

**AN ANALYSIS ON SUBJECT VERB CONCORD MISTAKES IN
ARGUMENTATIVE ESSAY WRITING MADE BY SECOND SEMESTER
STUDENTS OF UIN RADEN MAS SAID SURAKARTA IN ACADEMIC
YEAR 2020/2021**

THESIS

Submitted as A Partial Requirements
for the Degree of *Sarjana*



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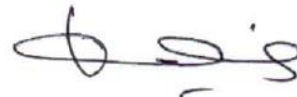
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Thank you for the attention.

Wassalamualaikum Wr. Wb.

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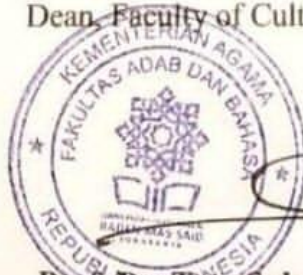
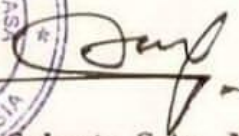
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DEDICATION

This thesis is dedicated to:

1. My parents, Suciati and Jumadi
2. My brothers, Bagus Galih Permadi and Bayu Aji Nugroho
3. My big family
4. All of my friends
5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“Allah will create ease after hardship.”

(Quran 65:7)

“Life is a masterpiece.”

Stray Kids Double Knot

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

“An Analysis on Subject Verb Concord Mistakes in Argumentative Essay Writing Made by Second Semester Students of UIN Raden Mas Said Surakarta in Academic Year 2020/2021” is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 15 December 2022

Stated by,



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ACKNOWLEDGEMENT

Alhamdulillah, first and foremost, all praises be to Allah, the single power, the Lord of the universe, Master of the day of judgement, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis on Subject Verb Concord Mistakes in Argumentative Essay Writing Made by Second Semester Studens of UIN Raden Mas Said Surakarta”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

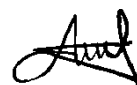
The researcher is sure that this thesis would not be completed without the help, support, and suggestions, from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir, S. Ag, M.Pd., as the Rector of UIN Raden Mas Said Surakarta
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of Cultures and Languages Faculty
3. Wildan Mahir Muttaqin, M.A.TESL., as the Coordinator of English Language Education Study Program
4. Budiasih, S.Pd, M.Hum., as the advisor
5. Mrs Maria Wulandari., M.Pd., as the lecturer of Argumentative Essay Writing subject
6. Everyone who has helped the researcher conducting the research and write the thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and reader in general.

Surakarta, 15 December 2022

The Researcher



Ayu Damayanti

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ABSTRACT

Ayu Damayanti. 2022. *An Analysis on Subject Verb Concord Mistakes in Argumentative Essay Writing Made by Second Semester Students of UIN Raden Mas Said Surakarta in Academic Year 2020/2021*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

Analyzing subject verb concord mistakes is essential because concord is central to English Grammar. It is beneficial in avoiding a potential misleading in the sentences. In order to develop the awareness about the issues, this research aimed to analyze the types and the causes of subject verb concord mistakes in argumentative essay writing made by second semester students of UIN Raden Mas Said Surakarta in academic year 2020/2021.

In this study, the terms error and mistake are used interchangeably to refer to the generation of incorrect forms in learners' linguistic output. The data of this research were 29 argumentative essays made by the students. In analyzing the data, the researcher used Straus, Kaufman, & Stren (2014) classification to determine the types of mistakes. After that, the identified mistakes were classified into interlingual transfer and intralingual transfer, in order to explain the mistakes.

The result of the study revealed that there were 3 types of subject verb agreement mistakes which comprised 108 mistakes. The most frequent types of subject verb concord mistakes was basic rule which indicated 105 mistakes (97%). It was followed by subject verb concord with *and*, which indicated 2 mistakes (2%). The least frequent types of subject verb concord mistake was finding subjects before phrases beginning with *of*, which indicated only 1 mistake (1%). There were two major types in the causes of mistakes. The intralingual transfer came up as the highest frequency with 80 mistakes (74%) and was followed by interlingual transfer, which indicated 28 mistakes (26%). In intralingual transfer, there were sub-categories namely; overgeneralization with 9 mistakes (11.3%); ignorance of rule restriction with 42 mistakes (52.5%); incomplete application of rules with 18 mistakes (22.5%); and false concept hypothesized with 11 mistakes (13.7%). Ignorance of rule restriction was the major cause of subject verb concord mistake in intralingual transfer.

