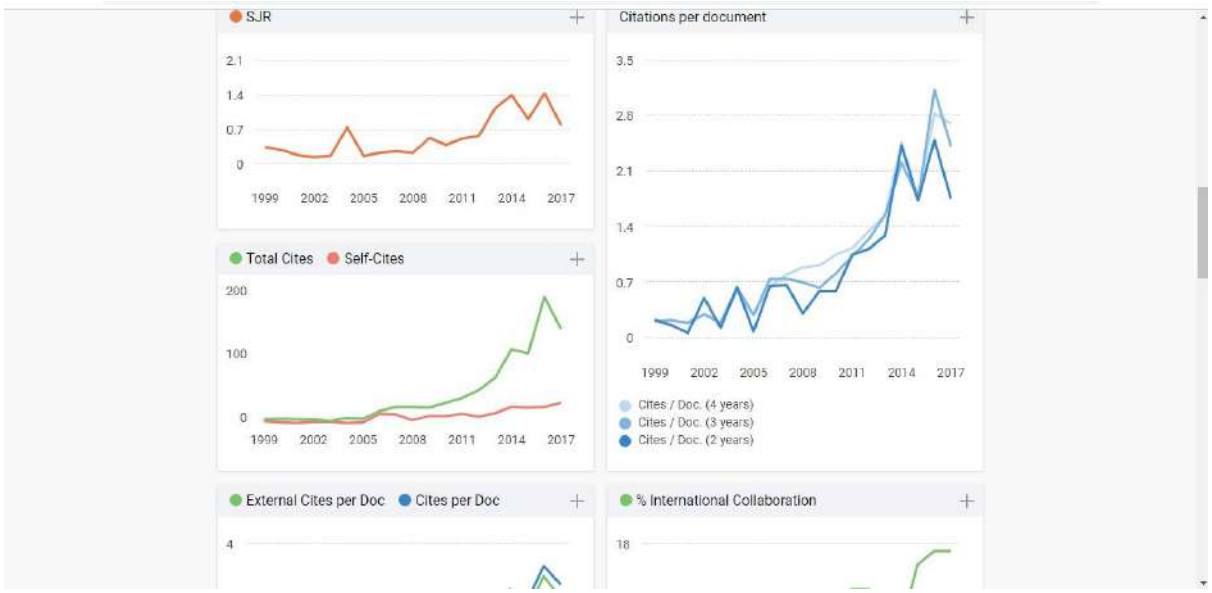
The technique of collecting data as well as it has process as following the development research procedure firstly, doing observation students' skill in writing theoretical bases, second, discussing together with on what are going to be done, third, recording data as conducting teaching in class based on syllabus of Writing for Academic Purposes in fourth semester, evaluating students' writing results of the ability to write theory pouring in their writing scientifically, and analyzing the results of students' writing by referring to the theories of experts from the journal through Scimago website.

The Procedure of Collecting Data

To get data of students' ability in learning writing theoretical bases, the researcher in university will conduct teaching practice in class, the subject is writing for academic purpose at 4^{th} semester in English Department of FSB-UNG.

To apply this technique in teaching, the researcher teaches learning materials and how using a Scimago as a tool to access Journal

Scimago journal website is one website that has no doubt about its credibility. This website provides journals that have been indexed nationally and internationally. In addition, this website also provides ranking data for each journal based on total cites, self cites, citation per document, international collaboration, citable document, non-citable document, cited document, incited document.

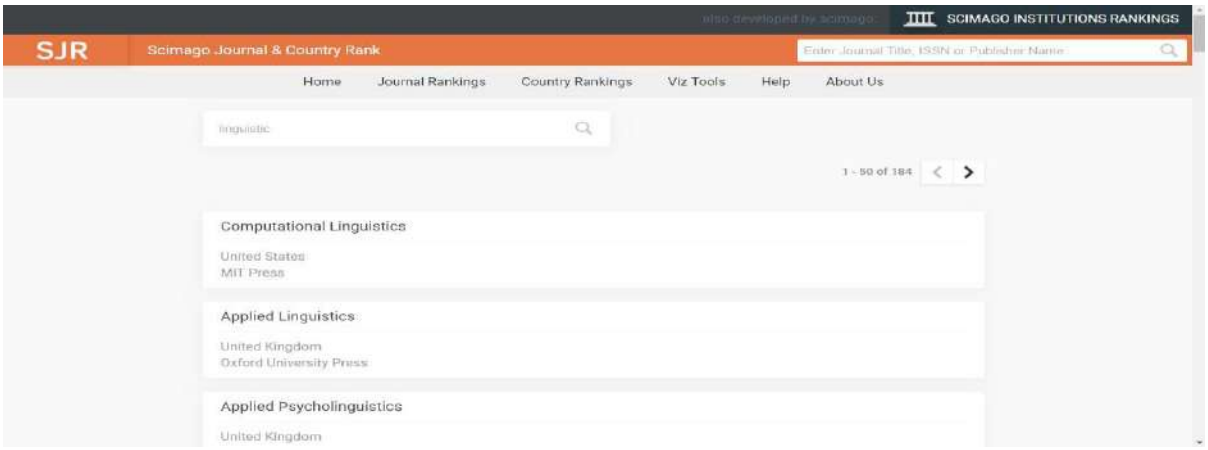


Steps in Accessing Journal in Scimago Website

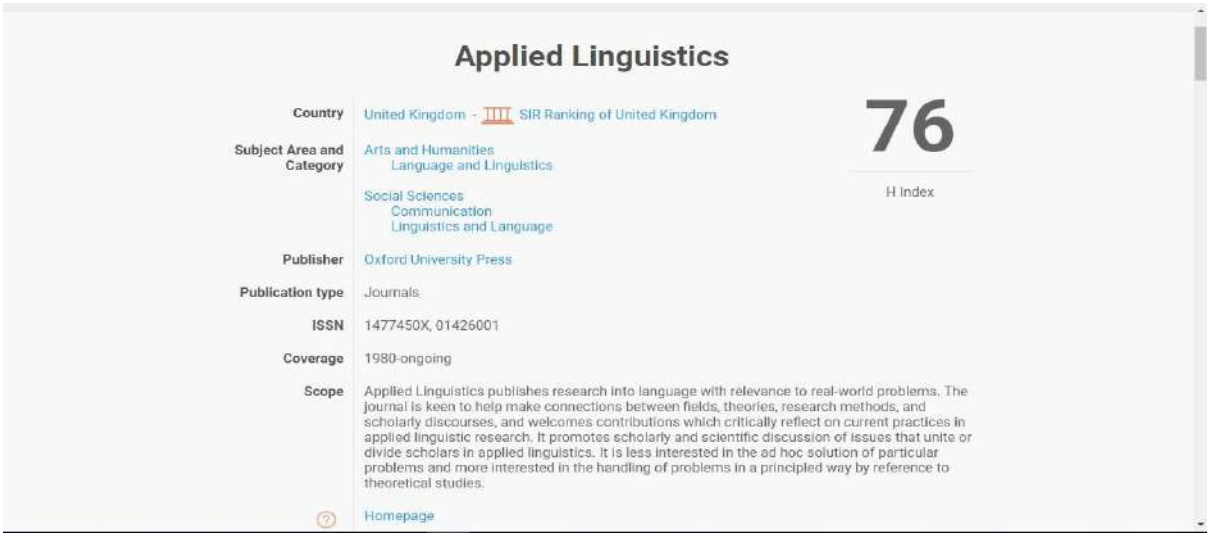
This section will discuss steps that make it easier for students to access journals indexed nationally and internationally, as well as the position of the journal in terms of ranking internationally. The first thing a student has to do is go to www.scimagojr.com. and comes the following picture

Based on the picture above, you can see 'journal ranking' and 'country rankings'

which states that Scimago is used as a ranking system for journals and countries. You can click on the journal rankings and country rankings to see journal data based on their ranking. In addition, you can also click on the search column and write down what type of journal you want to search for, example: Linguistic

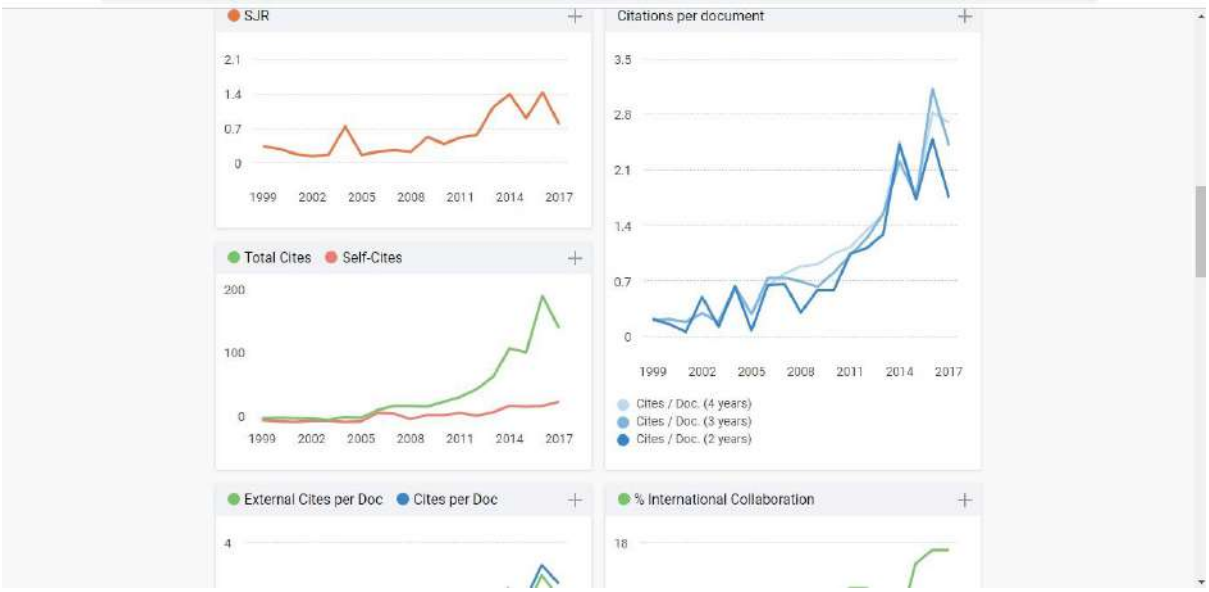


You can see the picture above and each journal is categorized by title, country, and the institution that oversees the journal. You can choose one of these titles, until the following picture appears



The journals on Scimago have an International Standard Serial Number (ISSN) that serves to identify periodical publications in print and electronic media. In addition, it

provides ranking data for each journal based on total cites, self cites, citation per document, international collaboration, citable document, non-citable document, cited document, incited document.



The final step is to record the journals in a theoretical conclusion table that you took. This is done to make it easier for you to download the journal on other websites and make it easier for you to write it in the bibliography chapter. Here is an example of theoretical conclusion table,

No	Content	Name of Journal	ISSN	Publisher	Year
1	Language and Linguistic	Applied Linguistic	1477520X, 01426001	Oxford University Press	2019
2					
3					

The final project of applying the technique is testing students to write theoretical bases for writing subject and collecting task of retelling the text in reading subject.

Technique of Analyzing Data

The data from students' tasks are calculated by using criterion reference of evaluating writing or reading skills by Anderson (1992). To calculate the students' score with the criterion reference compared to UNG guideline of students' level achievement and the letter grade as follow:

Level of Achievement	Score	Qualification
85-100 %	A	Excellent
75-84 %	B	Good
60-74 %	C	Average
45-59 %	D	Less
0-44 %	E	Failed

Rubric That Used for Paraphrasing and Summarizing Students' Writing Theoretical Bases on Publish Journal

NO.	Items of Paraphrasing	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A
1.	Using Possible Synonym				
2.	Changing Active Voice to Passive Sentence or Vice-versa				
3.	Changing Direct Quotations to Indirect Quotations				

CHAPTER V
RESEARCH FINDING AND DISCUSSION

It has been stated that the method used in this research is development research model of qualitative which describe data from the field in non numerical form. The technique used of deriving data from the field is essay test. Before conducting the test, there was the process of assessing theoretical bases from the experts' idea in Scimago, and this process is as the aim of doing this research in order to improve students' way of writing theoretical bases in doing their own research. Scimago is one of the applications form in which students may use easily to access expert's theory then the students may use to support their own idea or opinion in writing scientific research or article. Thus, using Scimago in this research is as the aim is to make them easy to access the expert's theory.

To conduct this research, the researcher chose English Department, Letter and Culture Faculty, Gorontalo State University. There is English study program students in class D, this class is as the setting of getting data.

In collecting the data, the team used two techniques of collaborative learning in composing writing essay and accessing experts' ideas through journal of Scimago Program.

To collecting data, there is a process. It contains of, firstly, doing observation on students' ability in writing skills, discussing together with team the plan of research, choosing teaching method of group investigation of theory in Scimago through cooperative learning as the key point of practicing in class, and determining the technique of teaching that applying critical thinking in group competition in class.

FINDINGS

The result of this research towards the students' way in writing experts opinion using Scimago gives positive effect towards their writing essay. This can be seen through the result of the analysis of their writing. From 25 students' writing results, there are 15 students who got value of A category (60%), 5 students with A- category (20%), 3 students got B+ category (12%), and 2 student got C (8%).

DISCUSSION

There are 25 students who follow the subject of Writing for Academic Purposes in their semester of 4 in 2020 academic year of 2019 – 2020. The results of each student's ability in writing theoretical can be seen in the following description.

Participant: 1

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					√	85 %
2.	Accuracy of Diction Selection					90	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					85	

Participant 1. The participant has written 2 direct quotations (DQs) and 2 paraphrases (Phs) in her writing of essay. In the essay, there is zero introductory sentence and in the linkage of idea at the end of quotation. It has directly quoted to the second quotation with its one sentence of clear idea as the linkage.

However, in both paraphrases the participant has written one sentence of introduction at the first and fourth sentences of the second. Those are clear ideas of its formulation, but there is zero linkage of idea at the end of the second paraphrase.

Assessing the participant's ability of her writing of this essay based on its article, it has value of 85 or A-.

Participant: 2

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

	Items of Formulating Ideas and Diction Selection	**Fail Zero <25% or E**	**Not Clear 25% or D**	**Less Clear 50% or C**	**Clearer 75% or B**	**Clearest 100% or A**	**The Total Value**
1.	Having An Introductory Sentences with Clear Ideas					√	100%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 2. There are 4 (four) direct quotations (DQs) and 2 (two) paraphrases (Phs). The first DQ has its own previous sentence formulation (PSF) as the introductory sentence with clear idea and 2 (two) sentences as the linkage of ideas with the quotation. The second DQ has 6 (six) previous sentence formulation (PSF) without linkage of sentence ideas, but the third one has 2 (two) PSF and 3 (three) sentences as the linkage of ideas in that formulation. It is also the same as the fourth DQ that has 3 (three) PSF with clear idea and 2 (two) sentences as its linkage.

In this essay there are also 2 (two) paraphrases that the first has 1 (one) PSF and 6 (six) sentences as the linkage ideas in its formulation and the second one has 3 (three) PSF and 2 (two) sentences formulation as its linkage. This essay has high qualified ideas of sentence formulation with its excellent choosing of DQs and Phs

(phrases), so the participant's ability in writing can be categorized A level or 100% qualification.

Participant: 3

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas				80		85%
2.	Accuracy of Diction Selection					85	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					90	

Participant 3. In his writing essay, there are 3 (three) DQs and I (one) Ph. The first DQ has one PSF with its three sentences of linkage ideas following illustration also the quotation and the 2 (two) paragraphs illustration by the participant's own self clearly. However, it is directly quoted by one quotation without PSF and linkage. For the third DQ, it has one PSF and 3 (three) sentences formulation as its linkage following the quotation. One more is paraphrasing, it has 1 (one) PSF and 2 (two) sentences to the linkage ideas following the paraphrase. Considering the value of this essay is A- or 85%.

Participant: 4

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					√	100%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 4. This is a very clear idea in quoting and paraphrasing. Good accuracy and diction selection. The participant has 3 (three) DQ and 1 (one) Ph. The first DQ has 2 (two) clear PSF and 2 (two) sentences as its linkage. The second DQ has 1 (one) sentence and 9 (nine) sentences for linkage ideas following this quotation. The third one has 2 (two) sentences of PSF and 6 (six) sentence formulations as the linkage. This essay has also one paraphrase with its 4 (four) PSF and 3 (three) sentence formulation as the linkage. So, she has good grade of writing with A category or 100%.

Participant: 5

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25%	Not Clear 25%	Less Clear 50%	Clearer 75% or	Clearest 100%	The Total Value

		or E	or D	or C	B	or A	
1.	Having An Introductory Sentences with Clear Ideas				√		83%
2.	Accuracy of Diction Selection				√		
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 5. This essay is proceeded by the author's illustration of 3 (three) PSF with its clear idea and 8 (eight) sentence formulations as its linkage in the first paraphrase. Next, the second paraphrase is proceeded by 1 (one) PSF and 4 (four) sentence formulations as the linkage, as well as clearly stated. However, there are some errors in using grammar i.e. stating 'is' and 'can' in simple sentences. In this essay, there are also 3 (three) DQs, each of them has one PSF and only this DQ has 3 (three) sentences of its linkage. It can be categorized that this essay is in the level of B+ category of 83%.

Participant: 6

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas				√		68%

2.	Accuracy of Diction Selection			50			
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase				√		

Participant 6. This participant has written his short essay. It is clearly as well but, there are only 2 (two) DQs with its 2 (two) PSF and one sentence as the linkage on the first quotation. In the second DQ, there is only one PSF and one sentence at the end of the second quotation that is as the linkage. He has only average level of writing ability of 68% or C category.

Participant: 7

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					√	100%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 7. This participant has 4 (four) paraphrases that stated in 2 (two) paragraphs. In the first and the second are in the last of her essay, between those two parts of these paragraphs, there are 2 (two) DQs.

In the first paragraph, the participant stated 4 (four) PSF clearly and one sentence formulation as the linkage idea following this paraphrase. The second paraphrase, it is stated 7 (seven) PSF with clear ideas but there is zero sentence for each linkage idea following the paraphrase. After getting 2 (two) paraphrases, the participant stated 2 (two) DQs. The first one has one PSF and one is as the linkage. The second DQ, it has only one PSF and 4 (four) as the linkage.

Following these two DQs there are also two paraphrases, one has 3 (three) PSF and 3 (three) sentences for the linkage. The second one has one PSF and 2 (two) sentences following the paraphrase as the linkage ideas. This participant's ability in writing is in excellent level or 100% category (she is very good in making paraphrases).

Participant: 8

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					√	100%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 8. She has one paraphrase and 4 (four) DQs in her essay. In paraphrasing, she has 2 PSF before the paraphrase but has zero sentence to link idea of the paraphrase. In the essay, there are also 4 (four) DQs. The first DQ has 3 PSF but it is directed to the second DQ with its PSF and 5 (five) good sentence formulations following this second DQ. The third DQ has 2 (two) PSF sentence formulations with its 2 (two) linkage ideas following it. The fourth one has only one PSF but it has 5 (five) well sentence formulation as the linkage following its idea. This essay is categorized as the excellent qualification toward the participant or 100% good ability.

Participant: 9

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas			√			73%
2.	Accuracy of Diction Selection					85	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					85	

Participant 9. There are 5 (five) DQs and 3 (three) paraphrases in her essay. However, only 3 (three) of them are really accurate, because they have references

with its original quotation that asked to her and every participant to write down in appendix of each essay of theirs.

The three of 2 (two) paraphrases and one DQ are, the first Ph has one PSF and 3 (three) sentence formulation as the linkage idea. The second Ph does not have PSF but it has 3 (three) sentence formulations of linkage, and the last one is the DQ has one PSF and zero sentence formulation of linkage. She has average category of 73% or C category.

Participant: 10

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas				84		90%
2.	Accuracy of Diction Selection					95	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					85	

Participant 10. The participant has written her essay by quoting 3 (three) experts' opinions and also paraphrased 4 (four) authors' ideas. The first DQ has 4 (four) PASF and one sentence formulation as its linkage. The second DQ does not have PSF but it has one sentence formulation for the linkage. However, the third DQ does not have both PSF and sentence formulation as the linkage. It is the same as the fourth paraphrase that she wrote.

