

PROCEEDINGS

**The First
INTERNATIONAL CONFERENCE ON LINGUISTICS AND
LANGUAGE TEACHING
I-CoLLaTe**

Yogyakarta, 12-13 May 2015

**"LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL
UNDERSTANDING"**

Prof. Dr. Suhardi, M.Pd.
Drs. Rohali, M.Hum.

**PRESS**
2015

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UNDERSTANDING”**

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Judul Buku :
**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL
UNDERSTANDING”**

Penyunting :
Dr. Dwiyanto Djoko Pranowo, M.Pd.
Drs. Sulis Triyono, M.Pd.
Nuning Catur Sri Walujeng, S.Pd., M.A.

Tata Letak :
Pudji Triwibowo

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MESSAGE FROM THE CONFERENCE CHAIR

Assalamu'alaikum warrahmatullah wabarakatuh

May peace and God's blessings be upon you all

First of all allow me to extend my warmest greetings and welcome to you all to the 1st International Conference on Linguistics and Language Teaching, held by Yogyakarta State University to celebrate its 51st anniversary.

Raising the theme – Linguistics and Language Teaching for Cultural Understanding - this conference is designed to promote the use of languages as a vehicle of cultural understanding, to promote the use of Asian languages as a lingua franca in Asia, and to promote CAFR (Common Asian Framework of Reference for Language)-based learning and teaching. Hopefully, all discussions in this conference can be inspiring and useful for us to improve the quality of cultural understanding.

Ladies and gentlemen

For your information, we will proudly present one keynote speech, four plenary presentation sessions and six parallel presentation sessions. Four outstanding speakers in the field of linguistics and language teaching have been invited. They are Dr. Katharina Endriati Sukamto from The Indonesian Linguistics Community (MLI), Indonesia, Christine Moerman from Institut Français d'Indonésie (IFI), Prof. Sombat Khruathong, Ph. D. From Prince Songkla University, Thailand, Prof. David Reeve from University of New South Wales, Australia, and Nguyen Ngoc huongGiang, M.A. from Hanoi University, Vietnam.

Let me also inform you that 85 presenters from abroad and many parts of Indonesia will be discussing various important issues on linguistics and language teaching in the parallel presentations sessions. Most of them are teachers, lecturers, and undergraduate, graduate, and even postgraduate students.

Ladies and gentlemen

We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially open the conference.

To conclude, let me wish you a fruitful discussion during the conference and an enjoyable stay in Yogyakarta. Thank you very much for your attention.

Wassalamu'alaikum warrahmatullah wabarakatuh.

May peace and God's blessings be upon you all

Yogyakarta, 12 May, 2015

Conference Chair

Drs. Rohali, M.Hum.

**SPEECH BY THE DEAN OF
THE FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

Assalamu 'alaikum warohmatullahi wabarokatuh

Globalization has led changes in all aspects of human's life, including language as a means and product of culture to occur. The language and behaviors of language communities have undergone changes, shifts, mixing, or even replacement as a result of contacts of cultures and languages constituting a consequence of the globalization. It shows how big the role of globalization is in the human's life.

This brief description is actually very extreme because it can be assured that in the language communities the awareness of the importance of self identity of a language community tend to exist. This is identified by the language and the language behavior. From this point the awareness of maintaining, developing, or even preserving a language for the sake of imaging of the self identity of a language emerges— once again as a mode and product of a culture. That language shows who we are has long been believed to be true. Thus, the existence of globalization strengthens the essential position of language to show the self identity of a community (nation) in a multicultural society, a world society. In the global multicultural society's life the understanding of cross culture is getting more crucial. That is why I warmly welcome and extend my highest appreciation to the committee members of the "International Conference on Linguistics and Language Teaching" the members of the organizing committee for their hard painstaking work to bring the issues on linguistics and language teaching for the cultural understanding as the main topic of the conference and develop it into a number of sub-topics related to language, culture, and language teaching including in it curriculum and evaluation. Such issues are crucial to discuss. Sharing experiences among the conference participants will build the understanding, appreciation, and implementation of multiculturalism for realizing a peaceful life of the communities despite the heterogeneous, plural, and global condition.

To conclude, once again in this occasion let me extend my highest appreciation to the committee for organizing this conference. To all participants, I would like to say "welcome to Yogyakarta." Great thanks go to all presenters for their participation. Hopefully, this conference can bring to us benefits. Finally, let me wish you a productive discussion and a fruitful conference.