Keywords: *Mistake, Subject Verb Concord, Argumentative Essay*

ABSTRAK

Ayu Damayanti. 2022. *Analisis Kesalahan Kesesuaian Subjek-Kata Kerja dalam Penulisan Esai Argumentatif oleh Mahasiswa Semester Dua UIN Raden Mas Said Surakarta Tahun Akademik 2020/2021*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Adab dan Bahasa.

Menganalisis kesalahan kesesuaian subjek-kata kerja sangat penting karena aspek tersebut merupakan inti dalam Bahasa Inggris. Penelitian ini bermanfaat untuk menghindari potensi kesalahan dalam kalimat. Untuk meningkatkan kesadaran tentang masalah tersebut, penelitian ini bertujuan untuk menganalisis jenis dan penyebab kesalahan kesesuaian subjek-kata kerja dalam penulisan esai argumentatif oleh mahasiswa semester dua UIN Raden Mas Said Surakarta tahun akademik 2020/2021.

Dalam penelitian ini, istilah eror dan kesalahan digunakan secara bergantian yang merujuk pada setiap bentuk kesalahan linguistik mahasiswa. Data dari penelitian ini adalah 29 esai argumentatif yang dibuat oleh mahasiswa. Dalam menganalisis data, peneliti menggunakan klasifikasi oleh Straus, Kaufman, & Stren (2014) untuk menentukan jenis kesalahan. Setelah itu, kesalahan yang teridentifikasi diklasifikasikan menjadi *interlingual transfer* dan *intralingual transfer*, yang bertujuan untuk untuk menjelaskan penyebab kesalahan.

Hasil penelitian menunjukkan bahwa terdapat 3 jenis kesalahan pada kesesuaian subjek-kata kerja yang berjumlah 108 kesalahan. Jenis kesalahan pada kesesuaian subjek-kata kerja yang paling sering muncul adalah *basic rule* yang menunjukkan 105 kesalahan (97%). Diikuti oleh *subject verb concord with "and"*, yang menunjukkan 2 kesalahan (2%). Jenis kesalahan kesesuaian subjek-kata kerja yang paling sedikit adalah *finding subjects before phrases beginning with "of"*, yang menunjukkan hanya 1 kesalahan (1%). Ada dua jenis utama penyebab kesalahan. *Intralingual transfer* muncul dengan frekuensi tertinggi yaitu 80 kesalahan (74%) dan diikuti oleh *interlingual transfer* yang menunjukkan 28 kesalahan (26%). Dalam *intralingual transfer* terdapat subkategori yaitu; *overgeneralization* dengan 9 kesalahan (11,3%); *ignorance of rule restriction* dengan 42 kesalahan (52,5%); *incomplete application of rules* dengan 18 kesalahan (22,5%); dan *false concept hypothesized* dengan 11 kesalahan (13,7%). *Ignorance of rule restriction* adalah penyebab utama kesalahan kesesuaian subjek-kata kerja pada *intralingual transfer*.

Kata Kunci: Kesalahan, Kesesuaian Subjek-Kata Kerja, Esai Argumentatif

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the study, benefits of the study, and definition of key terms.

A. Background of the Study

Applying the correct grammar in writing was still problematic among the Indonesian students at the university level. Dewi (2017); Hibban et al. (2018); Banjar et al. (2018); Adila S.K. & Adi S. (2019) found that many of Indonesian university students were struggling to apply the correct usage of English. This causes obscurity in students' arguments that could fail them in the assessment.

Based on research by Banjar et al. (2018), the factors causing errors in English grammar were due to the carelessness, first language interference, and translation. Carelessness referred to students' motivation in learning English. The students had lack of attention that eventually result alternating error. Then, first language interference and translation were the other factors that make error of misformation appeared on students' writing. The result of study was indicated that sentence made by the students were interfered by the first language (*Bahasa Indonesia*) and they tend to translate the sentence literally.

Subject verb concord is believed as one of the major problems appeared in English writing produced by EFL students (Hibban et al, 2018). According to

Corbett (2006) as cited in Shuaibu et al. (2021), concord is the general grammatical term of a language which in a basic sense, refers to the relationship between two grammatical units. This means that if the subject is the controller and the verb is the target, the agreement features are represented by the use of number and person. In simple terms concord simply means that a form of one word requires a corresponding form of another. Leech & Svartvik (2002) stated that there are two types on corcord: concord of number (as in singular *the film is ...* but plural *the films are ...*) and concord of person (as in 1st person *I am* but 2nd person *you are*).