The first paraphrase has 4 (four) PSF and one sentence to its linkage. The second paraphrase has both 2 PSF and 2 sentence formulations at the end as its linkage. The fourth paraphrase has 3 (three) PSF and one sentence to its linkage. This essay has good way of organization as it is categorized to 90% ability or A category.

Participant: 11

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					85	85%
2.	Accuracy of Diction Selection					85	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					85	

Participant 11. The participant has 3 (three) DQs. The first DQ has one PSF and one sentence formulation for its linkage idea, the second DQ has 2 (two) PSF and 3 (three) sentence formulation to its linkage idea, the third DQ has 5 (five) PSF and 2 (two) sentence formulation to its linkage idea. She has good ability in her illustration of sentence formulation, however she does not write the reference book in her list of reference. It is considered for her to be assessed to her level ability in A- category or 85%.

Participant: 12

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas				√		85%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase			√			

Participant 12. It is happened to the 12th participant what she has done in her essay is there are 6 (six) DQs, however there is only one reference stated in the list of her bibliography. In her essay, all her sentences are so good in terms of clarity of producing and creating ideas and stating coherent paragraphs. It is assessed then considered as 85% of ability level or A- category.

Participant: 13

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear					90	90%

	Ideas						
2.	Accuracy of Diction Selection					90	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					90	

Participant 13. There are 3 (three) DQs in this participants' essay. The essay has clear ideas of stating paragraphs. In stating her 3 (three) DQs, she formulates good introductory sentences before DQ, choosing good or accuracy words or diction, and linking ideas as well as making concluding sentences following each DQ. In this writing activity, the participant has her value of A category or level of 90 % of writing ability.

Participant: 14

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					√	
2.	Accuracy of Diction Selection				√		83%
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase				√		

Participant 14. This participant has 2 (two) paraphrases, there are 5 (five) PSF before her Ph. She stated supporting idea of her topic discussion of essay in general terms of danger of smoking. However, her general stating of ideas talking about WHO information and it is difficult to consider whether or not it is her own words, thus her essay can be categorized B+ or 83% of level ability. (she has good argument after making paraphrases in her essay).

Participant: 15

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					√	92%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase				√		

Participant 15. It is different to this participant she has 3 (three) DQ. In her first DQ there are 7 (seven) PSF, good accuracy of diction but there is zero sentence formulation of linkage idea. In the second DQ, she directly quotes a theory then ends to full stop. It is also the same way of quoting in the third DQ, but in the content of this essay, the participant crates her well accuracy sentences, diction, and good linkage paragraph below the DQ. She has good category of A- or level ability of 92%.

Participant: 16

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas			√			77%
2.	Accuracy of Diction Selection				82		
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 16. The participant has composed his essay which quoted 2 (two) DQs. His DQ has introductory sentences without clear ideas and accuracy of diction. The participant also put linkage of ideas after the quotations. However, the linkage is not as clear as well. Thus, he has 77% or in the level of B+.

Participant: 17

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear					√	100%

	Ideas						
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 17. This participant has 8 (eight) DQs and one paraphrase. Each of all direct quotations and paraphrase have 3 (three) sentences of linkage ideas. The participant also chose accurate diction to all her sentence descriptions. The participant includes in excellent level of ability or 100%.

Participant: 18

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	**Items of Formulating Ideas and Diction Selection**	**Fail Zero <25% or E**	**Not Clear 25% or D**	**Less Clear 50% or C**	**Clearer 75% or B**	**Clearest 100% or A**	**The Total Value**
1.	Having An Introductory Sentences with Clear Ideas					√	
2.	Accuracy of Diction Selection					√	100%
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 18. The participant has 2 (two) DQs on her essay. The first DQ has one introductory sentence and one sentence of linkage idea. It is also happened in the second DQ that has one introductory sentence and 2 (two) sentences as its linkage ideas. Her descriptions of sentences are very good. The participant is included in excellent student in composing her essay or in 100%.

Participant: 19

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					√	100%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 19. To this participant's essay, there is one paraphrase with 2 (two) introductory sentences with clear ideas and 11 (eleven) sentences as her linkage ideas of the paraphrase. The next DQ, there are two sentences as the introductory and 7 (seven) sentences as linkages of the ideas. For the second DQ, she has stated two introductory sentence and 5 (five) sentences as linkage ideas. And the last DQ has one introductory sentence and 5 (five) sentences as linkage ideas. It is seen that her writing is included in long essay, thus she has 100% or A category.

Participant: 20

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					√	100%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 20. The participant has 3 (three) Ph and one DQ in her essay. The first paraphrase has 5 (five) sentences as the introductory and 3 (three) sentences as the linkage. In the second paraphrase, there is one introductory sentence and 4 (four) sentences as her linkage ideas. In the third paraphrase, she writes two sentences as the introductory and 4 (four) sentences as the linkage. And the last one is direct quotation, here are six introductory sentence before the DQ and one sentence as the linkage. All her sentences in this essay are included in the level of excellent category, thus she has 100% of A category in her essay.

Participant:21

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value

1.	Having An Introductory Sentences with Clear Ideas					90	93%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					90	

Participant 21. The participant has 3 (three) DQs in her essay. In the first DQ she has written one sentence as the introductory but there is no sentence as linkage idea. In the second DQ, the participant has formulated three sentences as the introductory and there are no linkage idea sentences. In the third DQ the participant formulated three introductory sentences and only one sentence as the linkage. Her essay writing is included in A category or 93%.

Participant: 22

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					85	85%
2.	Accuracy of Diction Selection					85	
3.	Linkage of Ideas in The Formulation of Sentences with					85	

	Quotation/Paraphrase						

Participant 22. The participant has two DQs. Both have two sentences in the introductory with well accuracy of diction and two sentences in each of the DQ in her linkage of ideas. This essay is categorized as A- or 85%.

Participant: 23

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas				√		
2.	Accuracy of Diction Selection					√	91%
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 23. This participant has one DQ two introductory sentences and two sentences as the linkage. However, there is a paraphrase without introductory sentence but she has two sentences as the linkage of ideas. There are also accuracy of diction selection in both paraphrase and direct quotation. Her essay, in the case, is categorized into A or 91%.

Participant: 24

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25% or E	Not Clear 25% or D	Less Clear 50% or C	Clearer 75% or B	Clearest 100% or A	The Total Value
1.	Having An Introductory Sentences with Clear Ideas					87	96%
2.	Accuracy of Diction Selection					√	
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 24. The participant has written 4 (four) paraphrases. The first paraphrase has one sentence as introductory and 12 (twelve) sentences on long paragraph will well accuracy of diction in linkage of ideas as the formulation of her sentences. In the second paraphrase, there is one sentence as the introductory and 5 (five) sentences as linkage of ideas. In the third paraphrase, there is no sentence as the introductory but she has written 4 (four) sentences as the linkage. In the fourth paraphrase, there are two sentences as introductory and one sentence as the linkage. She has 96% or A category in writing ablity.

Participant 25: Nurfazrina Amu

Rubric for Assessing Ability to Compile Introductory Sentences, Selection of Diction, and The Arrangement of Linkages of Ideas with Quotation

NO.	Items of Formulating Ideas and Diction Selection	Fail Zero <25%	Not Clear 25%	Less Clear 50%	Clearer 75% or	Clearest 100%	The Total Value

		or E	**or D**	**or C**	**B**	**or A**	
1.	Having An Introductory Sentences with Clear Ideas					90	
2.	Accuracy of Diction Selection					√	97%
3.	Linkage of Ideas in The Formulation of Sentences with Quotation/Paraphrase					√	

Participant 25. The participant has one paraphrase in her essay with one paragraph of 4 (four) sentence as the introductory with accurate diction selection but she has zero sentence as the linkage. In the opposite one, her first DQ has zero sentence as the introductory but she has four sentences as the linkage with good accuracy of diction selection. In the third DQ, she writes one sentence as introductory and one sentence for linkage of ideas. The last DQ has one long sentence and zero sentence as the linkage, she directly continues with one paraphrase and three sentences as the linkage in it. Therefore, her writing is considered as A category or 97%.

CHAPTER VI
CONCLUSION AND SUGGESTION

CONCLUSION

Based on the data analysis, it can be concluded that the students' problem in writing theoretical bases of their scientific paper can be solved by utilizing the presence of today's technology of operating Scimago Journal in its system in network of website. It gives positive effects to the students as the participants in this research, they have a no longer process of producing and choosing experts' ideas as quotations stated and support the students' own idea. Besides, they are not really aware so far for avoiding of doing plagiarism, because of easiness in getting and supporting theory on their writing.

This positive effect towards the students' easiness and interest in writing theoretical bases can be seen through the result of the analysis of their writing. From 25 students' writing results, there are 15 students who got value of A category (60%), 5 students with A- category (20%), 3 students got B+ category (12%), and 2 student got C (8%).

From this result, it gives clear description to us that the students' problem in writing theoretical bases of their scientific writing can be solved and improved by operating website system of application of Scimago Journal. It leads students to freely access the experts' theory and ideas in which those can be applied in their scientific writing.

SUGGESTION

One of the ways to anticipate students' problem in their difficulties in choosing experts' theory as to support their own idea and concept in writing article and research proposal is to provide the existence of internet website that provide online journals and online books.

It is as a tool for them who are not aware when they are in plagiarism system. This means the way makes them be far away from such the traditional way of

sometimes imitating experts' words and idea in formulating introductory sentences, linkage ideas with the quotations and paraphrases.

To avoid the students' problems in doing plagiarism, it is needed to all the lecturers in this university particularly in English Department to provide our students knowledge and also to be able to operate Scimago Journal in website which as the facility for them to quote ideas and paraphrase in writing.

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APPENDIX 1: **INSTRUMENTOF RESEARCH**

I. <u>Journal entries</u> (1-2 pages): Your journal entries should be informal and in the form of "free-writing". Therefore it is more important to practice the activity of writing (i.e., expressing your ideas), rather than focusing on grammar and spelling. Thus, your journal entries will be graded on content only.

a. *Journal 1*: Why is writing important? Tell me why you think this class is necessary, and why it could help you advance academically and professionally. What do you hope to learn from this class? What are your strengths and weaknesses in writing?
5 points
Due February 14,

b. *Journal 2*: Look back at your first journal entry. How has your writing improved? What do you still need to work on? What did you learn in this class?
5 points
Due March 11, 18

c. *Journal 3*: How do you organize your essay and what suitable transitions do you use? How has your writing improved? What do you still need to work on? What did you learn in this class?
5 points
Due April 14, 21, 29

d. *Journal 4*: What kinds of material do you choose? How do you organize your background of research/ 'skripsi? How has your writing improved? What do you still need to work on? What did you learn in this class?
5 points
Due May 6, 12

II. Argumentative essay (4-5 pages): Choose a topic that interests you and argue why it is important (or not important) to you, society, the world, etc. For example, you could write about <u>why smoking is *not* good for you</u>. Provide **at least three academic sources**, and state **both** sides of the argument. Your thesis statement should be clearly worded and supported throughout your paper.
35 points
Due May 12

III Make for the Scimago Journal to accessed your theoretical bases to avoid the plagiarism. The steps are:

1. The first thing a student has to do is go to www.scimagojr.com

2. Click on the journal rankings and country rankings to see journal data based on their ranking. In addition, you can also click on the search column and write down what type of journal you want to search for, example: Linguistic
3. Choose one of these titles, until the following picture appears

The final step is to record the journals in a theoretical conclusion table that you took. This is done to make it easier for you to download the journal on other websites and make it easier for you to write it in the bibliography chapter. Here is an example of theoretical conclusion table,

No	Content	Name of Journal	ISSN	Publisher	Year
1	Language and Linguistic	Applied Linguistic	1477520X, 01426001	Oxford University Press	2019
2					
3					

The final project of applying the technique is testing students to write theoretical bases for writing subject and collecting task of retelling the text in reading subject.

APPENDIX 2: The Personality of Research Team and Jobs

No	Name/NIDN	Expertise Area	Instituion	Time Alokasi (in hour /week	Job Description
1.	Prof. Dr. Kartin Lihawa, M.Pd/ 0002085702	Language Education	UNG	4 hours /week (40 weeks)	- Observing problems - Gathering data - Analzing data - Evaluating/ Reporting -Compiling Module
2	Karmila Machmud, S.Pd., M.A., Ph.D/ 0010097506	Language Education	UNG	1½ hours /week (40 weeks)	Helping the chairman in: Observing problems - Gathering data - Analzing data - Evaluating/ Reporting -Compiling Module

APPENDIX 3: The Target of Result Research of Article

ARTICLE

THE PROCESS OF TEACHING WRITING ACADEMIC AND THE PLAGIARISM CODE ETHICS

BY

KARMILA MACHMUD, S.PD, MA., PH.D
PROF. DR. KARTIN LIHAWA, M.PD

THE PROCESS OF TEACHING WRITING ACADEMIC AND THE PLAGYARISM CODE ETHICS

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Abstract

This article describes the way of teaching learning Writing Academic that is finally find learning outcomes or meaning of learning. In terms of the process of teaching Writing Academic, learners would be able to communicate language target of writing skill as well as the International maximum standard. To meet this aim of the standard students may enrich their knowledge through applying amount of theories that can be access from the online books and international Journals written by many experts that guide us to find the maximum standard of our teaching learning outcomes. One this that should be full paid attention to this is the writer must avoid plagiarism in taking ideas or words from a source without giving credit (acknowledgment) to the outher. It is seen ass a kind of theft and is considered to be an academic crime. Therefore, it is important for all students, included International ones to understand the meaning of plagiarism and learn how to prevent it in their work or task of Writing academic.

Key Words: *teaching, learning, process, writing, academic, plagiarism, code, ethics*

Backgraound

In conducting teaching, there is no one teacher who wants to fail their way of their works. To support the teachers' need to find success in handling teaching activities and to reach her activity of his/her students' learning, the five elements of education should really belonged professionally by herself. Those five elements are not new ones for all teachers who are officially civil servant and have responsibility for their careers, especially to those who have worked for a long time. They are demanded to be professional teachers to teach their students. The important thing is how teachers help students to meet their learning outcomes.

Those elements of education are as the first is the object of teaching should be considered as well as carefully pay attention to the students' needs, even if there have been organized in curriculum. The second and the third are teachers and students that should be professional in their activities around the atmosphere of teaching and learning process. The fourth one is suitable method should be mastered by the teachers to be applied in learning process, and the last is evaluation which assess and determine the students' success in their learning. From those elements, method is one that be focused, because it refers to others elements can be well organized the applying ways in this term of using methods and techniques professionally by teacher. Marcel in Richards and T.S. Rodgers (p. 7, 2001) a model for language teaching to our students is emphasized the importance of meaning in learning.

Every process of English language teaching is always focused on what teachers mean to reach the meaning of learning outcomes. To guide the teaching & learning process, we have to know the 2 points (Richards and T.S. Rodgers)

1. English Language Teaching Approaches

There are some approaches show here, Grammar-translation, ii) Reading, iii) Audio-lingual, iv) Communicative, v) The Silent Way, vi) Community Language Learning, vii) Comprehension, viii) Suggestopedia, Grammar-translation, ii) Reading, iii) Audio-lingual, iv) Communicative, v) The Silent Way, vi) Community Language Learning, vii) Comprehension , viii) Suggestopedia, Marcel in Richards and T.S. Rodgers (p. 7, 2001). To those terms of approaches, it is still confuse to follow, because some experts use those terms are as approaches, but the others use those terms are as methods. So, there should be given clearer description about the difference between the concept of understanding of approach and method. Richards & T.S. Rodgers, (2005) "An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods. The Method the way of teaching something, which use classroom activities or techniques to help learners learn." Here, Benson, (2001) gives an example of teaching Technology-based

Approach (with its CALL method). Later on, Richards & T.S. Rodgers, (2005) is said The approach can give rise some methods, i.e "communicative approach (is the best known current approach to language teaching and the task-based teaching is as its methodology. Task-based language (TBLT), known as (TBI) Task-based instruction, focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. TBLT can be considered a branch of communicative language teaching (CLT). The difference between approach and method. There is an exchange of terms Ap & Met.

English Langage Teaching Methods:

The Method the way of teaching something, which use classroom activities or techniques to help learners learn. There are some methods here are i) Task-based teaching (BC), British Council: *Approaches Teaching English*, ii) Grammar Translation, iii) The Reform Movement (speech based on IPA), iv) Direct, Total Physical Response, iii) Silent Way, iv) Suggestopidia (for advance students. Human beings are constantly responding to. Task-based language teaching (TBLT), known as (TBI) task-based instruction , **focuses** on the use of authentic language and on asking students to do meaningful tasks using the target language. TBLT can be considered a branch of communicative language teaching (CLT).

2. Writing Academic Perspective

To reach the target of students' writing skill, it is required to them to have ability to compose correct sentence and well structured paragraph. In this paragraph, the students have to enrich information through their basic experience to illustrate and started from simple sentences to be complex and complex compound sentences. This enrichment depends on the students' ability to describe and illustrate the way of putting 'dependent clause' in 'independent clause'. This is the most difficult way of students even if in the very simple form. Here is example of simple sentence as independent clause which is enriched by dependent clause:

John loves Marry

John, who was in California last week, loves Marry.

John, has been in California for seven days before, loves Marry.

Enrichment information of dependent is in object. For example:

John loves Marry who is an attractive girl.

John love Marry who is always sings the popular songs in the club.

'Who is an attractive girl' and 'who always sings the popular song in the club' are the independent clause in the object.

Scientific work is one of the requirements for students to achieve a bachelor's, master's and even doctoral degree on the college bench. Writing scientific papers has also been a part of students' life since they entered the lecture arena. Students are required to write essays and research that they will do or have done. These researches include in the form of a skripsi, thesis, or dissertation that are part of the scientific work itself.

The researches that are written by students consist of several chapters, one of which is a chapter containing the experts' opinion, namely Theoretical Basis chapter. In this chapter, students are asked to write down the opinions of experts related to their research. The opinions of these experts are aimed to compiling the existing knowledge and making the arrangement of knowledge as guidance to further research.

In writing the theoretical basis, students would be faced with many problems. First is a long process of producing an idea to write it in scientific papers. Second is avoiding plagiarism in writing is also become a problem that faced by students. In this side, students sometimes are not aware when they are in plagiarism system, in example, they sometimes imitate the experts' words and idea in formulating introductory sentences. This because of them who in particularly are in English Language Department of UNG University whether in S1 or S2, also S3 Program, do not have the wealth of the ability to compile introductory sentences according to their own ideas leading to use quotations that bridge their own ideas and the expert's. The others, they have limited right vocabularies to deliver their ideas to the quotes they

choose andthey experience serve difficulties making the link between the chosen quote and the description of the idea itself as the key point. Third is lack references such as journals and books that serves as a supporting of the theoretical basis' chapter, this can lead to a lack of credibility of a scientific paper produced.

The problems facing by these students can be solved by the presence of treating teaching advanced technologies, namely the existence of internet websites that provide online journals and online books. However, the presence of online references is also the latest problem facing by students. The problem is the doubtful of the credibility of online references. This is because everyone is free to post or publish their papers, journals, and books without having to go through the process of revision, editing, etc. that must be passed by the researchers, writers, or authors of the books and journals before being published.

Based on the learning problems above, it is of course necessary for researchers to minimize the existing problems in the context of writing scientific papers and try to improve students' skill to write a theoretical basis which became one of the chapters on scientific works by utilizing the presence of today technology. The using of technology, is the presence of websites that have no doubt about the credibility by intellectuals and experts in the education world.

To access this theory from the citation in website of Scimago or Mendeley for example, students are easy to choose the experts' opinion, however the formulation of supporting sentences refers to its citation, students still find difficulties or even they do not state any previous sentences as introductory of the quotation. Moreover, they also sometims forget to make a linkage correlation with its chosen quotation. To make this linkage is a must of a student as a writer to make such concluding sentence to support the idea of the experts.