Wassalamu 'alaikum warohmatullahi wabarokatuh
Yogyakarta,
Dean,

Prof. Dr. Zamzani, M.Pd.
NIP 195505051980111001

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FINDING PROBLEMS IN CREATING AN ENGLISH ESSAY: A CASE STUDY ON WRITING CLASS FOR ENGLISH EDUCATION DEPARTMENT STUDENTS

Fauzia
University of Ahmad Dahlan Yogyakarta

Abstract

Essay Writing is one of the compulsory subjects for students in the fourth semester in English Education Department. As one of the compulsory subjects, essay writing is regarded to be one of the skills that should be mastered by the students. Essay writing is the fourth step in writing skills, after the students take sentence writing, paragraph writing, and composition. The objective of this subject is to make the students are able to make a good English essay. Moreover, they are also able to produce their own essay. This subject is usually called "project-based" subject, because in the end of the semester, they have to produce at least two essays with different types. However, there are at least five problems for students in creating an English essay: (1) starting the introduction, (2) composing the body of the paragraph, (3) deciding the conclusion, (4) developing the title, and (5) understanding text types of essay. All of those problems occur in the teaching learning process as the reflections of students in creating an English essay. By finding problems in creating an English essay, it will give the lecturers a new insight to help their students in the writing class

Keywords: essay, writing, problems

I. Introduction

Writing is a complex process. (Tribble in Harmer: 2001) states the various stages of drafting, reviewing, redrafting, and writing, etc. are done in a recursive way. Thus at the editing stage, it feels the need to go back to a pre-writing phase and think again. Furthermore (White and Arndt in harmer 2001) stress that "writing is re-writing"; it is an interrelated set of recursive stages which include: (a) Drafting, (b) Structuring (ordering information, experimenting with arrangement, etc.) (c) Reviewing (checking context, connection, assessing impact, and editing), (d) Focusing (that is making sure getting the message across want to across, and (d) Generating ideas and evaluation (assessing the draft and /or subsequent drafts.

An essay is made up of a group of paragraphs about one subject. A paragraph has three main parts: the topic sentence, the body which is made up of supporting sentences, and the concluding sentence. The diagram that follows shows that an essay also has three main parts: the introduction, the body, and the conclusion.

A. The introductory paragraph

The introduction is the first paragraph of the essay. It begins the essay and has two parts: general statements and the thesis statement. General statements give the reader background information about the topic of the essay (Oshima: 1997). They should be interesting enough to keep the reader's attention. The thesis statement should fulfil these requirements:

- a. It states the main topic of the essay.
- b. It may list the subtopics of the main topic.
- c. It may also mention the method of organization.
- d. It is the last sentence of the introduction.

The number of general statements write in an introduction will depend on how long the essay is. However, it should write at least two or three general statements in an introduction. The first sentence should be a very general comment about the subject. The second sentence should be less general, the third one should be even less general, and so on. The last general statement should be the least general of all. After the last general statement is the thesis statement. This the last sentence in the introduction. The thesis statement is the most specific statement of the

introductory paragraph. It names the topic and the controlling idea (s) for the entire essay.

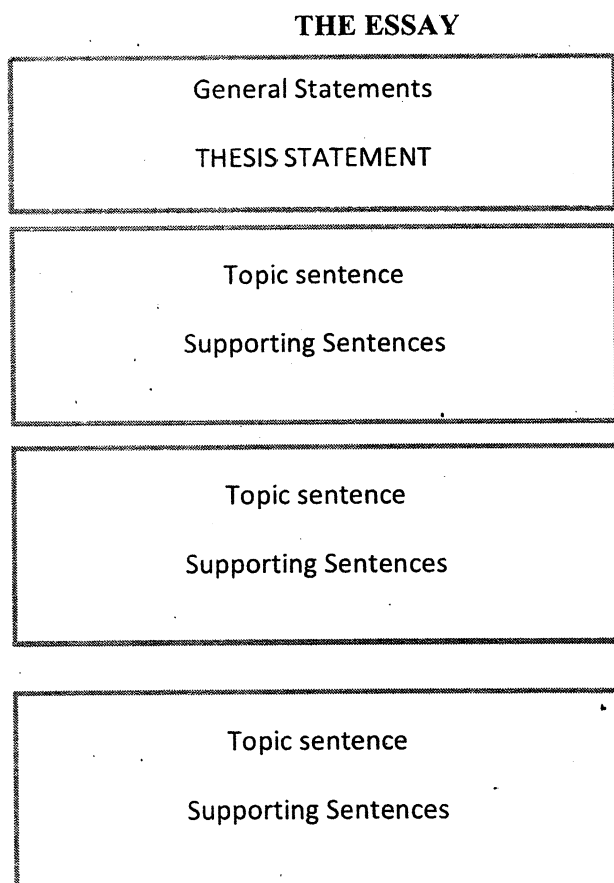
B. Body Paragraphs

The body of the essay is made up of one or more paragraphs. Each of these paragraphs has a topic sentence, supporting sentence, and sometimes a concluding sentence. Each of the body paragraphs supports the thesis statement (Oshima, 1997).