Concord therefore is also called agreement. Subject verb concord is basic rule to make subjects and verbs agree by matching pairs, singular with singular and plural with plural (Woods, 2010). It simply stated that the subject and the verb *agree* when they match each other (Sargeant, 2007). Albright & Langan (2020) stated that the verb must agree with its subject in number. A singular subject (one person or thing) takes a singular verb. A plural subject (more than one person or thing) takes a plural verb. In conclusion, subject verb concord means that the subject and verb must agree in number.

Although the subject verb concord is the basic of the English Grammar, it is unavoidable for the students to make some mistakes. To illustrate, the word *of* is the culprit in many subject-verb mistakes such as in the sentence, “A bouquet of yellow roses lend color and fragrance to the room.” The correct one is, “A bouquet of yellow roses lends ...”. The bouquet lends, not roses lend (Straus, Kaufman, & Stren, 2014).

Obviously, being able to find the right subject and verb will help in correcting mistakes of subject verb concord. Straus, Kaufman, and Stren, (2014) then formulated the ten rules of subject verb concord. Those are (1) basic rule; (2) finding subjects before phrases beginning with *of*; (3) With *or, either/or* and *neither/nor*; (4) With *and*; (5) With interrupting expressions; (6) With portions; (7) With *here* or *there*; (8) With distances, periods of time, sums of money, etc.; (9) With collective nouns; (10) The subjunctive mood.

Argumentative essay is an essay in which the writers agree or disagree with an issue, using reasons to support their opinion and involving refutation in order to convince the readers (Oshima & Hogue, 2006). They acknowledge what is unique about argumentative essay is that the writer does not just give reasons to support their point of view, the writer must also discuss the other side's reason and rebut them. Davis and Liss (2006) suggest the elements that make argumentative essay strong, which are counter-claim, concession characterized, and refutation. Davis and Liss (2006) also introduced the structure of argumentative essays in three parts. First, introduction to introduce the issues followed by thesis statement. Second, body paragraph is consist of the argumentation. Last is conclusion to restates the thesis statement.

Argumentative essay itself reflects the students' mastery and competency in main language skills, including subject verb concord. It is interesting to observe the mistakes appeared on students' writing. Regarding this, it is important to first understand the distinction between error and mistake. Brown (2007) refers mistake as performance errors (the learner knows the system but fails to use it),

while errors are the result of one's systematic competence (the learner's system is incorrect).

In this study, the terms error and mistake are used interchangeably to refer to the generation of incorrect forms in learners' linguistic output. The researcher used the term "causes of mistakes" by using the theory of some linguist "sources of errors." Determining the sources of error is vital as it is contributed on taking another step in formulating learners' integrated rated understanding. According to Richards (1974) errors sources that mostly occurred are interlingual transfer and intralingual transfer. Brown (2007) refers interlingual transfer as the problematic interference of the learner in the beginning stages of learning second language. On the other hand, the intralingual transfer is the transfer extend beyond interlingual transfer where the learners apply new form of the structure inadequately.

Some previous studies had conducted related to this study such as the studies by Tama (2017); Abdul (2020); Mesrawati and Don (2019); and Nurpita, Fatchul, and Yamin (2019). The researcher was interested to conduct the research with similar topic using different theory. While the previous study determined the errors based on Surface Strategy Taxonomy by Dulay, Burt, and Krashen, (1982), the present study used Straus, Kaufman, and Stern's theory (2014).

In reflecting the outlined problem, the researcher wanted to know what types of subject verb concord mistakes the students made in their argumentative essay and what the causes. This study is beneficial for EFL learners/instructors

as it assists in developing awareness of writing courses according to the students' mistakes of subject verb concord. Thus, the researcher was encouraged to conduct a research entitled, **“An Analysis on Subject Verb Concord Mitakes in Argumentative Essay Writing Made by Second Semester Students of UIN Raden Mas Said Surakarta in Academic Year 2020/2021.”**

B. Identification of the Problems

Based on the background of the study, the problem that can be identifiable is the mistake on subject verb concord made by second semester students of UIN Raden Mas Said Surakarta in academic year of 2020/2021. The students applied subject and verb concord wrongly in their argumentative essays. In order to develop the awarness of the issue, about the types and the causes of subject verb concord mistakes, the study should be well analyzed.