To choose the theory easily in theoretical basis of research, a Scimago journal (or Mendeley) is more appropriate to use.

Kinds Essay Patterns as Writing Academic

To organize writing essay, we may apply the four kinds os eassay organization are as Oshima & Hogue, 1983

1 Chronological order

2 Logical Division

3 Cause and Effect

4 Comparison & Contrast

Writing Skill

Writing is an activity that produces a language as a speaking activity. Different from speaking activity, the writing activity is passing with more mature and readier in thinking of a form of ideas or topics to produce a better language to the readers. The mistakes that are made when the writing process takes place can be corrected or revised, so the readers can understand the thoughts and ideas of the author easily.

Writing activities are activities that are carried out by many people, especially the intellectuals such as students. This is because of writing activities are also a medium of communication between writers and readers. Kern (2000:172) in Batubara (2017: 14) said that 'Writing is functional communication, making learners possible to create imagined worlds of their own design'. The word 'Imagine world' referred to by Kern is not only limited to the ideas of the author's thoughts, but also can be in the form of feelings or experiences by the author himself.

Based on the statement above it can be concluded that writing activities are part of communication activities that contain ideas, feelings, experiences that involve more complex processes such as paying attention to the selection of the right words. However, if there is an error in the selection of words, this can be corrected again by revising the words. This is also related to the statement of Celce and Olshtain (2000: 142) in Batubara (2017: 15) about their experience in doing the writing process, which said "writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making a good writing, we must

use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion".

A writing does not have to be in the form of ideas, statements, experiences, and feelings from the author himself. The author can also rewrite ideas, statements, experiences, and feelings of others in his writings. This happened in the intellectual world, where journal writing, books, and papers contained ideas and thoughts of experts. However, this does not cause problems as long as the authors list the names of the owners of these ideas. Conversely, if it is not done it will cause problems called plagiarism.

Kern (2000:172) in Batubara (2017: 14) said that 'Writing is functional communication, making learners possible to create imagined worlds of their own design'. The word Imagine world' referred to (by Kern) is not only limited to the ideas of the author's thoughts, but also can be in the of feelings or experiences by the author himself.

Writing Academic is intended to provide information and exercises, to scaffold students to be successful in their university studies.(MacGibbon) Assignments (essay, paper, research, term paper, argumentative essay, analysis essay, informative essay, Position paper), but all of these assignments have the same goal an principles. Whitaker, 2009

Paraphrasing or Summarizing

In writing activity, one has to provide his or her thesis statement in one topic that he /she decided firstly automatically as in his/her paper. To provide this, the one who is in this activity, has strongly motivation to elaborate his or her ideas as a credible information which received well by readers. Supporting information is needed to develop writer's idea in such this activity. It can be derived from library research paper. Carosso, 1983, p. 281, states that To do a library research paper, we have to learn to develop, substantiate, and present a position. The process has practical application for the two of academic and profession work. These research presentation are required in other courses, and the ability to investigate and present a

defensible position is also a necessary professional skill. We might develop our writing skill for an effective outline, organize information using a variety of rhetorical modes, avoid errors inlogic while presenting a well-supporting position, and know how to incorporate quoted and paraphrased materials.

From this Corosso's idea that related to seek information material supported the writer's idea in writing scientificallay, there are three steps by Oshima, 1983, p. 67. to paraphrase or summarize information from publish source, those are

1. Using synonym wherever possible. Some of the words from the original passage may appear in your paraphrase, but try to use synonyms.
2. Changing active sentences to passive sentences or ice-versa.
3. Changing direct quotations to indirect quotations.

These techniques may a writer applies of making paraphrasing to support ideas in writing work.

To connect the technique by Oshima with writer's or students' way in organizing theoretical bases in a scientific thesis or dissertation, students are demanded to make related organizing good sentences as the represented ideas to unite these to the sources materials, in order the quotations or summarizing or paraphrasing has its well connection to each other. This way may avoid from plagiarism. At the last, students as the writers have to make later connection with these paraphrasing with the general conclusion of summarizing or it paraphrase. Thu, there can be a related ideas started from introducing sentences to connect writers' or students' ideas to paraphrase, run to concluding illustration stated in a part of theoretical bases derived from.

To do these, there are three points considered be stated, those are 1) students or writers have to have ability to compose introductory idea well before quotation made. 2) students or writers have to consider well in choosing appropriate vocabularies. 3) students or writers have to have ability to compose brilliant concluding ideas from their composing introductory idea well before quotation, connecting to the quotations made, and final decision of themselves.

Footnoting

One of result of someone else's writing article is always generally demanded by using supporting ideas from experts. Without supporting ideas from the experts, this kind of writing is far from what we said unbelievable scientifically. To make the article can be believable to readers, it needs put ideas from publishers sources in terms of journal or books. Oshima (1983, P. 73) "When you write a research paper or do any kind of academic writing on a subject in which your is to inform or persuade your reader, you would first seek information from other sources by doing library research. Research official record opinions, statistic, etc. to strengthen your discussion.

Bu when you take someone else's works, or ideas and integrate them into your paper, you must acknowledge the sources of that borrowed material, generally by using footnotes. Footnotes also tell the reader where to look to verify thi information or to learn more about the subject".

The Procedure of Teaching writing Academic

1. Organizing syllabus
2. Choosing materials; argumentative, narrative, descriptive
3. Methods Communicative, Community Language
4. Learning, Suggestopedia,
5. Technology-based Approach (with its CALL method)
6. Evaluation Writing Result

A. The procedure of teaching are as

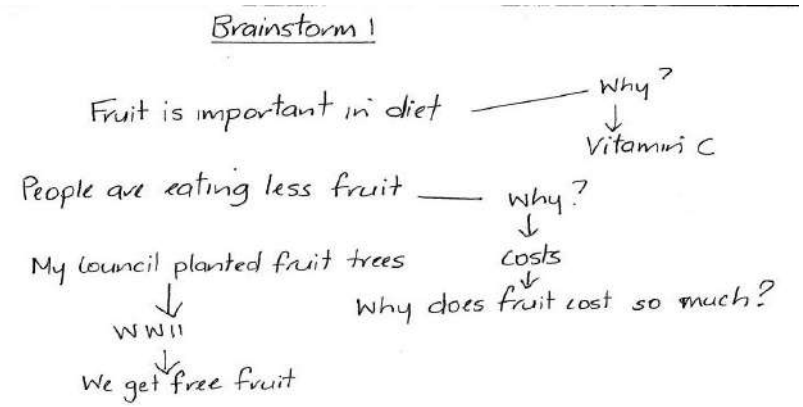
1. Ask Stu. to find "**Knowledge of the world**" as the basic info to enrich insight experience to write essay i.e organizing sentences & paragraphs correctly
2. Give information (difference composing paragraph and essay).
3. Ask students to find interesting experience.

4. Ask them to seat in group of 4 or 5 and discuss that experience, apply in writing essay.
5. Check students' group writing results, guide them into organize it correctly.
6. Next teaching activities, there should be discussion group competition directly to write essay on 4 or 5 spaces columns of a white board.
7. In The New Normal Era, it is changed to present students' essay by slides.
8. Teacher & students discuss, correct, & evaluate together
9. Teacher get conclusion, evaluation & gives marks

The Procedure of writing Academic "Focusing on Brainstorming"

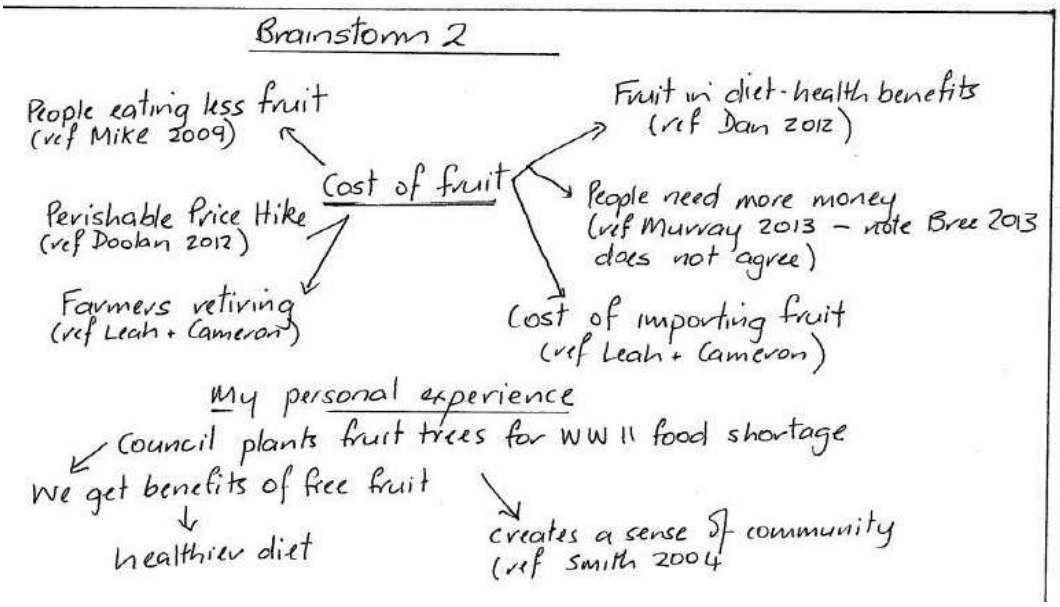
There are three ways of making brainstorming illustrated here.

1. The first way is Brainstorm (mind mapping by Chart, It is always good to start with what the student already knows about the essay topic(Lesley MacGibbon) A good way to record this is in a brainstorm or mind map. The following two brainstorms show a student's developing thinking about an essay topic .To understand a Brainstorm of the essay topic is as we follow on this brainstorming 1. To use this brainstorm, students may write 1000 words on how on how rising food prices are impacting on people's diets



The example:

The student has decided to focus the essay on fruit process as a sub-group of food. His/her knowledge is limited at this stage to three main points – fruit is important in a diet, people are eating less fruit, and his/her council planed fruit trees



Brainstorm 2 was completed after the student had spent time researching the topic. The student was able to find references for the ideas on Brainstorm 1, and add additional aspects from his/her researching readings. In Brainstorm 2 he/she has attached references to all his/her main ideas. Brainstorm 2 shows how the student developed his/her thinking about the essay topic after doing some research. He/she has included references in the diagram. Brainstorm 2 provides a good outline for the essay. ex. Using personal reflection, to write a 1000 words essay on how rising food prices are impacting on people's diets. This can be a long essay.

2. Brainstorm Helped by Critical Thinking of Realia

It is usually : Students often have trouble understanding what we mean by "critical thinking". It is worthwhile spending some time exploring ideas around critical thinking, and the difference between description and analysis or critical thinking. We have found the follow ing exercises to be very helpful MacGibbon , p. 4. 2020). Exercise: Critical thinking by using realia

a. Show your students a standard bottle of water – or show the picture of a bottle of water, and ask them **to describe** this. MacGibbon , p. 4, 2020). When describing they should just tell you what they see:

· it is a clear plastic bottle

· the label says it is ‘spring’ water

· it has a white cap

b. Ask your students to **think critically** about this bottle of water. You might need to ask them the question “So what? This is a bottle of water. What else do we know about bottled water?” The students should be able to come up with things that might include:

1. It costs $4 for a bottle of water this size from the supermarket
2. Plastic bottles like this are a problem in landfill
3. At home we drink bottled water because our tap water tastes
4. Bad Bottled water isn’t any better than the water that comes from our taps
5. We don’t take bottled water when we go country because then we drink from the spring

3. Brainstorm Helped by Neurolinguistic Programming (NLP)

Neurolinguistic Programming according to Richards and Rodgers (p.125.2001) an NLP model provides a set of working principle for directing or guiding therapeutic change and principle of NLP had been applied in a variety of other fields, including communicating sales and marketing. In example, what was happened in teaching at SMP or SMA level. To what has been called humanistic approaches focusing on developing one’s sense of self actualization and self awareness.

In theory of learning, we have to design syllabus to CTL (contextual teaching and learning), designing objectives, types of learning and teaching activities, what learners’ role and teacher’s role is. To relate these roles of teacher’s and learners’, Breen and Canadian in Richards and Rodgers described that learners’ role is the emphasize in communication language teaching on the process of communication rather that mastery of language form.

The procedure of NLP and its principles that can be applied to the teaching of all aspect of language Revel and Norman in Richard and Rodgers (p.129-130. 2001) gave example and suggestion for lesson sequence is that an NLP helps students become aware at a filling level conceptual meaning of a 'grammatical structure'. The primary focus of the sequence is awareness of instances of the present perfect in English. The lesson begins with a guide fantasy of eating a food item and then reflecting on the experience.

Critical thinking by guiding fantasy of an activity (Revell & Normman, p. 129. 2005)

1. Students ask to reflect on experience
2. Students are told that they are going on an "inner grammatical experience as eat a biscuit".
3. Check, they understand vocabulary of the experience (smell, taste, chew, swallow, bite, lick)
4. students are asked to relax, close their eyes, and "go inside". They listen to the teacher-produced fantasy which as
5. - (an abbreviated version of teacher's text) "imagine a biscuit, a delicious biscuit, the sort you really like. Pick it up and look at it closely. Notice how crisp and fresh it is. Smell it. Notice how your mouth is beginning to water. In a moment you are going to eat the biscuit. Say the words to yourself: "I am going to eat this biscuit'.
   - Slowly chew the biscuit and notice how delicious it tastes on your tongue and in your mouth…..say the words to yourself , "I am really enjoy eating this biscuit"…etc. Finally ask them write and ask them to change the information to simple past or to future form or to past perfect form.

Plagiarism Code Ethics

Plagiarism itself is an activity where the author writes the ideas of others without including the name, year and place of the owner of the idea. Smith (2008: 3) states that “Plagiarism is a complex notion—and deceptively so. Although it appears easy to define the term and allocate a range of penalties for the act—that approach ignores the layered reality of the issue. Plagiarism carries negative connotations of dishonesty or cheating”. Based on the statement "negative connotation of dishonesty or cheating" plagiarism can be categorized as theft in a writing activity.

Plagiarism is a form of academic dishonesty, and the importance of honesty in human society is not a new topic! (Zhang, 2016: 3). Based on this statement, plagiarism is often found in academic environments, such as schools or campuses. These writings are in the form of papers, journals and even final assignments such as skripsi, theses, or dissertations that carried out by students and even the teacher/lecture in school/university. This was also stated by Zhang (2016: 3) in his book “In recent years plagiarism has become a high-profile issue for academic journals; there have been many articles, books, and seminars discussing how to stop plagiarism in academic publications”

One of the causes of the rise of plagiarism in the writings is the sophistication of technology in the present era, such as the internet with websites that can be accessed by anyone regardless of their credibility. “Harvard University’s site states clearly ‘In academic writing, it is considered plagiarism to draw any idea or any language from someone else without adequately crediting that source in your paper. It doesn’t matter whether the source is a published author, 4 1 What Is Plagiarism? another student, a Web site without clear authorship, a Web site that sells academic papers, or any other person: Taking credit for anyone else’s work is stealing, and it is unacceptable in all academic situations, whether you do it intentionally or by accident (Zhang, 2016:5).

Bailey, Stephen (2012, p. 30) Basically plagiarism means taking ideas or words from a source without giving credit (acknowledgement) to the author. It is seen as a kind of theft, and is considered to be an academic crime. In academic work,

ideas and words are seen as private property belonging to the person who first thought or wrote them. Therefore it is important for all students, including international ones, to understand the meaning of plagiarism and learn howto prevent it in their work

Several reasons why students must avoid plagiarism:

• Copying the work of others will not help you develop your own understanding

• To show that you understand the rules of the academic community

• Plagiarism is easily detected by teachers and computer software

• It may lead to failing a course or even having to leave colle

The main difficulty that students face is that they are expected:

(a) to show that they have read the principal experts on a subject by giving citations

(b) to explain these ideas in their own words and come to their own original conclusions

Bailey, Stephen (2012, p.)

If you borrow from or refer to the work of another person, you must show that you have done this by providing the correct acknowledgement. There are two ways to do this: **Summary and citation.** Smith (2009) claims that the modern state wields power in new ways. **Quotation and citation.** According to Smith: 'The point is not that the state is in retreat, but that it is developing new forms of power. Smith, (2009: 103) in Stephhen

Avoiding plagiarism by developing good study habits

Few students deliberately try to cheat by plagiarizing, but some develop poor study habits that result in the risk of plagiarism. Working with a partner, add to the list of positive habits.

1. Plan your work carefully so you don't have to write the essay at the last minute.
2. Take care to make notes in your own words, not copying from the source. Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher) (include quotation & paraphrase)

3. Make sure your in-text citations are all included in the list of references. Bailey, Stephen (2012)

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APPENDIX 4: The Target of Result Research of Certificate

APPENDIX 5: The Target of Result Research of Module

PROF. DR. KARTIN LIHAWA, M.PD
PROF. KARMILA MACHMUD, S.PD., MA., PH.D

GORONTALO STATE UNIVERSITY (UNG)
CULTURE AND LETTER FACULTY
2020

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CHAPTER 1
BACKGROUND

The model of this language teaching through the made module is emphasizing the importance of learning outcomes of qualified students in their of skills of writing. This module contains the organization of teaching materials of Writing Academic Purposes. This course enables students to develop the writing skills they need to become successful writers in their academic careers. Course topics focus on students' disciplines and include writing of elements of paragraph, various essay argumentative, cause and effect, comparison and contrast and those generic structures. Besides, there are also APA style, introduce chapter, summaries, annotated bibliographies, critiques, and literature reviews. Also discussed is **plagiarism and citation of sources**. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered.

The specific objectives of this module

1. To understand and to master the practical knowledge and skills of writing argumentative essays, summaries, annotated bibliographies, critiques, and literature journal reviews.
2. To understand and to master strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing.
3. To build positive characters (Discipline, Honesty, and Toughness)

Objective of Learning:

1. Students are able understand and to master the practical knowledge and skills of writing argumentative essays, summaries, annotated bibliographies, critiques, and literature reviews.

2. Students are able to understand and to master strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing.
3. Students are able to build positive characters (Discipline, Honesty, and Toughness)

Directions for Course Requirements

Attendance

It is crucial in this course to attend class. In order to improve your writing and pass this course, it isimportant that you attend every class and do all the homework and writing assignments. If youcannot attend a class, you are still responsible for the work, discussions, materials, content, andassignments. Do not expect to get an Aif you have three absent classes. If you have a healthproblem, an emergency, or special circumstances that cause you to exceed these absences, pleasediscuss your situation with your instructor.

Learning to revise and proofread your own papers is a large part of this course. in order to receive a strong final grade on a paper, it is important to turn in as strong a first draft as possible. Also, original drafts must always be submitted with reviseddrafts for grading. Note that all papers should be typed, double-spaced, in 12-pt font, and with 1-inch margins.

Assignments and Exercises

Assignments and exercises equal to the 20% of assignment item so that students must their assignment and do exercises in order to get the score. There will be no remedial for this session except for students who miss the class due to illness and other logical and acceptable circumstances. Those students are able to have the second chance one week after the day by contacting the lecturer. If the students do not do so consequently they will get zero for the item of assignment.

Submissions, Deadlines, and Extensions

Deadlines exist for a purpose. They allow you to manage your time, and enable lecturers to manage our time. Assessing your works is time-consuming. Meeting deadlines will enable us to give constructive feedback on your works so that you can learn from it for the next time. Consequently, you should submit your works punctually because extensions will not be granted after the due date except in extraordinary cases supported by evidence. You also should sign the attendance list when you submit your works as the evidence that you have submitted your works by the due date. Regarding the requirement on *quiz, mid* and *final test* items, extension are unlikely to be granted for a period of more than one week.

*Computer problems, resource availability, and/or lost materials do not constitute grounds for an extension***.**

If you are facing or experiencing any difficulties understanding an assigned task or meeting a deadline, you are encouraged to consult the lecturers as soon as the problem is apparent. We do understand that personal problems such as illness, works or family responsibilities usually affect everyone at some extents. If you let us know the difficulties promptly, we will be able to negotiate a better solution. The best way to negotiate an extension is in person discussion with the lecturers rather than asking your friends to talk to the lecturers about your problems.