C. The Concluding Paragraph

The conclusion is the last paragraph of the essay. It does three things: (1) it signals the end of the essay, (2) it summarizes the main points, (3) it leaves the reader with the writer's final thoughts on the subject. Moreover, in concluding sentences to signal the end of an essay, use a conclusion transition signal such as in conclusion, in summary, or to summarize. Then, either summarize the main points of the essay or rewrite the thesis statement in different words (Oshima: 1991). The complete diagram as follows:

Diagram 1. The Essay Organization



CONCLUDING SENTENCE (S)

Final Thoughts

II. Discussion

a. Research procedure

This paper is based on research project. The writer did the descriptive research by giving some respondents a questionnaire. The respondent is students from two classes and majoring English Education. By using open and close questionnaire, the writer also got the data from in depth interview with some EFL learners, the native speaker who teaches in writing class, and also did literature review from some books which are containing some knowledge about writing in order to enrich and also support the data.

b. Problems in Essay

Based on the research, there are at least five crucial problems regarding to the essay writing class that is (1) starting the introduction, (2) composing the body of the paragraph, (3) deciding the conclusion, (4) developing the title, and (5) understanding text types of essay. All of those problems occur in the teaching learning process as the reflections of students in creating an English essay. Without ignoring the problems in grammar and mechanics such tenses and punctuation, here are the list of the problems:

First, the students often do not understand the terminology of an essay and how to apply. Most of students do not have ability to differentiate between paragraph and essay. They found difficulties as problems in comprehending the essay organization, which is made up of introduction, body paragraphs, and concluding paragraph. The essay organization in introductory which moves from general statement to the specific statement resembles a funnel, wide at the top (beginning) and narrow at the bottom (end) is also being one of the most important problems for the learners.

Second, is lack of the English language skills. As one of the skills in English, writing becomes the most difficult skills for some

learners. It is because they rare to practice to write in English in their daily activities.

Third is about coherence. Learners found problems to develop through the body of the paragraphs, and to re-state the thesis statement in the conclusion. Every good paragraph in an essay must have coherence.

Fourth is learner found problems in composing a thesis statement. By doing brainstorming to develop the main idea that will be stated in the thesis statement, learners try to develop the main topic of the essay that they developed. However, the thesis statements sometimes do not clear enough to the readers. It is also lack of unity.

Fifth is lack of vocabularies because learners do not familiar with the topic. It often that the teachers give a list of topics in a classroom, however sometimes learners choose topics that they do not know well. The problem comes when they start to write an essay. Because they do not comprehend the topic, it starts to get "block of ideas" for most learners. The "block of ideas" problem comes because learners do not have sufficient literature, even the references to enrich their knowledge about the topic. Writing is one of receptive skills, besides speaking that will be mastered after the learners mastered the reading and listening skills. When the learners do not know some sources well, and they never read some sources regarding to the topic, then they will find "block of the ideas" as one of the biggest problems when they start to write an essay in the beginning process. By doing brainstorming, learners must have basic knowledge the topic that they are familiar with it. Understanding the topic well will make the learners easier to develop the title.

III. Conclusion

Regarding to those problems, there are some solutions for the teachers:

1. In the beginning of the class, it is good for the lecturers to explain about the terminology of an essay. The basic knowledge about essay will give the learners an insight to develop and creating a good English essay. Give a model of essay to the learners. Add also with types text in essay such as contrast ad comparison, cause and effect, argumentation, etc.

2. Make sure that learners write the topic that they know and familiar well with it. Their understanding about the topic will make them to compose an essay easier. It not only related with the vocabularies, but also the decision in making a good main idea as a thesis statement.
3. Use transition signals to connect the idea in one sentence with the idea in another sentence. It is also able to use transitions from one paragraph to another paragraph in order to make the movement between sentences or paragraphs run smoothly (Oshima: 1991). The functions of every transition signals as follows:

Table 2. Transition Signals

Usage	Sentence Connectors	Conjunctions	
		Coordinating	Subordinating
To list ideas in time order or order of importance	First of all Then Next Finally		
To add another idea	Furthermore In addition Moreover	And	
To add an opposite idea	On the other hand However	But	although even though
To add a similar idea	Similarly Likewise Also	And	
To give an example	For example For instance		
To give a cause (or reason)		For	Because Since As
To	Therefore	So	

give an effect (or result)	re consequently		
To add a conclusion	In conclusion In brief		

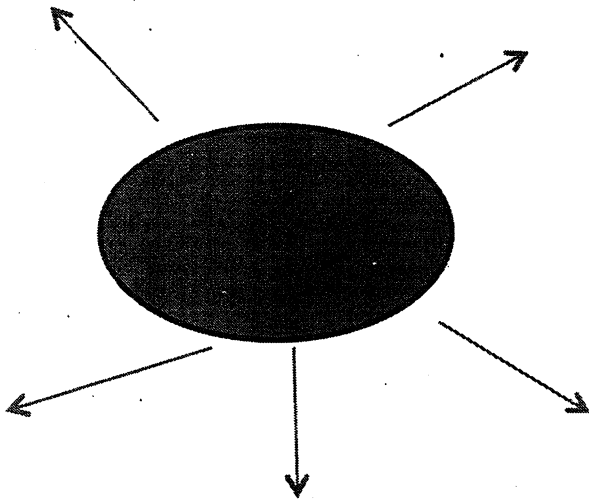
4. Asking learners to do pre-writing or brainstorming when they got "block ideas" in the beginning of writing process. The brainstorming can be in the form of listing or clustering. Listing means that learners list all of words or sentences which have any correlation with the topic. Then after that, learners are giving opportunity to delete the words or sentences that is not consistent with the topic. Moreover, learners may also develop clustering by creating a spider web, Write the topic in the middle of the topic, then write the items will compose.

The examples as follows:

a. Listing

.....

b. Spider Web



References

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