In terms of lost or mislaid works and resubmission, the lecturers will not approve a grade for students who claim that their works have been submitted and subsequently gone astray unless the students have the evidence that they have submitted their works. Consequently, you must therefore keep a copy of all works submitted and have the evidence of your submission (*Thinking through the Body Topic guide, WMST2009, Flinders University*).

CHAPTER 2
ELEMENTS OF PARAGRAPH (REVIEW PARAGRAPH)

INTRODUCTION

This course consists of the remaining the application of theories which is covering the students' ability in recognizing and comprehending theories of paragraph. Those theories include the structure of paragraph, prewriting strategies, kinds of paragraph, and they will also have practices of writing either in or out of the class.

OBJECTIVES OF TEACHING AND LEARNING ACTIVITIES

1. The students are reminded to write simple paragraph for they would be able to write essay.
2. Starting reviewing elements of paragraph, students are able to apply the rules of making paragraph of topic sentence, supporting sentences, and concluding sentence to be the rules of writing essay of thesis statement, body of essay, and concluding. (if a paragraph is enlarged to an essay, the topic sentence in this paragraph will be the thesis statement in essay, the supporting sentences in this paragraph will be body of the essay, and the concluding sentences in the paragraph will be concluding paragraph in essay).

LEARNING MATERIAL

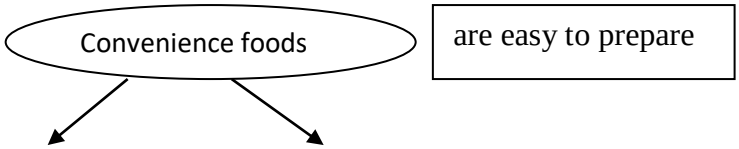
Elements of paragraph

A **paragraph** is a brief piece of writing that's around seven to ten sentences long. It has a topic sentence and supporting sentences that all relate closely to the topic sentence. The **paragraph** form refers to its overall structure, which is a group of sentences focusing on a single topic. (Accessed, 25 Juni 2020 in Google).

There are four essential elements that an effective paragraph should consistently contain: **unity**, coherence, a topic **sentence**, and sufficient development. In order for a paragraph to maintain a sense of **unity**, the paragraph must **focus** solely on a single idea, point, or argument that is being discussed. (accessed 25 June 2020 in Google).

TOPIC SENTENCE IN PARAGRAPH

TOPIC CONTROLING IDEA



It should be: <u>neither too general</u> nor <u>too specific</u>

The supporting sentences will explain the writer's easy ways to prepare the convenience foods. It perhaps the writer gives some examples (frozen dinner, canned sups, etc.) expediency

<u>Too general</u>: American food is terrible

<u>Too specific</u>: American food is tasteless and greasy because Americans use too many canned, frozen, and prepackaged foods and because everything is fried in oil or butter.

<u>Good</u>: American food is tasteless and greasy.

Topic Sentence: Television is harmful to children because it teaches them violence a way of life. ***<u>Or</u>*** Television retards a child's reading ability (Kellysuryanto)

The example of making topic sentence

Topic: The effect(s) of television on children

Topic Sentence: Television is harmful to children because it teaches them violence a way of life. ***<u>Or</u>*** Television retards a child's reading ability

Exercises:

1. The application of transition signal in writing form
2. The effect(s) of smoking on a person's health
3. The benefits of foreign travel
4. The important of a college education for your field of study
5. The causes of a current problem in your country
6. A cultural difference problem in your county and the United States

EXCERCISE

- Circle the topic and underline the controlling idea in each of the sentence

Example: Driving on freeways requires skill and alertness.

Driving in Tokyo requires nerves of steel.

1. Driving in Tokyo requires an aggressive attitude.
2. Living in a dormitory helps foreign students improve their English faster.
3. Living in a dormitory helps foreign students learn about American culture more quickly.
4. San Francisco is famous for its temperate climate

Here's the idea You have learned what a paragraph is and how to write one. Now you will be learning to write different kinds of paragraphs.

Keep in mind that no matter what kind of paragraph you write, the three steps that make up the process of writing will always remain the same. What will change are the choices you make during each step. You want to make the right choices for the kind of paragraph you are writing. In this lesson you will learn about some of the choices you might make as you write a narrative paragraph.

A narrative paragraph tells a story. When you write about what you did during your summer vacation or about what happened in class one day, you are writing a narrative. A narrative can also be a made-up story, such as an imaginary adventure. When you look for a subject for your narrative paragraph, try to choose an interesting or exciting event. Narrow the subject so that it can be covered in one paragraph.

Once you have chosen a subject, you must gather supporting ideas to develop your story. The best way to develop a narrative paragraph is to use specific details. These should be vivid, interesting details that will make the story seem real to your readers.

By studying all elements build one paragraph then apply them in writing practice, students are able to compose ideas easily. The way of composing ideas and its process have been studied in this chapter contain the process of writing activities covering 1) Narrowing a topic by making topic sentence whether in paragraph or essay practically. To make good topic sentence, it formulates both important points of topic and controll idea, then follows writing simple outlines to organize systematic ideas of composition. 2) Writing first draft and revising, 3) applying links/transition signals in essays. Another way is varying sentence in its beginnings of essays organization. To follow and practice these materials actively and creakily will help students to do their works or tasks of writing easily.

The Difference between Paragraph and Essay

> A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea clearly. It consists of topic sentence, supporting sentence and concluding sentence.

An Essay is a piece of writing several paragraphs. It has three main parts; an introductory paragraph, a body (at least one, but usually two or more paragraphs) and a concluding paragraph.

Formative Test

1. Explain what are the difference between paragraph and essay?

Key answer

The difference between paragraph and essay

1. A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea clearly. An Essay is a piece of writing several paragraphs.

2. A paragraph consists of topic sentence, supporting sentence and concluding sentence. An Essay has three main parts; an introductory paragraph, a body (at least one, but usually two or more paragraphs) and a concluding paragraph.

CHAPTER 3
DEVELOPING CRITICAL THINKING IN ESSAY

INTRODUCTION

In studying generic structure of Argumentative Essay, students are provided essays to be read. They do their critical thinking by analyzing the essay; they may point out by underlining each topic sentence of each paragraph of essay. Besides, they also get idea of the structure of essay that consists of introductory paragraph, body of essay and its concluding paragraph.

OBJECTIVES OF TEACHING AND LEARNING ACTIVITIES

a. Through studying this material, students are provided to make the difference of kinds of argumentative essay theoretically.
b. To know the difference of essay, students are able to criticize the form and the structure of a kind of English essay given.
c. In essay given, students have ability to underline each topic sentence and circle the control idea in each paragraph of essay.
d. The students are able to show their task of choosing which ones are as the introduction paragraph, the body of essay, and the concluding paragraph.

LEARNING MATERIAL

An **argumentative essay** is an essay in which you agree or disagree with an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

In a general writing test such as the TOEFL exam, you might encounter questions such as these:

The U.S. Declaration of Independence states that "all men are created equal." Agree or disagree with this statement. Support your opinion with reasons and examples.

The most important element in a friendship is trust. Agree or disagree with this statement. Support your opinion with reasons and examples.

What is unique about an argumentative essay is that you do not just give reasons to support your point of view. You must also discuss the other side's reasons and then rebut them. *(Rebut* means to point out problems with the other side's reasons to prove that they are not good reasons.) We do this because we want readers to know that we have considered all sides of the issue. When we show that we are reasonable and open-minded, readers are more likely to listen to our point of view.

Organization of Argumentative Essays

There are several ways to organize an argumentative essay. You can use a block pattern or a point-by-point pattern. The outlines in the following chart show these two possible patterns.

Block Pattern	**Point-by-Point Pattern**
I. Introduction Explanation of the issue Thesis statement	**I.** Introduction Explanation of the issue, including a summary of the other side's arguments Thesis statement
II. Body	**II.** Body
Block 1 **A.** Summary of other side's arguments **B.** Rebuttal to the first argument **C.** Rebuttal to the second argument **D.** Rebuttal to the third argument	**A.** Statement of the other side's first argument and rebuttal with your own counterargument **B.** Statement of the other side's second argument and rebuttal with your own counterargument **C.** Statement of the other side's third argument and rebuttal with your own counterargument
Block 2 **E.** Your first argument **F.** Your second argument **G.** Your third argument	
III. Conclusion—may include a summary of your point of view	**III.** Conclusion—may include a summary of your point of view

(Oshima and Huge, 2006)

Five Keys

An Argumentative essay contains these five key elements:

1. An explanation of the issue
2. A clear thesis statement
3. A summary of the opposing arguments
4. Rebuttal to the opposing arguments
5. Your own arguments

The Introductory Paragraph

The introductory paragraph of the model contains an explanation of the issue, which is a necessary part of an argumentative essay. However, you may also begin an argumentative essay with a more engaging introduction-with surprising statistics, for example, or with a dramatic story. For instance, the writer of the model essay could have opened with a dramatization of typical boys' and girls' behavior in a mixed middle school class.

If you write an attention-getting introduction, you may need to explain the issue in a second introductory paragraph and write your thesis statement at the end of this (the second) paragraph.

> In an eighth-grade English class at Kent Middle School, the students are discussing *The Diary of Anne Frank,* written by a 13-year-old Jewish girl while she hid with her family in an Amsterdam attic for more than two years during the Holocaust. The girls in the class identify easily with Anne and freely share their feelings about the book. The boys, by contrast, snicker or snooze anything to avoid revealing any tender feelings. In the next class, math, the dynamic is reversed: The girls sit quietly, while the boys shout out answers and race each other to the blackboard to solve algebra equations. These scenes are typical in most middle school classes in the United States.
>
> The middle school years (grades 7 and 8) are known ...

Thesis Statement

The thesis statement in an argumentative essay states clearly which side you are for:

Curfew laws are unfair and should be abolished.

A thesis statement often mentions the opposing point of view. Notice that the writer's opinion is expressed in the main (independent) clause, and the opposing point of view is normally put into a subordinate structure.

SUBORDINATE STRUCTURE

Despite the claims that curfew laws are necessary to control juvenile gangs,

MAIN (INDEPENDENT) CLAUSE

curlew laws are clearly unconstitutional.

Use expressions such as the following to introduce opposing points of view.

Some people feel that the United States should have a national health care plan like Canada's.

Smokers say that they have a right to smoke.

Then connect the opposing point of view to your own with transition signals of contrast.

Some people feel that the United States should have a national health care plan like Canada's; **however**, others feel that government should stay out of the health care business.

Smokers say that they have a right to smoke in **spite of the fact that/despite the fact** that smoking will kill them.

Practice 1. Thesis Statement

Add an opposing point of view to each of the following thesis statements. If necessary, rewrite the part of the sentence that is given to you. The first one has been done for you as an example.

1. Doctors or family members should never be allowed to 'pull the plug.'

Although some people believe that doctors and family members should never be allowed to "pull the plug," I believe that it is sometimes more humane to do so.

2. The sale of CDs with songs containing lyrics that degrade women should be prohibited.

_____

_____

3. Television is the worst invention of modem times.

_____

_____

4. Environmental protection laws go too far.

_____

_____

5. The advertising industry performs many public services.

_____

_____

Practice 2. Supporting Arguments

Think of two or three supporting arguments for each thesis statement. Notice that two of the thesis statements state only the writer's point of view, and two state both sides of the argument. The first one has been done for you as an example.

1. Censorship of the arts is always wrong.
   a. Freedom to express oneself is a fundamental right stated in the U.S. Bill of Rights.
   b. Public morality is relative-what is objectionable in some cultures is acceptable in others.
   c. Many masterpieces-books. sculptures. and paintings-would be banned.
2. Violence in video games, movies, and television programs should be censored.
   a. _____
   b. _____

c. _____

3. Despite the fact that education's primary responsibility is to train minds, not bodies, I believe that schools should require students to practice a sport at least one hour each day.

   a. _____

   b. _____

   c. _____

4. Although some people think that curfew laws will help control teenage gangs, they are wrong for several reasons.

   a. _____

   b. _____

   c. _____

5. Engaged couples should be required to take marriage preparation classes for one full year before their wedding.

   a. _____

   b. _____

   c. _____

Writing Practice

Choose topic 1 or 2 and write an argumentative essay.

1. Agree or disagree with the following statement:
   It is worth the expense and risk to make a manned flight to Mars.
2. Agree or disagree with the following statement:
   The future status of English as the global language is assured.

CHAPTER 4
ARGUMENTATIVE ESSAY OF COMPARISON AND CONTRAST

INTRODUCTION

In this session, students are still studying the generic structure of argumentative essay of comparison and contrast form. In the previous activity, students are given the three different kinds of text in essay forms. They may criticize those differences of comparison and contrast, cause and effect, and logical division of essay.

OBJECTIVE AND TEACHING LEARNING ACTIVITY:

a. Students are able to make difference of composing paragraph and essay.
b. In composing essay, students organize idea by using brainstorming of one essay organization of comparison and contrast.
c. Students are able to apply the two kinds of block and chain essay comparison and contrast form.

LEARNING MATERIALS

(Oshima, 2006) To compare means to discuss how two people, places, or things are similar. For example: Both teachers and students need to spend a lot of time preparing for classes. To contrast means to discuss how two people, places, or things are different. For example: One main advantage of a bicycle over a car is that a bicycle doesn't create any pollution.

Choosing a topic

1. Brainstorm ideas to compare and contrast. Think of people, places, and things. Then compare your lists with a partner.
   People: …… and ……..
   Places: ……..…… and ……..
   Things: …… and ……..

Comparing and contrasting

2. Read Yuko's e-mail message to her friend and answer the questions.

a. What two things does the second paragraph talk about?
b. Is the second paragraph mostly comparing or mostly contrasting? How do you know?

From: yuko@toko.com
To: sharifa@abz.net
Subject: Stratford University

Hello Sharifa

How are you? I hope everything is OK with you. The English course has almost finished now – can you believe it? I was just talking to Yu Peng yesterday and she told me that you're planning to go to Stratford University. That's great. As I'm planning to go to St John's University, we'll be living in the same city!

Have you decided where you're going to live? My parents want me to live with a host family in the city, but I want to live in a shared flat in a hall of residence on the campus. I think they're both good places to live, but a flat in a hall would be better. When you live with a family, you usually have to fit in with their timetable. On the other hand, when you live in a flat in hall you can do what you want when you want. Another difference is that, with a family, you don't have to cook. In a flat in hall, of course, you have to cook for yourself! That would be good for me because I like cooking. My parents have pointed out that all the food is included in the price when you live with a family, but you have to pay extra for this in hall. Plus there could be complications about sharing the kitchen if everyone wants to cook at the same time. However, when you live in a flat in hall, you get to choose what you eat and when you eat it.

I hope I can convince my parents that living in hall would be better for me than living with a host family!

Talk to you soon.

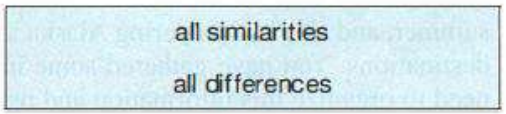
Love

Yuko

There are two ways to organize a comparison/contrast paragraph. One way is called block organization, and the other way is called point-by-point organization.

Block Organization

In block organization, you group all the similarities together in one block and all the differences together in one block.



Model. Paragraph 1

Miller Medical Labs

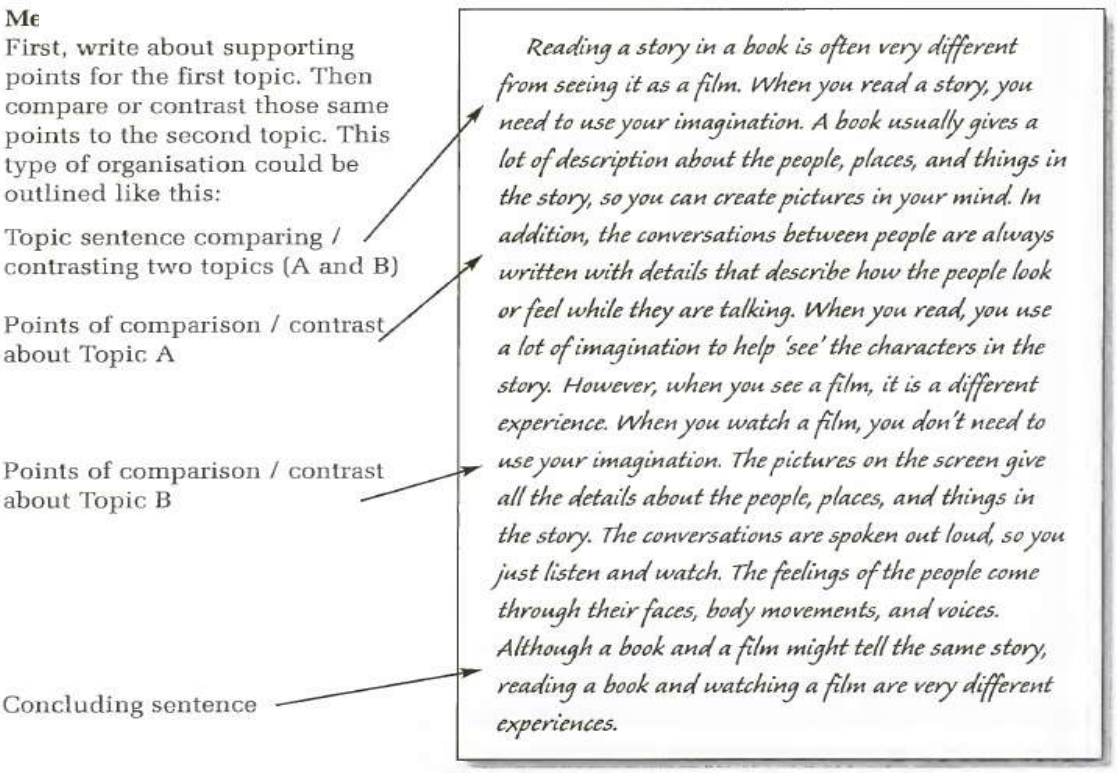
Memorandum

To: Director of Human Resources

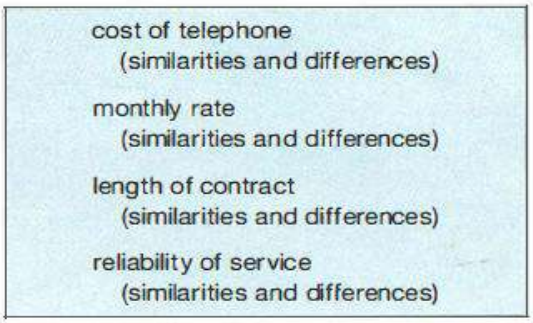
From: Barbara Johnson, Interviewer

From the fourteen applications received for the job of receptionist, two applicants stand out. Following is a summary of their qualifications. Educationally, the two applicants are quite similar. JZ has completed two years of college, just as SW has, and their grade point averages are approximately equal. JZ's one past employer was very positive. Similarly, SW's past employers gave very high recommendations. Finally, both applicants can start work on the same date (June 1). There are two differences between the job applicants that may influence the hiring decision. The first difference is that JZ's job in a medical office included some contact with patients, whereas SW's volunteer work in the library and gift shop of a local hospital included no patient contact. Second, JZ likes to be part of a team, while SW prefers to work independently. The hiring decision is difficult because both applicants are equally well qualified. However, JZ would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff. 1f there is a future opening for a lab assistant, SW would be an excellent choice for that position.

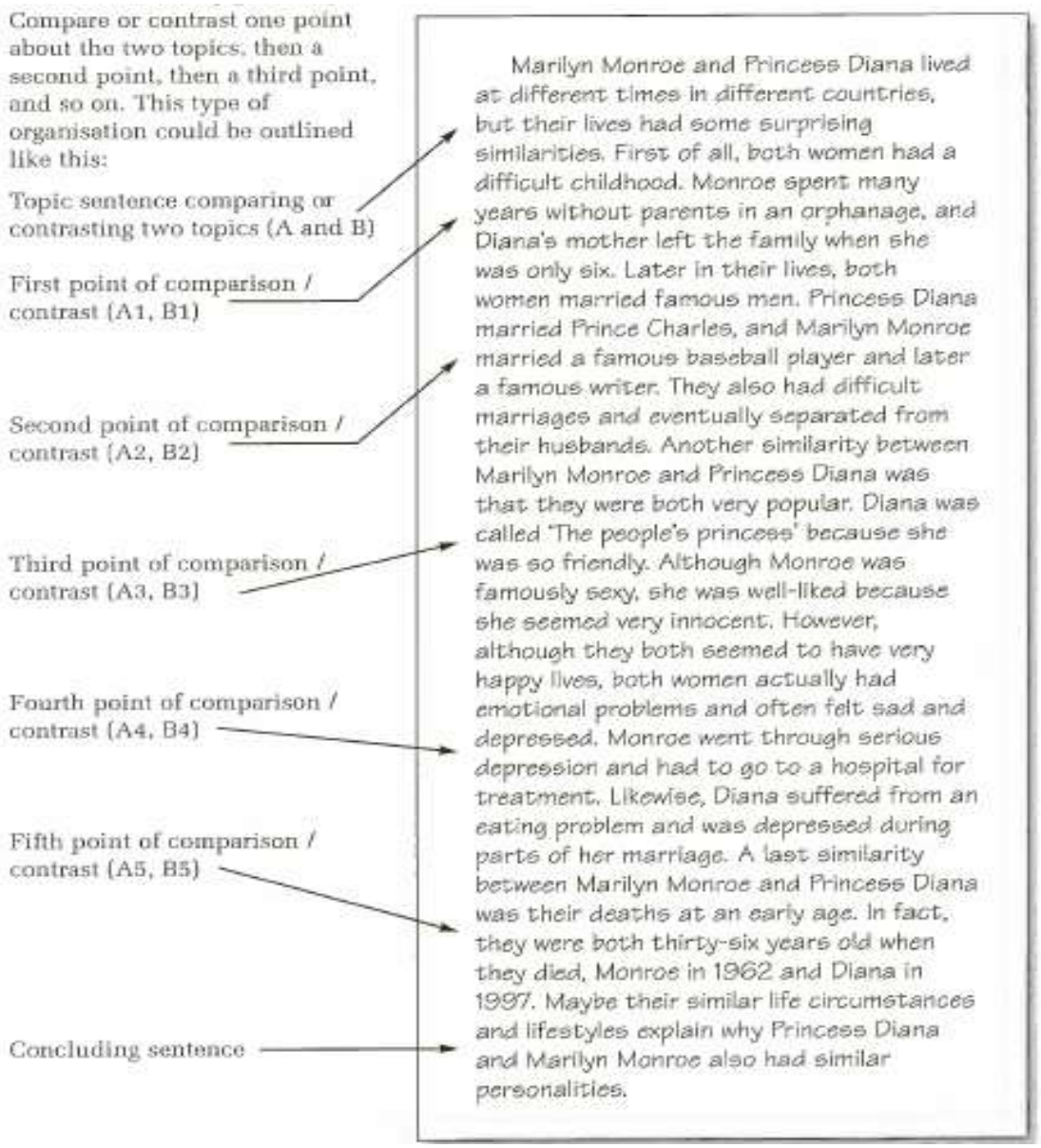
Model. Paragraph 2



In point-by-point organization, you write about similarities and differences by subtopic. For example, if you are comparing and contrasting several wireless telephone plans, you might compare and contrast them on these subtopics:



Model



paragraph for each one. The pattern of organization you choose depends on your topic. Also, whether you discuss more similarities or more differences (or both) depends on your topic.

A topic sentence for a comparison/contrast paragraph should name the topic and also indicate comparison/contrast organization.

The left and right sides of your brain process information in different ways.

When buying wireless telephone service, you should compare different plans on four points.

A concluding sentence for a comparison/contrast paragraph may repeat the main idea.

The hiring decision is difficult because both applicants are so similar.

A concluding sentence may also make a recommendation.

However, JX would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff.

In my opinion, the TeleVox telephone is the best choice for our company.

Comparative and contrastive structure

Using comparative structures

These words and phrases are used for writing comparisons:

and	The man **and** the woman are tall.
both	**Both** of the tables have broken legs.
both … and	**Both** my neighbor **and** I are selling our cars.
also	The shops are closing for the bank holiday. The post office is **also** closing.
too	Kathy is planning to go to the party, and I am, **too**.
neither … nor	**Neither** Joe **nor** Steve went to the meeting last night.
similar to	Their new computer is **similar to** the one my brother bought.
the same as	Is the restaurant where you had dinner **the same as** the place where I ate last month?
(just) as + adj. + as	His coat is **just as warm as** the more expensive one.
likewise	My parents were born in a small village. **Likewise,** my brothers and I also grew up in a small town.

similarly	There are many parks to visit in that city. **Similarly**, there are several parks in my hometown, too.

Complete these sentences with phrases from above.

a. The architecture of some modern government buildings is …… the type of construction used hundreds of years ago.
b. In recent years, new technology such as mobile phones has made life more convenient. ……, the internet has made a wide variety of information available to everyone.
c. …… the rivers …… the lakes are clear and beautiful.
d. The capital city is just …… modern …… the cities in many other countries.

Using contrastive structures

These words and phrases are used for writing contrasts:

but, while, though	I enjoy eating fruit for dessert, **but/while/though** my friend likes chocolate.
not the same as	This book **isn't the same as** the one you bought.
not as … as	Some people feel that doing exercise **isn't as fun as** watching TV.
different from	That style of shirt is **different from** the styles most people wear.
in contrast	The lakes we swam in were very clean and beautiful. **In contrast**, the lakes in my county are polluted.
however	The new shop sells its clothing at low prices. **However**, other shops have better quality clothing.
on the other hand	My brother likes doing sport. **On the other hand**, I prefer doing yoga.

Complete these sentences with phrases from above.

a. Some tourists enjoy going on organized tours, ……. many other tourists prefer travelling on their own.
b. The two books are very …… each other.
c. The cost of studying in a college or university in Britain is very high. ……, in many other countries, the cost is much lower.
d. Changes in technology are occurring ……quickly……in the past.

Writing Practice

Write eight sentences about theses two cars. Write about four similarities and four differences.

(Source, Zemach, D.E. & Rumisek, L.A. 2005)

CHAPTER 5
ARGUMENTATIVE ESSAY OF CAUSE AND EFFECT

INTRODUCTION

Studying the almost the same material of comparison and contrast essay, the argumentative essay of cause and effect also has its rules that are the same as block and chain organization. To this kind of essay, cause and effect organization focuses on describing something that has cause or causes and the effect or effects. Students have a part time to access the reading materials in the internet.

OBJECTIVE OF TEACHING AND LEARNING ACTIVITIES

a. By following the experience of composing essay in the previous meeting, students are asked to get experience from their activities of reading material about the kind of essay composition that they access from the internet.
b. From the experience of reading activity, students organize idea by the help of brainstorming of composing essay organization of cause and effect in group.
c. Students have task and continue composition at home by avoiding plagiarism or ‘copy-paste’.
d. Students study the way of avoiding plagiarism from materials that they access in the internet.
e. To avoid plagiarism, students use experts’ idea as citation or paraphrase. To use quotation or paraphrase, they use Scimago journal or others.
f. Students do and discuss in group competitively to share their correction writing results.
g. For next meeting, students do another exercise and discuss in class, they present the writing result of each group in front of the class and lecturer monitors and corrects group writing tasks.
h. There are peer corrections among them in group and lecturer monitors, corrects, gives feedback based on evaluation of their writing tasks.

LEARNING MATERIAL

(Oshima,2006) Another common pattern of essay organization is called cause and effect. In a **cause/effect** essay, you discuss the causes (reasons) for something, the effects (results), or both causes and effects. You might use cause/effect organization to answer typical test questions such as:

Discuss the effects of global warming on the environment

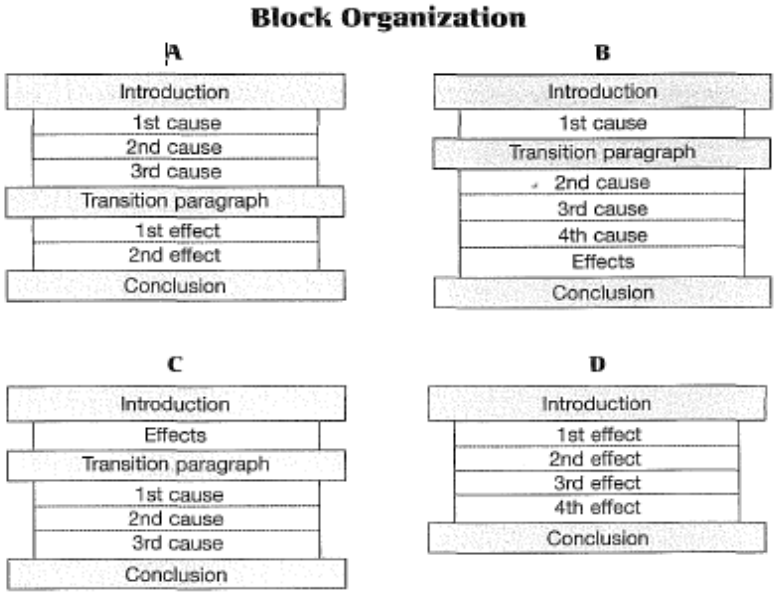
Organization for Cause/Effect Order

You can organize a cause/effect essay in two main ways: "block" organization and "chain" organization. In block organization, you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss *only* causes or *only* effects.

Block Organization

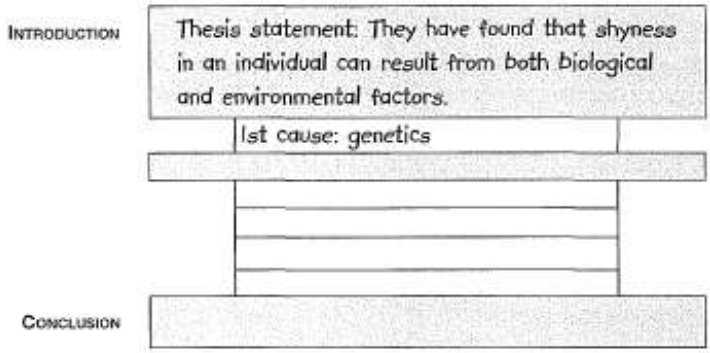
In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks.

Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy. In short, a block-style cause/effect essay could have many different patterns. Some possibilities are shown below.



Practice 1

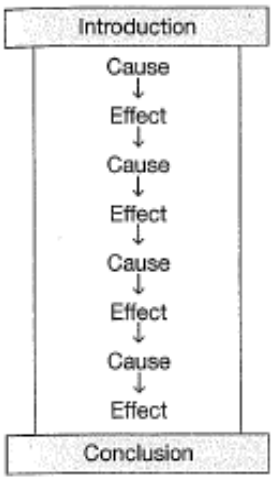
Fill in the boxes to show the block organizational pattern of the essay. Write in the topic of each paragraph and tell whether it is a cause or an effect. The first two boxes have been filled in for you.



Chain Organization

The other organizational pattern you can use to write about causes and effects is chain organization. In this pattern, causes and effects are linked to each other in a chain. One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. Each new cause and its effect are links in a chain.

Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph. Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated. Notice the chain pattern in the following diagram.



How Fertile Land Becomes Desert

People move into new areas and clear land for agriculture by cutting down trees.

The tree roots no longer hold the soil in place.

The tree roots do not hold the soil in place.

The topsoil washes away during heavy rains.

The topsoil washes away during heavy rains.

There is no good soil to grow crops in.

There is no good soil to grow crops in.

People move to new areas and clear land for agriculture by cutting down trees.

The type of cause/effect organization you choose depends on your topic.

• A chain pattern is usually easier if the causes and effects are very closely interrelated. You might use a chain pattern to write about the causes of a particular disease or phenomenon in nature such as a thunderstorm or a rainbow.

• The block pattern is usually easier with larger, complex topics such as global warming or homelessness.

• Sometimes you will want to use a combination of block and chain organization. The model essay on pages 96-97 uses block organization, but in paragraphs 4, 5, and 6, you will find chain organization.

Cause/Effect Signal Words and Phrases

Just as certain transition signals show time order and logical division, certain words and phrases signal cause/effect relationships. You probably know many of them already.

Cause Signal Words

Coordinators	
for	Bison were indispensable to the Native American tribes, **for** this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons. *Note*: When used in this way, *for* has the same meaning as *because*. However, you MUST use a comma in front of *for*, and you MUST NOT use a comma in front of *because*.
Subordinators	
because **since** **as**	Bison were indispensable to the Native American tribes **because/since/as** this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons.
Others	
to result from **to be the result of**	The bison's near extinction **resulted from/was the result of** loss of habitat and overhunting.
due to **because of**	Bison nearly became extinct **due to/because of** loss of habitat and overhunting.
the effect of **the consequence of**	One **effect of/consequence of** westward expansion was the destruction of habitat for the bison.
as a result of **as a consequence of**	The areas in which bison could roam freely shrank **as a result of/as a consequence of** the westward expansion of the 1800s.

Practice 3 Recognizing Cause Signal Words

Underline the part of the sentence that states a cause. Circle the word or words that introduce the cause. Be able to discuss the use of each word or phrase you have circled. What kind of grammatical structure follows each one? Notice especially the difference between the use of *because* and *because of*.

The first one has been done for you as an example.

1. The computer is a learning tool (since) it <u>helps children to master math and language skills</u>. (After *since,* we must use a clause with a subject and a verb.)

2. Due to the ability of computers to keep records of sales and inventory, many big department stores rely on them.
3. A medical computer system is an aid to physicians because of its ability to interpret data from a patient's history and provide a diagnosis. (How would you rewrite this sentence using *because* instead of *because of?)*
4. War, famine, and ethnic violence have caused a flood of refugees in the past 50 years.
5. Hollywood movies are known for their special effects because U.S. audiences seem to demand them.
6. Since European audiences seem to prefer movies that explore psychological or philosophical issues, European movies are generally quieter and more thought-provoking.
7. Smog results from chemical air pollutants being trapped under a layer of warm air.
8. John's promotion is the result of his brilliant management skills and company loyalty.
9. Little is known about life on the ocean floor, for scientists have only recently developed the technology to explore it.
10. Holes are created in the protective ozone layer of the stratosphere as a result of the burning of fossil fuels.

Effect Signal Words

Transition Words and Phrases	
as a result **as a consequence** **therefore** **thus** **consequently** **hence**	Workers building the new transcontinental railroad needed meat; **as a result/as a consequence/therefore/thus/consequently/hence**, hunters killed bison by the thousands. *Note:* Notice the difference between *as a result* and *as a result of*. *As a result* is followed by a full sentence (independent clause) and introduces an effect. *As a result of* is followed by a noun phrase and introduces a clause.
Coordinators	
so	Native Americans began trading bison skins to the settlers for steel knives and guns, **so** they began killing bison in larger numbers.
Others	
to result in **to cause**	Loss of habitat and overhunting **resulted in/caused** the near extinction of bison.
to have an effect on **to affect**	The reduced numbers of bison **had a terrible effect on/affected** the lives of the Native Americans who had depended on them for survival.
the cause of **the reason for**	The rescue of the bison from near extinction is **a cause of/a reason for** celebration.
thereby	The 85 bison that survived were given refuge in Yellowstone National Park in 1892, **thereby** saving this species from total extinction. *Note: Thereby* is most frequently used in front of *-ing* phrases.

Writing Practice

Practice 4 *Writing a Cause and Effect Essay*

Choose one of the suggested topics and write an essay that discusses it in terms of cause and effect. Use either block or chain organization or a combination of both.

Topic Suggestions

Education

Effects of reducing class size

Head Start programs

Tutoring programs for college students

Falling reading scores among schoolchildren

High school dropouts

Environmental issues

EI Nino *or* La Nina

Global warming

Benefits of recycling

Neighborhood cleanup days

Health sciences

Increased life expectancy

Eradication of a particular disease or health problem *(Examples:* polio, malnutrition)

Eating disorders

Benefits of health education programs *(Examples:* dental hygiene, nutrition, infectious disease immunization)

Social issues

Homelessness

Rising divorce rate

Americans with Disabilities Act

Family and Medical Leave Act

Political/economic issues

Globalization

Refugees

Inflation

CHAPTER 6

USING APA 6th EDITION MANUAL

INTRODUCTION

To produce writing assignment, students use APA style 6th edition. This style avoids the structural idea presented in each line of sheet. One major advantage of the APA writing style is that it encourages direct exposition of your research and emphasizes your original ideas being reported. This precision is complemented by a straightforward manuscript structure that includes a title page, abstract, body, reference list and, if applicable, appendices. Added to this structural layout is the ability to use commonly accepted abbreviations, such as those for measurements or book portions to save space and avoid repetitive text.

When paraphrasing you must sill acknowledge where you got idea from by including a parenthetical citation. When citing paraphrased information, APA requires you to include the author and date. It is also recommended (but not required) that you include the page number. The format of the page number depends on if the information is on a single page or range of pages.

A direct quotation reproduces word-for-word material taken directly from another author's work, or from your own previously published work. If the quotation is **fewer than 40 words**, incorporate it into your paragraph and enclose it in double quotation marks. Place it before the full stop. Example: David Copperfield starts with "Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show." (University of Queensland, accessed 28 September 2020)

If the quotation **comprises 40 or more words**, display it in an indented, freestanding block of text, without quotation marks. At the end of a block quotation, cite the

quoted source and the page number in parentheses, after the final punctuation mark. Example:

Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, I record that I was born (as I have been informed and believe) on a Friday, at twelve o'clock at night. It was remarked that the clock began to strike, and I began to cry, simultaneously. (University of Queensland, accessed 28 September 2020)

OBJECTIVES:

a. Students are able to compose essay or report by using APA style
b. To follow the rules of APA style, students essay will be formulated as well as professional looking academic paper.
c. Students write information from a source by their own words, they are able to cite the source by adding an-in-text citation at the end of the paraphrased portion.
d. Students are able to use direct quotation and indirect quotation correctly in order to support their own idea in their writing a composition.

LEARNING MATERIAL:

It is showed here the meaning of APA style.

APA style is a writing style and format for academic documents such as scholarly journal articles and books. It is commonly used for citing sources within the field of behavioral and social sciences. It is described in the style guide of the American Psychological Association (APA), which is titled the ***Publication Manual of the American Psychological Association***. The guidelines were developed to aid reading comprehension in the social and behavioral sciences, for clarity of communication, and for "word choice that best reduces bias in language".[1][2] APA style is widely used, either entirely or with modifications, by hundreds of other scientific

journals (including medical and other public health journals), in many textbooks, and in academia (for papers written in classes). The actual edition is its 7th revision.

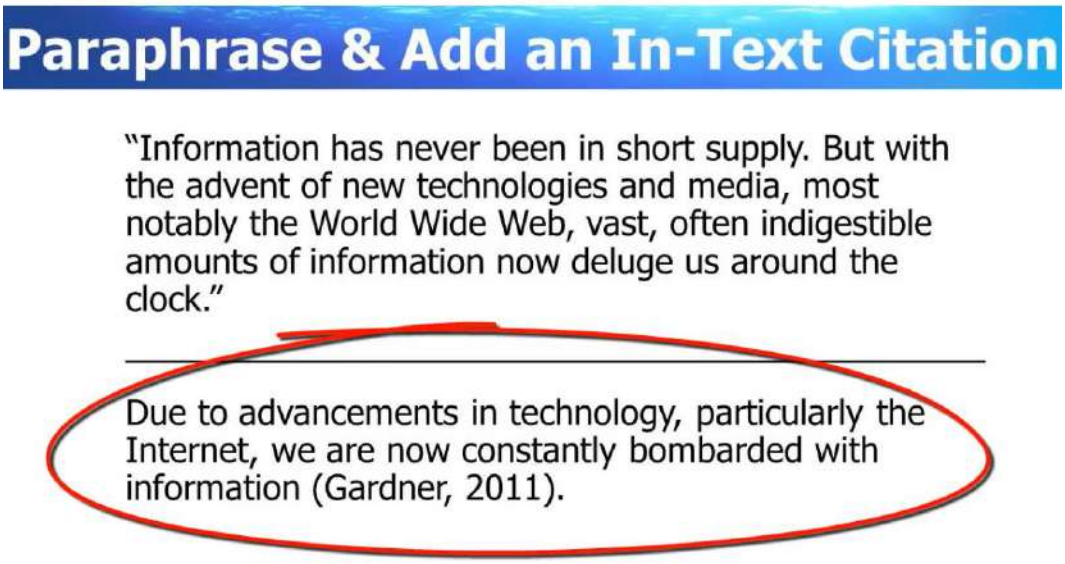
The APA became involved in journal publishing in 1923.[3] In 1929, an APA committee had a seven-page writer's guide published in the Psychological Bulletin.[4][5] In 1944, a 32-page guide appeared as an article in the same journal.[3][6] The first edition of the *APA Publication Manual* was published in 1952 as a 61-page supplement to the *Psychological Bulletin*,[7][8] marking the beginning of a recognized "APA style".[3] The initial edition went through two revisions: one in 1957, and one in 1967.[3] Subsequent editions were released in 1974, 1983, 1994, 2001, 2009, and 2019.

Primarily known for the simplicity of its reference citation style, the *Manual* also established standards for language use that had far-reaching effects. Particularly influential were the "Guidelines for Nonsexist Language in APA Journals," first published as a modification to the 1974 edition, which provided practical alternatives to "sexist" language then in common usage.[9][10] The guidelines for reducing bias in language have been updated over the years and presently provide practical guidance for writing about age, disability, gender, participation in research, race and ethnicity, sexual orientation, socioeconomic status, and intersectionality (APA, 2020, Chapter 5).[1] Accessed 28 September 2020, From Wikipedia, the free encyclopedia)

Tips on Summarizing

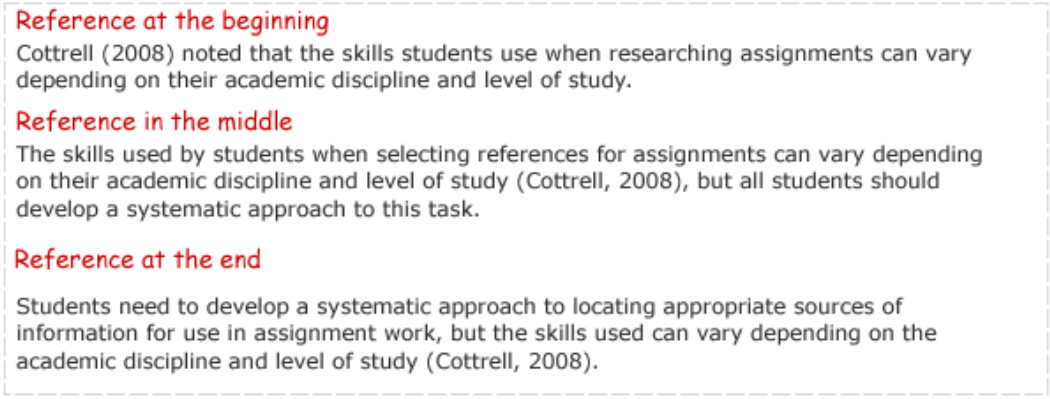
1. Use your own words.
2. Include the key relevant elements of the original and keep it brief - you're just going for the original's essence.
3. Do not include your interpretation/analysis within the summary - make a clear distinction between your thoughts and someone else's. (Accessed 28 September 2020)

When **paraphrasing**, you must still acknowledge where you got the idea from by including a parenthetical **citation**. When citing **paraphrased** information, APA requires you to include the author and date. It is also recommended (but not required) that you include the page number. (Accessed 30 September 2020)



Source: APA style accessed 30 September 2020

The Way of writing reference list



Source: APA style accessed 30 September 2020

CHAPTER 7

INTRODUCTION TO WRITING REPORT

INTRODUCTION

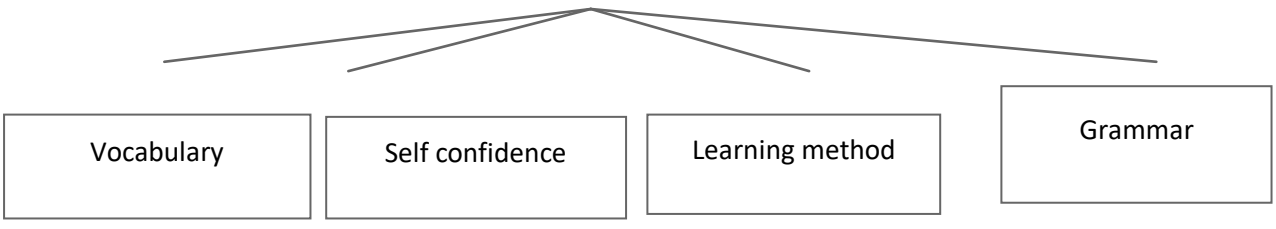
Writing is an important skill to be studied by college students. To do this skill, each student is free to choose what topic is interesting to him or her, then she or he starts to write an introduction of his/her essay that focuses on topic which is chosen. An introduction of a report has its own rules, those are; 1) it has introductory paragraph that has topic control idea, this is a thesis statement of his/her essay of report. 2) It has body of essay that consists of several paragraphs. The amount of these paragraphs depends on how many sub focuses that the student (he/she) wants to elaborate in his or her essay. Then, at the end of the introductory of his/her writing report, there is a conclusion of idea he/she states.

OBJECTIVE OF TEACHING AND LEARNING ACTIVITY

a. Students are able to choose their own topic discussion that can be an essay.
b. To do this, students are used to write an essay to support their skill in writing final project of scientific writing of research.
c. Students find conclusion of the way of writing report from group discussion.

LEARNING MATERIAL

The difficulty in learning English



Based on the above outline of the writer, it is organized the example of introductory of research or background

THE DIFFICULTY IN LEARNING ENGLISH

Background.
Difficulty learning English is still experienced by many students till this day. Times that is relatively less proportional to the needs of students in learning English is one of the causes of the difficulty of mastering English. While English is one of the keys to overcoming future challenges that are increasingly difficult to compete with. The mastery of English is also a means to boost Indonesia's human resources which according to the Human Development Index is among the lowest categories in Asia.

There are still many students who experience difficulties in speaking, writing, and understanding in learning English. This is caused by several things including vocabulary, lack of confidence, difficulty understanding the use of grammar, incorrect learning methods, and the role of lecturers and students in learning. Learning is a conscious process that involves a person's memory related to information being studied, for example greeting, using the rules of language, and vocabulary (Tomlinson, 1998: 4). Language learning can be in the form of knowledge about language systems and language use.

Lecturers have the same role associated with assumptions about language and language learning at the level of the approach (Cunningsworth, 1995: 113; Richards & Rodgers, 2001: 27-29). The majority of the application of the method depends on the lecturer as a source of knowledge and direction, consultants, mentors, and learning models and developers of interactional patterns between lecturers and students. The teaching design system is strongly influenced by the way of teacher treats students according to the application that have chosen in learning method, by reflecting the explicit and implicit responses to various questions regarding student contributions in the learning process. This can be seen from the types of activities carried out, controlling the level of learning success, applying various patterns of student grouping, the level of influence of the learning of other students, and its role as a processor, performer, initiator, and problem solver.

The success of teaching is not only influenced by the quality of lecturers, but also influenced by students' motivation to learn and the learning process. The quality of outputs and outcomes depends on the role of students in conducting their learning activities. The active role of a student depends on his level of motivation in learning. High learning motivation will support increased learning outcomes.
Global competition in all fields demands an increase in the quality of human resources, including lecturers, as the spearhead. Higher education output must be of high quality to be competitive and have a high position. One effort to achieve this is to improve the quality of learning English. The mastery of English will open their

horizons to the development of science and technology, including education which is currently easily accessible from various sources.

B. Technical basis.

Learning is a conscious process that involves a person's memory related to information being studied, for example greeting, using the rules of language, and vocabulary (Tomlinson, 1998: 4). Language learning can be in the form of knowledge about language systems and language use. English is a international language that can connect people with the inner world various aspects including aspects of education. This has been demonstrated with government regulations that make English subjects as compulsory subjects for students to learn from elementary school to High school.

Communication can be realized if someone have the four skills language: listening, speaking, reading and writing. That applies too in the process of learning English called listening and reading as a receptive skill while reading and speaking as productive skills. Often people say that only by mastering speaking, that person can said to be proficient in language. That is not entirely true. Written language also important to do. For example, when we open the Internet and want to respond the email, of course it takes the ability to read carefully along with the ability to write with the correct grammar so that it can give appropriate answers. In addition there are three elements of language that play an important role in support all four skills, they are pronunciation, vocabulary, and grammar.

In the process of learning English, a student certainly has experience an problem in learning. These problem can cause the maximum lack of student learning outcomes. This can happen to anyone. The problems including students in English department and other department. including vocabulary, lack of confidence, difficulty understanding the use of grammar, incorrect learning methods, and the role of lecturers and students in learning.

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. *Heidari et al. (2012) states that vocabulary is the inner of language and the basis of language learning. Through comprehending foreign words, students will understand the meaning of the words. Wessels (2011: 46) believes that vocabulary is an important thing for students academic succes" if students do not understand the meaning of the words in the text, they will have difficulty understanding the content".* Students tend to be passive during English classes because they lack vocabulary, which affects their behaviour in learning English. The amount of vocabulary that learners have will affect their achievement; hence, learners need vocabulary learning strategies (VLS) to help them develop their knowledge of vocabulary.

Grammar is a rule relating to the form and structure of sentences that can used in languages (Gleason and Ratner, 2009: 231-269; Thornbury, 1999). There is two important concepts related to grammar: morphology which studies formation words, their structure and relationships, and the syntax that studies sentence structure, the relationship between sentence units, the internal structure of a phrase and the relationship between those who give meaning to the sentence (Saxton, 2010: 51-66;Thornbury, 1999). Grammar is an important part of language learning and is also a

major problem when someone is learning a foreign language. Difficulties experienced in mastering grammar are often experienced by students who are both in English or other majors. This is caused by differences in the structure of language between the first language and the language they are learning.
Self-confidence is an element must be in every individual, one of them is a student. In learning activities, student must be confident that he is able to obtain satisfying results, and will keep trying and studying hard as well earnestly so that these desires can be achieved.According to Schunk in Albert Bandura(1995: 209), self-confidence affects learning activities and academic achievement students. Students who are classified as confident tend to continue to study hard as well earnest so that results are wanted to be achieved.
Learning methods used by the teacher to present the subject to students in the class both in a manner individually or in groups so that the subject can be absorbed, understood and used by students (Ahmadi and Prastya, 2005). If the learning method is correct, of course the material presented by the teacher will be easily understood by students. Learning methods must be interesting and easy to understand so that the material delivered is easier to be accepted and understood by students.

Original Quotation are below:
- *Heidari et al. (2012) states that vocabulary is the core of language and the conerstone of language learning. Through comprehending foreign words, students will understand the meaning of the words.*
- *Wessels (2011: 46) believes that knowledge of vocabulary is essentials to students academic succes " if students do not understand the meaning of the words in the text, they will have difficulty understanding the content".*
- *Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language (Gleason and Ratner, 2009: 231–269; Thornbury, 1999).*

Reference
Students' grammar mistakes and effective teaching strategies.
Vocabulary learning strategies used by junior high school students.
Analisis kesulitan belajar bahasa inggris mahasiswa.

Practice Activity

Studying this example, it is needed for students firstly, to imagine then create what theories can be explored in theory chapter that are relevant to the ideas stated in this introduction chapter. Second, you may predict also what can be carried out by yourselves about methodology chapter that should be stated completely covering 1) types of research design (in example qualitative or quantitative research), 2) the way of collecting data or techniques used, 3) the process of analysis data that gathered

from the field. The last, what you state in your, the third, what the research result and finding you may elaborates in your research.

CHAPTER 8
WRTING SUMMARY

INTRODUCTION

In studying skill of writing summary, it records a source of reference. To record, students can get points of this source, example from an article, a chapter of a book.

Those points are important for students to determine essential ideas and consolidate important details that support them (google). Besides, it enables students to focus on key words and phrase of an assignment text that are worth noting and remembering.

OBJECTIVE OF TEACHING AND LEARNING ACTIVITY

Students are able to get rich ideas essay to explore many information in writing form.

LEARNING MATERIAL

Studying summary, it is presented material from Oshima (2006)

Summarizing

Another way to use borrowed information from an outside source is to summarize it. What is the difference between a paraphrase and a summary? When you retell a story that someone has told you, you repeat the story in your own words. If your retelling is about the same length as the original, it is a paraphrase. If you shorten the story-retelling only the most important points and leaving out the details-it is a summary. Look at the difference between paraphrase and summary below

Original Passage (85 words)

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

Paraphrase (63 words, about the same length as the original)

Humans communicate through language. Because there are so many different

Summary (28 words, much shorter)

People communicate through language; however, having different languages creates communication barriers. A universal language could bring countries together culturally and economically as well as increase good feelings among them (Kispert).

Writing Technique Questions

1. How many sentences are there in the Oliginal passage? In the paraphrase? In the summary?
2. Compare the paraphrase and the summary. What two details were left out of the summary?

How to write a Good Summary

There are three keys to writing a good summary:

1. Use your own words and your own sentence structure.
2. Remember that a summary is much shorter than a paraphrase. Include only the main points and main supporting points, leaving out most details.
3. Do not change the meaning of the original.

Practice 1. Choosing the best summary

Read the original passage and the two summaries that follow it. Then answer these questions.

1. Which of the two is the better summary? Why?

2. Which summary contains an idea that was not in the original? Which sentence expresses this added idea?

Original Passage

Source: The following passage is excerpted from a newspaper article written by Marc Lacey. It appeared on page A3 of the *New York Times* on November 12, 2004. The title of the article is "Using a New Language in Africa to Save Dying Ones."

Swahili speakers wishing to use a "compyuta"—as *computer* is rendered in Swahili—have been out of luck when it comes to communicating in their tongue. Computers, no matter how bulky their hard drives or sophisticated their software packages, have not yet mastered Swahili or hundreds of other indigenous African languages.

But that may soon change. Across the continent, linguists are working with experts in information technology to make computers more accessible to Africans who happen not to know English, French, or the other major languages that have been programmed into the world's desktops.

There are economic reasons for the outreach. Microsoft, which is working to incorporate Swahili into Microsoft Windows, Microsoft Office, and other popular programs, sees a market for its software among the roughly 100 million Swahili speakers in East Africa. The same goes for Google, which last month launched www.google.co.ke, offering a Kenyan version in Swahili of the popular search engine.

But the campaign to Africanize cyberspace is not all about the bottom line. There are hundreds of languages in Africa—some spoken only by a few dozen elders—and they are dying out at an alarming rate. The continent's linguists see the computers as one important way of saving them. UNESCO estimates that 90 percent of the world's 6,000 languages are not represented on the Internet and that one language disappears somewhere around the world every two weeks.

Summary A

People who speak Swahili who want to communicate using a "compyuta," which is the Swahili word for computer, are unable to do so in their own language. It makes no difference that computers have huge hard drives and sophisticated software. They cannot operate in Swahili or other African languages, of which there are hundreds. Soon, however, they may be able to. Linguists in Africa are working with information technology specialists to make computers operable to Africans who do not know any

of the languages currently used on the Internet. Economics is bringing about this change. Microsoft sees a market for its software among Swahili speakers in East Africa. Google now has a search engine for speakers of Swahili in Kenya. Other software companies will probably soon develop products for African consumers. In addition to economics, there is another reason for making the computer accessible to Africans. Hundreds of African languages are dying out, and linguists view the computer as a way to save them. According to UNESCO estimates, 90 percent of the world's 6,000 languages are not on the Internet, and one language becomes extinct every day somewhere in the world. The hope is that computers can help save them (Lacey).

Summary B

Many Africans who do not speak any of the major languages on the Internet have been unable to use computers in their native languages. Computers cannot yet accommodate languages such as Swahili. However, that situation may soon change. Linguists and computer experts are working to develop computers that work in Swahili and other African languages. Economics is one reason for doing so. Computer companies such as Microsoft and Google see a potentially huge market for its products in Africa. Another important reason is to save languages that are in danger of becoming extinct (Lacey).

Practice 2. Writing Summaries.

Write a one-paragraph summary of each of the following passages.

Original Passage 1

Source: Various paragraphs of a news article written by Randolph E. Schmid. It was published online by the Associated Press on February 26, 2004. The title of the article is "Share of people who are native English speakers declining." The article is 25 paragraphs long. The Web site address is <http://pqasb.pqarchiver.com/ap/571281251.html?did=571281251&FMT=ABS&FMTS=FT&date=Feb+26%2C+2004&author=RANDOLPH+E.+SCHMID&desc=Share+of+people+who+are+native+English+speakers+declining.

The world faces a future of people speaking more than one language, with English no longer seen as likely to become dominant, a British language expert says in a new analysis. "English is likely to remain one of the world's most important languages for the foreseeable future, but its future is more problematic—and complex—than most people appreciate," said language researcher David Graddol (Schmid, pars. 1–2).

He sees English as likely to become the "first among equals" rather than having the global field to itself (par. 3). . . . The share of the world's population that speaks English as a native language is falling, Graddol reports in a paper in Friday's issue of the journal *Science* (par. 5).

"There is a distinct consciousness in many countries, both developed and developing, about this dominance of English. There is some evidence of resistance to it, a desire to change it" said [Scott] Montgomery [the author of another article published in the same issue of *Science*]. For example, he said, in the early years of the Internet it was dominated by sites in English, but in recent years there has been a proliferation of non-English sites, especially Spanish, German, French, Japanese, and others (pars. 19–20).

Nonetheless, English is strong as a second language, and teaching it has become a growth industry, said Montgomery, a Seattle-based geologist and energy consultant (par. 21).

Graddol noted, though, that employers in parts of Asia are already looking beyond English. "In the next decade the new 'must learn' language is likely to be Mandarin" (par. 22).

Summary

Original Passage 2

Source: Paragraphs 1 and 2 from a December 20, 2001, online article entitled "A world empire by other means." The author's name is not given. It was published on Economist.com, the Web site of a British magazine. The Web site address is <http://www.economist.com/displaystory.cfm?story_id=S%26%2BXL%2FRA%5F%24%0A>

It [English] is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it, and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization—of international business, politics, and diplomacy. It is the language of computers and the Internet. You'll see it on posters in Côte d'Ivoire, you'll hear it in pop songs in Tokyo, you'll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia. Truly, the tongue spoken back in the 1300s only by the "low people" of England, as Robert of Gloucester put it at the time, has come a long way. It is now the global language.

How come? Not because English is easy. True, genders are simple, since English relies on "it" as the pronoun for all inanimate nouns, reserving masculine for bona fide males and feminine for females (and countries and ships). But the verbs tend to be irregular, the grammar bizarre, and the match between spelling and pronunciation a nightmare. English is now so widely spoken in so many places that umpteen versions have evolved, some so peculiar that even "native" speakers may have trouble understanding each other. But if only one version existed, that would present difficulties enough. Even everyday English is a language of subtlety, nuance, and complexity. John Simmons, a language consultant for Interbrand, likes to cite the word "set," an apparently simple word that takes on different meanings in a sporting, cooking, social, or mathematical context—and that is before any little words are combined with it. Then, as a verb, it becomes "set aside," "set up," "set down," "set in," "set on," "set about," "set against," and so on, terms that "leave even native speakers bewildered about [its] core meaning."

CHAPTER 9
ANNOTATED BIBLIOGRAPHY

INTRODUCTION

By getting knowledge of annotated bibliography, students will be able to explore their idea in scientific writing by supporting an expert's point of view. Then, the students exploring ideas in writing would be clear and easy to be understood. Such this skills writing are included in qualified category in terms of making readers interested in to citrate.

OBJECTIVE OF TEACHING AND LEARNING ACTIVITY

Students are able to choose then to use suitable sources. From those sources, students are easy to select freely some points and then they mix the points in their own writing clearly.

LEARNING MATERIAL

From the following annotated bibliography accessed in Purdue Online, you study how to create your writing of annotated.

An **annotated bibliography** is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the **annotation**. The purpose of the **annotation** is to inform the reader of the relevance, accuracy, and quality of the sources cited. (Accessed 22 Jul 2020 in Google).

The three types of **annotated** bibliographies are; summary **annotations**, critical **annotations** and a combination of the former two. Summary **annotations** are further classified into informative and indicative **annotations**. The following are the main features of summary **annotations**: They show a summary of the source content. (Accessed 22 Jul 2020 in Google).

Annotated Bibliography Samples

Overview Purdue Online (Accessed 22 Jul 2020)

Below you will find sample annotations from annotated bibliographies, each with a different research project. Remember that the annotations you include in your own bibliography should reflect your research project and/or the guidelines of your assignment.

As mentioned elsewhere in this resource, depending on the purpose of your bibliography, some annotations may summarize, some may assess or evaluate a source, and some may reflect on the source's possible uses for the project at hand. Some annotations may address all three of these steps. Consider the purpose of your annotated bibliography and/or your instructor's directions when deciding how much information to include in your annotations.

Please keep in mind that all your text, including the write-up beneath the citation, must be indented so that the author's last name is the only text that is flush left.

Sample MLA Annotation

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books,

1995.

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic.

In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable

because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

In the sample annotation above, the writer includes three paragraphs: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research, respectively.

For information on formatting MLA citations, see our **MLA 2016 Formatting and Style Guide**.

Sample APA Annotation

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. Henry Holt and Company.

In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Walmart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation.

An experienced journalist, Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics and reflects on these issues in the text. The author is forthcoming about her methods and supplements her experiences with scholarly research on her places of employment, the economy, and the rising cost of living in America. Ehrenreich's project is timely, descriptive, and well-researched.

The annotation above both summarizes and assesses the book in the citation. The first paragraph provides a brief summary of the author's project in the book, covering the main points of the work. The second paragraph points out the project's strengths and evaluates its methods and presentation. This particular annotation does not reflect on the source's potential importance or usefulness for this person's own research.

For information on formatting APA citations, see our **APA Formatting and Style Guide**.

Sample Chicago Manual of Style Annotation

Davidson, Hilda Ellis. *Roles of the Northern Goddess*. London: Routledge, 1998.

Davidson's book provides a thorough examination of the major roles filled by the numerous pagan goddesses of Northern Europe in everyday life, including their roles in hunting, agriculture, domestic arts like weaving, the household, and death. The author discusses relevant archaeological evidence, patterns of symbol and ritual, and previous research. The book includes a number of black and white photographs of relevant artifacts.

This annotation includes only one paragraph, a summary of the book. It provides a concise description of the project and the book's project and its major features.
For information on formatting Chicago Style citations, see our **Chicago Manual of Style Source**. Purdue Online (Accessed 22 Jul 2020)

Practice:

Try to make annotated bibliography by selecting reference from experts' idea in their books. To make this annotated bibliography would make your proficiency in writing.

CHAPTER 10
WRITING LITERATURE REVIEW USING JOURNAL

INTRODUCTION

One of the important points in scientific writing is wiring literary reviews. Literary review will provide students and help them to complete writing research. To use literary review, it makes students easy to get many new concepts that they use in describing important and particular points of research. Choosing writing literary review belongs to the owner of research should be relevant to writing research study. Besides, this prerequisite writing literary review should also within last three years.

OBJECTIVE OF TEACHING AND LEARNING ACTIVITY

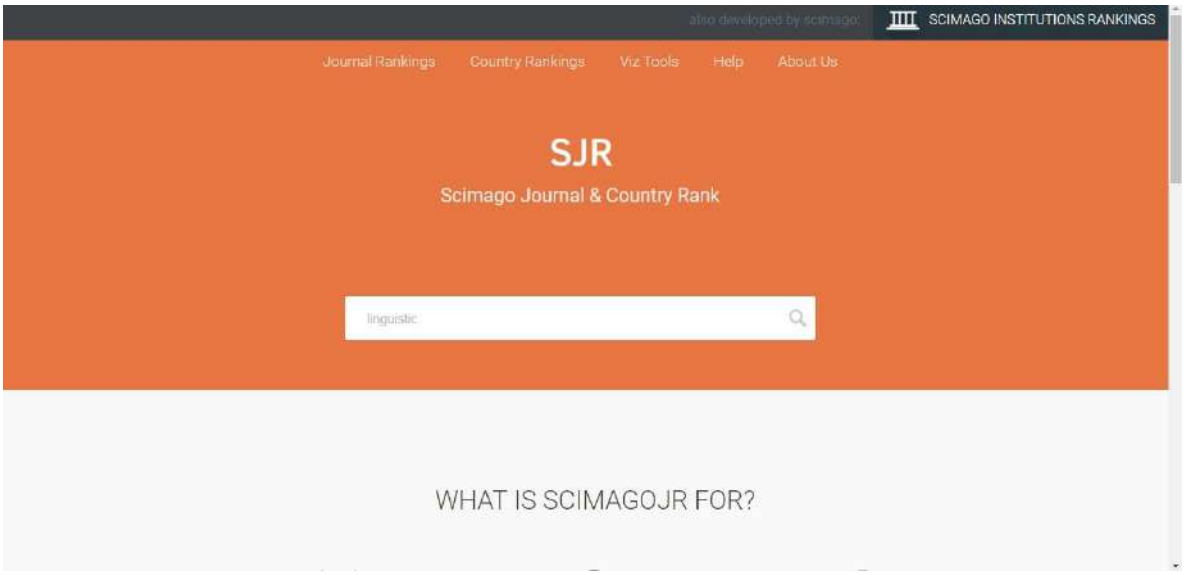
a. Students are able to use literary review in their scientific writing of research.
b. Students may get a wider concept and deeper idea that make them easier to write.

LEARNING MATERIAL

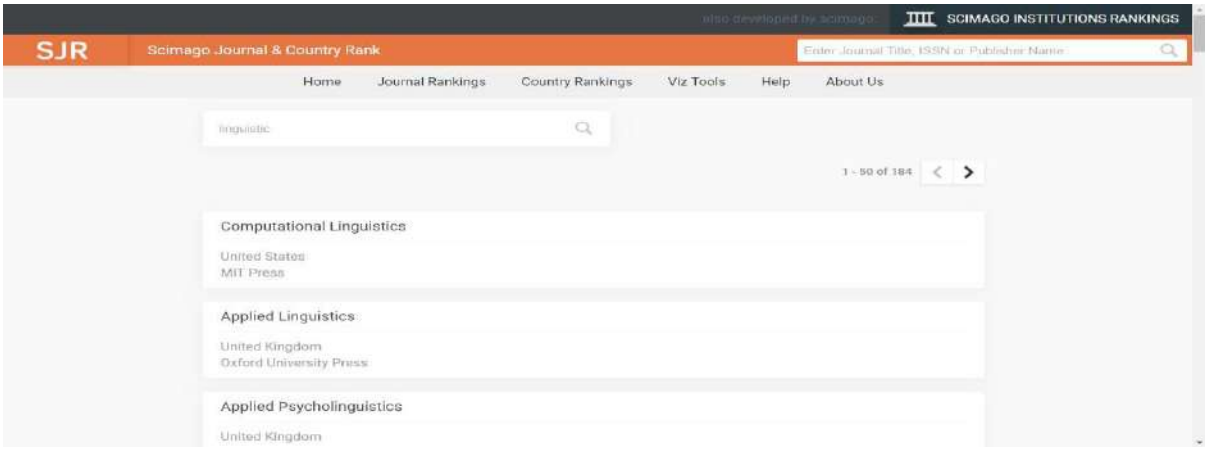
(LIHAT DI GOOGLE 'EXAMPLE OF LITERARY REVIEW' DEFINITION OF LITERARY REVIEW IS A WAY OF scholarly sources that provides…)

Steps in Accessing Journal in Scimago Website

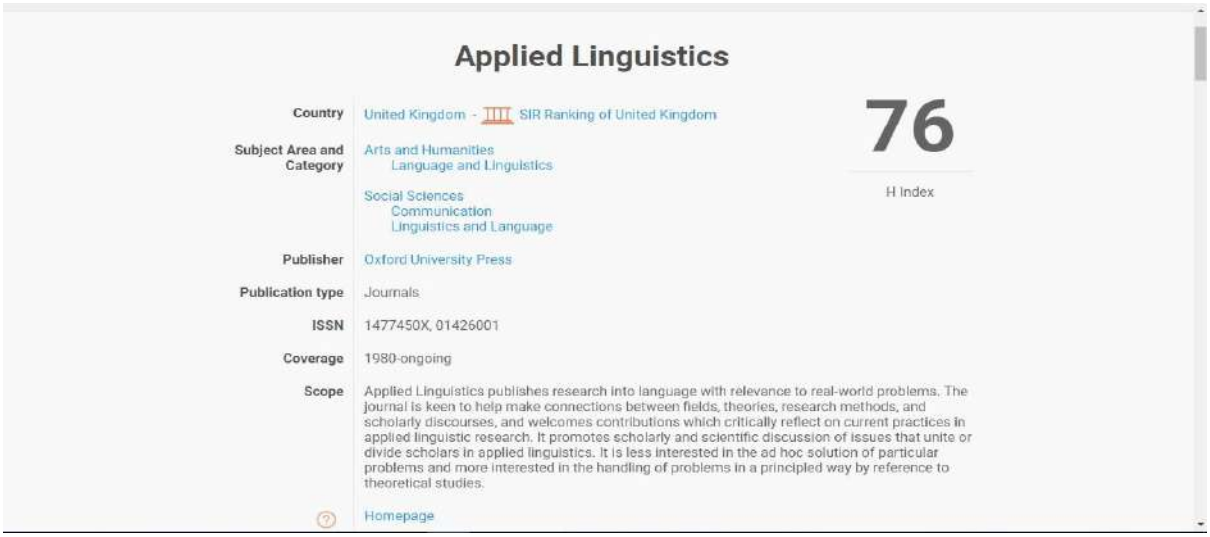
This section will discuss steps that make it easier for students to access journals indexed nationally and internationally, as well as the position of the journal in terms of ranking internationally. The first thing a student has to do is go to www.scimagojr.com and comes the following picture



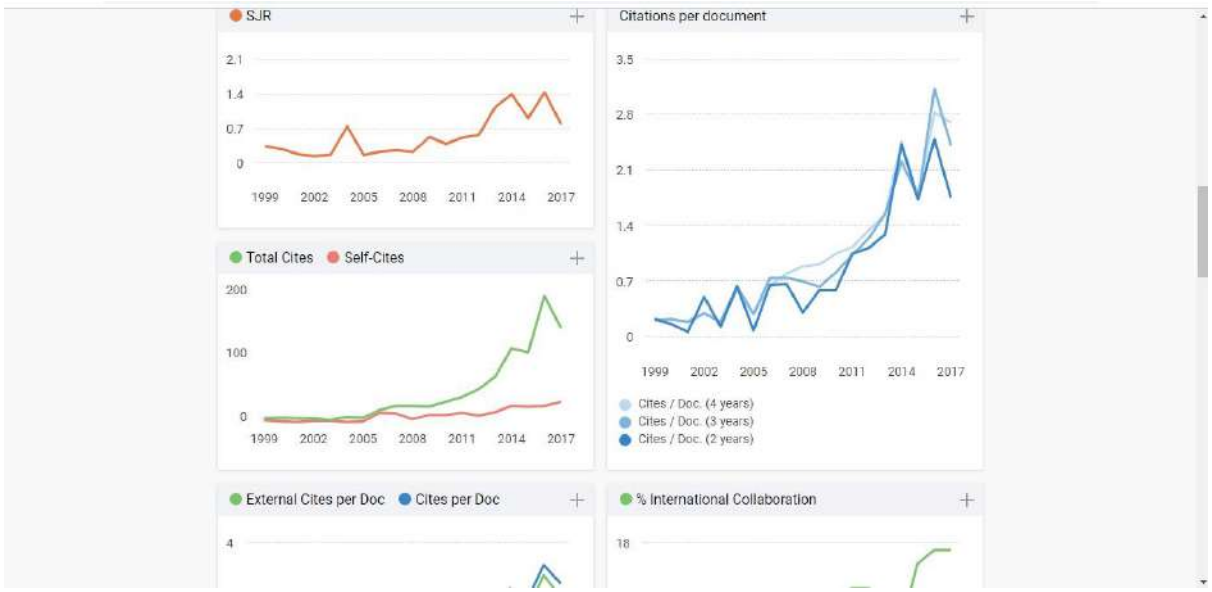
Based on the picture above, you can see 'journal ranking' and 'country rankings' which states that Scimago is used as a ranking system for journals and countries. You can click on the journal rankings and country rankings to see journal data based on their ranking. In addition, you can also click on the search column and write down what type of journal you want to search for, example: Linguistic



You can see the picture above and each journal is categorized by title, country, and the institution that oversees the journal. You can choose one of these titles, until the following picture appears



The journals on Scimago have an International Standard Serial Number (ISSN) that serves to identify periodical publications in print and electronic media. In addition, it provides ranking data for each journal based on total cites, self cites, citation per document, international collaboration, citable document, non-citable document, cited document, uncited document.



The final step is to record the journals in a theoretical conclusion table that you took. This is done to make it easier for you to download the journal on other websites and

make it easier for you to write it in the bibliography chapter. Here is an example of theoretical conclusion table,

No	Content	Name of Journal	ISSN	Publisher	Year
1	Language and Linguistic	Applied Linguistic	1477520X, 01426001	Oxford University Press	2019
2					
3					

The final project of applying the technique is testing students to write theoretical bases for writing subject and collecting task of retelling the text in reading subject.

CHAPTER 11
WRITING METHODOLOGY CHAPTER, RESULT AND DISCUSSION

INTRODUCTION

In college academic, writing research and the result are needed to provide qualified scientific documents that give beneficial to others. A part of writing research is methodology chapter. To write this, there are rules that a researcher states. Those are; 1) types of research design (in example qualitative or quantitative research); 2) the way of collecting data or techniques used; 3) the process of analysis data that gathered from the field. Those rules are actualized readers to know or criticize the reliability and validity of research.

The next part of writing research is result and discussion chapter. In this part, the researcher elaborates the research result based on research problems stated in the previous chapter of the research. This result illustrates the main findings and those are discussed in the part of the discussion. Those all form of description needs the researcher's good writing ability.

OBJECTIVE OF TEACHING AND LEARNING ACTIVITY

This chapter is provided for the students to be able to write qualified scientific writing of research.

LEARNING MATERIAL

The main material of this chapter is as students have to choose their own research topic. They discuss themselves individually as their task.

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Zemach, D.E. & Rumisek, L.A. 2005. Academic Writing; From paragraph to Essay. Oxford: Macmillan Printing

https://www.google.com/search?q=elements+of+paragraph&oq=elements+of+paragraph&aqs=chrome..69i57.9665j0j1&sourceid=chrome&ie=UTF-8

paraphrase model in APA style, https://www.google.com/search?q=paraphrase+model+in+APA+style&safe=strict&tbm=isch&source=iu&ictx=1&fir=19TX4IVfDtKKuM%252CgjiIxjdIlrGqBM%252C_&vet=1&usg=AI4_-kRPC7186Qqz-WwdH5VQF1_0zO29_g&sa=X&ved=2ahUKEwic4eLt-bDsAhXRQ30KHcMlBQ0Q9QF6BAghEAY#imgrc=JotCyGbA5nvl-M accessed 30 September 2020

https://kellysuryanto.wordpress.com/2015/01/24/writing-topic-sentences/

https://en.wikipedia.org/wiki/APA_style Accessed 28 September 2020, From Wikipedia, the free encyclopedia)

https://www.google.com/search?q=summary+based+on+APA+style&oq=summary+based+on+APA+style&aqs=chrome..69i57j33i22i29i30l4.20292j0j7&sourceid=chrome&ie=UTF-8 (Accessed 28 September 2020)

https://www.google.com/search?q=paraphrase+model+in+APA+style&oq=paraphrase+model+in+APA+style&aqs=chrome..69i57j33i22i29i30l3.30849j0j7&sourceid=chrome&ie=UTF-8 (Accessed 30 September 2020)

https://www.google.com/search?q=annotated+bibliography&oq=annotate&aqs=chrome.1.69i57j0l7.14337j0j7&sourceid=chrome&ie=UTF-8 (Accessed 22 Jul 2020 in Google).

Purdue Online Writing Lab Collage of Liberal Art
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_biblio University of Queensland graphies/annotated_bibliography_samples.html
(Accessed 22 Jul 2020)

https://guides.library.uq.edu.au/referencing/apa6/direct-quotations (University of Queensland, accessed 28 September 2020)

APPENDIX 6: SK

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI GORONTALO
Jalan: Jenderal Sudirman No. 6 Kota Gorontalo
Telepon: (0435) 821125 fax (0435) 821752
Laman: www.ung.ac.id

KEPUTUSAN REKTOR UNIVERSITAS NEGERI GORONTALO
NOMOR 458/UN47/HK.02/2020

TENTANG

DOSEN PENERIMA PENDANAAN PENELITIAN BIAYA PNBP/BLU
UNIVERSITAS NEGERI GORONTALO TAHUN 2020

REKTOR UNIVERSITAS NEGERI GORONTALO,

Menimbang :

a. bahwa berdasarkan hasil penilaian Seminar Proposal dan Hasil Rapat Reviewer Penelitian Biaya PNBP/BLU Universitas Negeri Gorontalo Tahun 2020, maka perlu menetapkan dosen penerima pendanaan penelitian;

b. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, perlu menerbitkan Keputusan Rektor Universitas Negeri Gorontalo tentang Dosen Penerima Pendanaan Penelitian Biaya PNBP/BLU Universitas Negeri Gorontalo Tahun 2020.

Mengingat :

1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157, Tambahan Lembaran Negara Republik Indonesia Nomor 4586);
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);
4. Peraturan Pemerintah Nomor 37 Tahun 2009 tentang Dosen (Lembaran Negara Republik Indonesia Tahun 2009 Nomor 76, Tambahan Lembaran Negara Republik Indonesia Nomor 5007);
5. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);
6. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Nomor 11 tahun 2015 tentang Organisasi dan Tata Kerja Universitas Negeri Gorontalo (Berita Negara Republik Indonesia Tahun 2015 Nomor 605);

7. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 82 Tahun 2017 tentang Statuta Universitas Negeri Gorontalo (Berita Negara Republik Indonesia Tahun 2017 Nomor 1919);
8. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi (Berita Negara Republik Indonesia Tahun 2020 Nomor 47);
9. Keputusan Menteri Keuangan Republik Indonesia Nomor 131/KMK.05/2009 tentang Penetapan Universitas Negeri Gorontalo pada Departemen Pendidikan Nasional Sebagai Instansi Pemerintah yang menerapkan Pengelolaan Keuangan Badan Layanan Umum (PK-BLU);
10. Keputusan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 32029/M/KP/2019 tentang Pengangkatan Rektor Universitas Negeri Gorontalo Periode Tahun 2019-2023;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN REKTOR UNIVERSITAS NEGERI GORONTALO TENTANG DOSEN PENERIMA PENDANAAN PENELITIAN BIAYA PNBP/BLU UNIVERSITAS NEGERI GORONTALO TAHUN 2020.

KESATU : Menetapkan nama-nama Dosen Penerima Pendanaan Penelitian Biaya PNBP/BLU Universitas Negeri Gorontalo Tahun 2020, sebagaimana tercantum dalam lampiran yang merupakan bagian tidak terpisahkan dari Keputusan Rektor ini;

KEDUA : Biaya yang timbul sehubungan dengan surat keputusan ini dibebankan pada Daftar Isian Pelaksanaan Anggaran (DIPA) Universitas Negeri Gorontalo Tahun 2020 Nomor: 023.17.2.677521/2020 tanggal 27 Desember 2019;

KETIGA : Keputusan Rektor ini berlaku pada tanggal ditetapkan.

Ditetapkan di Gorontalo
pada tanggal 13 April 2020
REKTOR UNIVERSITAS NEGERI GORONTALO,

EDUART WOLOK
NIP. 197605232006041002

LAMPIRAN
KEPUTUSAN REKTOR UNIVERSITAS NEGERI GORONTALO
NOMOR 458/UN47/HK.02/2020
TANGGAL 15 APRIL 2020
TENTANG
DOSEN PENERIMA PENDANAAN PENELITIAN BIAYA PNBP/BLU UNIVERSITAS NEGERI GORONTALO TAHUN 2020

DAFTAR PENERIMA PENDANAAN PENELITIAN BIAYA PNBP/BLU
UNIVERSITAS NEGERI GORONTALO TAHUN 2020

NO	SKIM	NAMA DOSEN	JUDUL PENELITIAN	BIAYA
1	Penelitian Dosen Pemula	Sartika Dewi Usman, S.T., M.T Ir. Rawiyah Husnan, MT	Efektivitas Penerapan media video pembelajaran pada mata pelajaran Mekanika Teknik di SMK Negeri 3 Kota Gorontalo	9.000.000
2	Penelitian Dosen Pemula	Jamal Darusalam Giu, ST, MT Ir. Fentje Abdul Rauf, MT Jumiati Ilham, ST, MT	Desain Inverter Adaptif Berbasis Logika Fuzzy-PI pada Solar Home System untuk Rumah Mandiri Energi	9.000.000
3	Penelitian Dosen Pemula	Niniek Pratiwi, S.T., M.T Ir. Sri Sutarni Arifin, S.Hut, M.Si	Desain Model Eco-Cooler Yang Dapat Diterapkan Pada Rumah Tinggal Penduduk Di Gorontalo Dengan Menggunakan Aplikasi Ansys	9.500.000
4	Penelitian Dosen Pemula	La Nane, S.Pi, M.Agr.Sc Dr. Alfi Sahri Remi Baruadi, S.Pi, M.Si	Inventarisasi Jenis dan Kepadatan Lamun yang Potensial untuk Dikembangkan dan Diproduksi menjadi Pakan Bulu Babi (Sea urchin)	10.000.000
5	Penelitian Dosen Pemula	Djihad Wungguli, S.Pd., M.Si Nurwan, S.Pd, M.Si	Penerapan Model Integer Linear Programming dalam Optimasi Penjadwalan Mata Kuliah Secara tomatis di Kampus Baru Bone Bolango	9.000.000

28	Penelitian Pengembangan Keilmuan Guru Besar	Prof. Dr. Astin Lukum, M.Si Dr. Masrid Pikoli, S.Pd, M.Pd	Pengembangan Media Pembelajaran Audio Visual Berintegrasi Pendidikan Karakter dalam Pembelajaran Kimia untuk Memfasilitasi Perubahan Konseptual dan Penguatan Karakter Siswa SMA di Kawasan Toluk Tomini	47.500.000
29	Penelitian Pengembangan Keilmuan Guru Besar	Prof. Dr. Hasanuddin Fatsah, M.Hum Dr. Sartin T. Miolo, M.Hum	Improving Suplementary Teacher-Made Test Of Summative Assessment At Smpn Bonebolango Gorontalo Province Indonesia	47.500.000
30	Penelitian Pengembangan Keilmuan Guru Besar	Prof. Dr. Kartin Lihawa, M.Pd Karmila Mahmud, S.Pd, MA, Ph.D	Developing The Way Of Students' Writing Experts' Opinion In Their Theoretical Bases Of Research Through Scimago	47.500.000
31	Penelitian Pengembangan Keilmuan Guru Besar	Prof. Dr. Supriyadi, M.Pd Dr. Muslimin, S.Pd, M.Pd	Pengembangan Perangkat Evaluasi Pembelajaran Menulis Ilmiah Yang Partisipatif Dan Kolaboratif Untuk Mengembangkan Kecerdasan Sosial Dan Emosional Mahasiswa	43.000.000
32	Penelitian Pengembangan Keilmuan Guru Besar	Prof. Dr. Wenny Hulukati, M.PdDr. Maryam Rahim, M.Pd	Pengembangan Panduan Layanan Bimbingan Dan Konseling Untuk Peningkatan Kompetensi Guru Mengembangkan Kreativitas Siswa Sekolah Dasar	45.000.000
33	Penelitian Sosial Budaya	Meilinda Lestari Modjo, S.ST.Par., MM.Par Poppy Arnold Kadir, SE, MM.Par Yumanraya Noho, S.Pd, M.Sc	Identifikasi potensi makanan tradisional di kawasan teluk tomini sebagai daya tarik wisata gastronomi; (studi di 3 desa	24.000.000

90	Penelitian Dasar	Daud Yusuf, S.Kom, M.Si Wiwin Kobi, S.Pd, M.Pd	Pemodelan Sistem Informasi Geografis Untuk Zonasi Kawasan Rehabilitasi Mangrove Di Kawasan Pesisir Selatan Provinsi Gorontalo	22.500.000
91	Penelitian Dasar	Dr. Tri Handayani Amaliah, SE. Ak, M.SiRonald S. Badu, SE, M.Si	Konstruksi Konsep Akuntansi Berbasis Nilai-Nilai Makrifat Dalam Pembentukan Karakter Mahasiswa (Suatu Pendekatan Etnometodologi Islam)	23.000.000
92	Penelitian Dasar	Ernawati, ST, MT Lidya S. Tatura, ST, M.Si Abdi Gunawan Djafar, ST, M.Si	Pengembangan Ornamen "Jalamba/Toyidu " Pada Desain Interior Dan Bangunan Modern Sebagai Ciri Khas Arsitektur Gorontalo	23.500.000
93	Penelitian Dasar	Dr. Jusna Ahmad, M.Si Dr. Chairunnisah J. Lamangantjo, M.Si Wirnangsi D. Uno, S.Pd, M.Kes	Potensi Gulma Siam (Chromolaena Odorata) Sebagai Pupuk Dan Pestisida Cair Serta Aplikasinya Untuk Meningkatkan Produksi Hortikultura	22.500.000
94	Penelitian Dasar	Dr. Indriati Husain, S.P, M.Si Yunnita Rahim, SP, M.Si	Induksi Keragaman Sifat dengan Sinar Gamma dan Uji Daya Hasil untuk Pengembangan Tanaman Jagung Manis di Provinsi Gorontalo	22.500.000
			TOTAL	**2.271.000.000**

REKTOR UNIVERSITAS NEGERI GORONTALO,

EDUART WOLOK
NIP. 197605232006041002

APPENDIX 6. Surat Tugas

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI GORONTALO
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
Jalan Jenderal Sudirman Nomor 6 Kota Gorontalo
Telepon (0435) 821152 Faximile (0435) 821725
Laman www.ung.ac.id

SURAT TUGAS
Nomor : 247 /UN47.D1/PT.01.05/2020

Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Negeri Gorontalo dengan ini menugaskan kepada:

No	Nama	NIP	Pangkat	Gol	Jabatan
1	Prof. Dr. Kartin Lihawa, M.Pd	195708021986022001	Pembina Utama Madya	IVd	Ketua Tim Peneliti
2	Karmila Mahmud, S.Pd, MA, Ph.D	197509101999032002	Pembina	IVa	Anggota Tim Peneliti

Untuk melakukan penelitian yang dibiayai oleh PNBP/BLU tahun anggaran 2020 Universitas Negeri Gorontalo Skim Penelitian Pengembangan Keilmuan Guru Besar dengan judul "Developing The Way Of Students' Writing Experts' Opinion In Their Theoretical Bases Of Research Through Scimago" yang dilaksanakan mulai dari bulan April hingga Oktober Tahun 2020.
Demikian Surat tugas ini dibuat untuk dilaksanakan dengan penuh tanggung jawab.

23 April 2020
Ketua LPPM,

Prof. Dr. Ishak Isa, M.Si
NIP. 196105261987031005

Appendix 7: The List of Participants

Number of Participant	The Name of Students
1.	Megi Septiana Gobel
2.	Erisnawati Nur Alfrida
3.	Firman A. Mahyudin
4.	Rahmawati Eka Putri Ali
5.	Seftiwin Sunga
6.	Abdurahaman Fitra Ilato
7.	Siti Nadira Pua
8.	Sri Amalia Tompunu
9.	Pijar Putri Kemuning
10.	Siva Fauzia
11.	Sri Megawati Bahuwa
12.	Zein Amu
13.	Gendis Iswara Paputungan
14.	Sri Meilanti Potale
15.	Amina Qurrata Aini Matoka
16.	Malvino Erlanditya Dilapanga
17.	Sulis Dangkua
18.	Tiara H. Husain
19.	Ayu Aprilia Tuna
20.	Risqi Nuraini
21.	Nurlaila Sayahni B. Sarifudin
22.	Sindi Ivanka Towopa
23.	Anggriani E. Djunubi
24.	Salma Fadlina Laos

Appendix 8: Kontrak Penelitian

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI GORONTALO
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
Jalan Jenderal Sudirman Nomor 6 Kampus Jambura Kota Gorontalo
Telepon (0435) 821152 Faximile (0435) 821725

KONTRAK PENELITIAN
PENGEMBANGAN KEILMUAN GURU BESAR
Tahun Anggaran 2020
Nomor : B/63/UN47.D1/PT.01.03/2020

Pada hari ini Jumat tanggal Tujuh Belas bulan April tahun Dua Ribu Dua Puluh, kami yang bertandatangan di bawah ini :

1. **Prof. Dr. Ishak Isa, M.Si** : Ketua LPPM Universitas Negeri Gorontalo, dalam hal ini bertindak untuk dan atas nama Universitas Negeri Gorontalo, yang berkedudukan di Jln. Jenderal Sudirman No. 6 Kota Gorontalo, untuk selanjutnya disebut **PIHAK PERTAMA;**

2. **Prof. Dr. Kartin Lihawa, M.Pd** : Dosen Fakultas Sastra dan Budaya Universitas Negeri Gorontalo, dalam hal ini bertindak sebagai pengusul dan Ketua Pelaksana Penelitian Tahun Anggaran 2020 untuk selanjutnya disebut **PIHAK KEDUA**.

PIHAK PERTAMA dan **PIHAK KEDUA**, secara bersama-sama sepakat mengikatkan diri dalam suatu Kontrak Penelitian Pengembangan Keilmuan Guru Besar Tahun Anggaran 2020 dengan ketentuan dan syarat-syarat sebagai berikut :

Pasal 1
Ruang Lingkup Kontrak

PIHAK PERTAMA memberi pekerjaan kepada **PIHAK KEDUA** dan **PIHAK KEDUA** menerima pekerjaan tersebut dari **PIHAK PERTAMA,** untuk melaksanakan dan menyelesaikan Penelitian Pengembangan Keilmuan Guru Besar Tahun Anggaran 2020 dengan judul "**Developing The Way Of Students' Writing Experts' Opinion In Their Theoretical Bases Of Research Through Scimago**".

Pasal 2
Dana Penelitian

(1) Besarnya dana untuk melaksanakan penelitian dengan judul sebagaimana dimaksud pada Pasal 1 adalah sebesar **Rp. 47.500.000** ***(Empat Puluh Tujuh Juta Lima Ratus Ribu Rupiah)*** sudah termasuk pajak.
(2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibebankan pada Daftar Isian Pelaksanaan Anggaran (DIPA) Universitas Negeri Gorontalo Nomor : 023.17.2.677521/2020 tanggal 27 Desember 2019.

Pasal 3
Tata Cara Pembayaran Dana Penelitian

(1) **PIHAK PERTAMA** akan membayarkan Dana Penelitian kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:
   a. Pembayaran Tahap Pertama sebesar 70% dari total dana penelitian yaitu 70% x Rp. 47.500.000 = **Rp. 33.250.000** ***(Tiga Puluh Tiga Juta Dua Ratus Lima Puluh Ribu Rupiah)***, yang akan dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** setelah **PARA PIHAK** menandatangani kontrak penelitian.
   b. Pembayaran Tahap Kedua sebesar 30% dari total dana penelitian yaitu 30% x Rp. 47.500.000 = **Rp. 14.250.000** ***(Empat Belas Juta Dua Ratus Lima Puluh Ribu Rupiah)***, dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** setelah **PIHAK KEDUA** menyelesaikan semua kewajiban yaitu Laporan Akhir Penelitian, Catatan Harian, Catatan Keuangan, Unggah SIMLIT-UNG dan Luaran Penelitian.

(2) Dana Penelitian sebagaimana dimaksud pada ayat (1) akan disalurkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** ke rekening sebagai berikut:

Nama	:	Kartin Lihawa
Nomor Rekening	:	0362110193
Nama Bank	:	BNI

Pasal 4
Jangka Waktu

Jangka waktu pelaksanaan penelitian sebagaimana dimaksud dalam Pasal 1 sampai selesai 100%, adalah terhitung sejak **Tanggal 20 April 2020** dan berakhir pada **Tanggal 22 Oktober 2020.**

Pasal 5
Target Luaran

(1) **PIHAK KEDUA** berkewajiban untuk mencapai target luaran wajib penelitian yang dijanjikan sesuai syarat pengajuan skema penelitian dimaksud.
(2) **PIHAK KEDUA** berkewajiban untuk menyampaikan luaran sebagaimana dimaksud pada ayat (1) kepada **PIHAK PERTAMA.**

Pasal 6
Hak dan Kewajiban

(1) Hak dan Kewajiban **PIHAK KEDUA**:
   a. **PIHAK KEDUA** berhak menerima dana penelitian dari **PIHAK PERTAMA** dengan jumlah sebagaimana dimaksud dalam Pasal 2 ayat (1);
   b. **PIHAK KEDUA** berkewajiban untuk bertanggungjawab dalam penggunaan dana penelitian yang diterimanya sesuai dengan proposal kegiatan yang telah disetujui;

Pasal 7
Laporan Pelaksanaan Penelitian

(1) **PIHAK KEDUA** berkewajiban untuk menyampaikan kepada **PIHAK PERTAMA** berupa laporan akhir penelitian mengenai luaran penelitian dan rekapitulasi penggunaan anggaran sesuai dengan jumlah dana yang diberikan oleh **PIHAK PERTAMA** yang tersusun secara sistematis sesuai pedoman yang ditentukan oleh **PIHAK PERTAMA**.
(2) **PIHAK KEDUA** berkewajiban mengunggah Laporan Akhir Penelitian dan Catatan harian penelitian yang telah dilaksanakan ke SIMLIT-UNG paling lambat **20 Oktober 2020.**
(3) **PIHAK KEDUA** berkewajiban menyerahkan *Hardcopy* Laporan Akhir Penelitian dan Rekapitulasi Penggunaan Anggaran 100% kepada **PIHAK PERTAMA,** paling lambat **20 Oktober 2020.**
(4) **PIHAK KEDUA** berkewajiban mengunggah Laporan Akhir pada SIMLIT-UNG

Pasal 8
Monitoring dan Evaluasi

PIHAK PERTAMA dalam hal ini Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM) Universitas Negeri Gorontalo akan melakukan Monitoring dan Evaluasi internal terhadap kemajuan pelaksanaan Penelitian di **bulan Juli 2020**.

Pasal 9
Penilaian Luaran

Penilaian luaran penelitian dilakukan oleh Komite Penilai/*Reviewer* Luaran sesuai dengan ketentuan yang berlaku.

Pasal 10
Penggantian Ketua Pelaksana

(1) Apabila **PIHAK KEDUA** selaku ketua pelaksana tidak dapat melaksanakan Penelitian ini, maka **PIHAK KEDUA** wajib mengusulkan pengganti ketua pelaksana yang merupakan salah satu anggota tim kepada **PIHAK PERTAMA**.
(2) Apabila **PIHAK KEDUA** tidak dapat melaksanakan tugas dan tidak ada pengganti ketua sebagaimana dimaksud pada ayat(1), maka **PIHAK KEDUA** harus mengembalikan dana penelitian kepada **PIHAK PERTAMA** yang selanjutnya disetor ke Kas Negara.
(3) Bukti setor sebagaimana dimaksud pada ayat (2) disimpan oleh **PIHAK PERTAMA.**

Pasal 11
Sanksi

(1) Apabila sampai dengan batas waktu yang telah ditetapkan untuk melaksanakan Penelitian ini telah berakhir, namun **PIHAK KEDUA** belum menyelesaikan tugasnya diantaranya Laporan Akhir Penelitian, Catatan Harian, Catatan Keuangan, Unggah SIMLIT-UNG dan Luaran wajib/tambahan, maka **PIHAK KEDUA** dikenakan sanksi administratif berupa penghentian

pembayaran dan tidak dapat mengajukan proposal penelitian dalam kurun waktu dua tahun berturut-turut.

(2) Apabila **PIHAK KEDUA** tidak dapat mencapai target luaran sebagaimana dimaksud dalam Pasal 5, maka kekurangan capaian target luaran tersebut akan dicatat sebagai hutang **PIHAK KEDUA** kepada **PIHAK PERTAMA** yang apabila tidak dapat dilunasi oleh **PIHAK KEDUA**, akan berdampak pada kesempatan **PIHAK KEDUA** untuk mendapatkan pendanaan penelitian atau hibah lainnya yang dikelola oleh **PIHAK PERTAMA**.

Pasal 12
Pembatalan Perjanjian

(1) Apabila dikemudian hari terhadap judul Penelitian sebagaimana dimaksud dalam Pasal 1 ditemukan adanya duplikasi dengan Penelitian lain dan/atau ditemukan adanya ketidakjujuran, itikad tidak baik, dan/atau perbuatan yang tidak sesuai dengan kaidah ilmiah dari atau dilakukan oleh **PIHAK KEDUA**, maka perjanjian Penelitian ini dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima kepada **PIHAK PERTAMA** yang selanjutnya akan disetor ke Kas Negara.

(2) Bukti setor sebagaimana dimaksud pada ayat (1) disimpan oleh **PIHAK PERTAMA.**

Pasal 13
Pajak-Pajak

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan oleh **PIHAK KEDUA** ke kantor pelayanan pajak setempat sesuai ketentuan yang berlaku.

Pasal 14
Peralatan dan/alat Hasil Penelitian

Hasil Pelaksanaan Penelitian ini yang berupa peralatan dan/atau alat yang dibeli dari pelaksanaan Penelitian ini adalah milik Negara yang dapat dihibahkan kepada Universitas Negeri Gorontalo sesuai dengan ketentuan peraturan perundang-undangan.

Pasal 15
Penyelesaian Sengketa

Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini akan dilakukan penyelesaian secara musyawarah dan mufakat, dan apabila tidak tercapai penyelesaian secara musyawarah dan mufakat maka penyelesaian dilakukan melalui proses hukum.

Pasal 16
Lain-lain

(1) **PIHAK KEDUA** menjamin bahwa penelitian dengan judul tersebut di atas belum pernah dibiayai dan/atau diikutsertakan pada Pendanaan Penelitian lainnya, baik yang diselenggarakan oleh instansi, lembaga, perusahaan atau yayasan, baik di dalam maupun di luar negeri.
(2) Segala sesuatu yang belum cukup diatur dalam Perjanjian ini dan dipandang perlu diatur lebih lanjut dan dilakukan perubahan oleh **PARA PIHAK**, maka perubahan-perubahannya akan diatur dalam perjanjian tambahan atau perubahan yang merupakan satu kesatuan dan bagian yang tidak terpisahkan dari Perjanjian ini.

Perjanjian ini dibuat dan ditandatangani oleh PARA PIHAK pada hari dan tanggal tersebut di atas, dibuat dalam rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku, yang masing-masing mempunyai kekuatan hukum yang sama.

PIHAK PERTAMA	PIHAK KEDUA
Prof. Ishak Isa, M.Si	Prof. Dr. Kartin Lihawa, M.Pd
NIP. 19610526 198703 1 005	NIP. 19570802 198602 2 001