C. Limitation of the Problems

In this study, the researcher only studied on subject verb concord mistakes in students' writing. She focused on finding out the types and the causes of subject verb concord mistakes in writing products made by the second semester students of UIN Raden Mas Said Surakarta in academic year of 2020/2021. There are ten classes of English Language Education Study Program which conducted online class due to the pandemic. The researcher limits the data by focusing on 2A Class with 29 students as respondents.

D. Formulation of the Problems

To meet the research objective, the study forms the following research questions.

1. What are the types of subject verb concord mistakes made by second semester students of UIN Raden Mas Said Surakarta?
2. What are the causes of subject verb concord mistakes made by second semester students of UIN Raden Mas Said Surakarta?

E. Objectives of the Study

The objectives of this study are the following.

1. To classify the types of subject verb concord mistakes made by second semester students of UIN Raden Mas Said Surakarta in argumentative essay writing.
2. To describe the causes of subject verb concord mistakes made by second semester students of UIN Raden Mas Said Surakarta in argumentative essay writing.

F. Benefits of the Study

The researcher expects that the result of this study gives valuable contribution, both theoretically and practically.

1. Theoretical Benefit

This study provides referential description about subject verb concord mistakes in argumentative essay writing.

2. Practical Benefit

a. For Learners

The result of this study could increase students' awareness of subject verb concord mistakes, hopefully they are stimulated to improve their interest on subject verb concord and be able to apply it appropriately in a text such as argumentative essay

b. For Lecturer

The result of this study could help lecturer in manage students' difficulties in subject verb agreement and apply it in a text such as argumentative essay.

c. For Other Researchers

This research can be used as reference to similar study in the future.

G. Definition of Key Terms

To clarify the concept of the topic, some definitions are provided below.

1. Mistake

A mistake refers to a performance error that is either a random guess or a slip, seeing as a failure to use a known system correctly (Brown, 2007).

2. Subject Verb Concord

Subject verb concord means that certain grammatical items agree with each other (Leech & Svartvik, 2002)

3. Argumentative Essay

Argumentative essay is an essay in which the writers agree or disagree with an issue, using reasons to support their opinion and involving refutation in order to convince the readers (Oshima & Hogue, 2006).

CHAPTER II

LITERATURE REVIEW

This chapter presents literature review in two parts. The first part deals with theoretical review about these approaches: error and mistake, grammar, subject verb concord, writing, essay writing and argumentative essay writing. The second part focuses on previous related study.

A. Theoretical Review

1. Error and Mistake

a. Definition of Error

In order to understand what an error in the language learning process, it is essential to refer to 'error' definition by some linguists and experts. James (2013) defines error as being an instance of language that is unintentionally deviant and is not self-correctable by its author. It is considered to be systematic, governed by rule, and appears because a learner's knowledge of the rules of the target language is incomplete (Keshavarz, 2012).

Corder (1981) further stated, "errors are the result of some failure in performance." For example, the children keep saying *showed* and then *seed* instead of *saw*. The mother stimulates them by making sure what they say before eventually correcting it. Although it was recorded during child language acquisition, it has similarities to second/foreign language teaching in the classroom. Here the mother lets the child test alternative

hypothesis. Making a learner try to discover the right form could often be more instructive to both learner and teacher. This is similar to Brown (2007) that defines errors as the result of one's systematic competence (the learner system is incorrect).

Based on the explanation mentioned earlier, it can be concluded that errors are the result of an incorrect system. It occurs because the learner fails to use the system correctly. He/she does not know the correct form as a result of a lack of competence and it is not self-correctible.

b. Types of Error

Some linguists have already introduced types of error in the field of language learning. One of them is surface strategy taxonomy. According to Dulay, Burt and Krashen (1982) surface strategy taxonomy is the taxonomy that classifies error based on learners' cognitive process on how the language structure changes that lead to the error. The following are four types of error according to Dulay et al. (1982).

1) Omission

Omission is the error where some items are absent (omitted) which should be present in a well-formed utterance e.g. *Hani came the party* (preposition *to* is omitted in this sentence, it should be *Hani came to the party*).

2) Addition

In contrast to omission, addition is error where some items are present which should not appear in a well-formed utterance e.g. *Nadhif was had funny jokes* (the auxiliary (was) is added although the verb had been applied, it should be *Nadhif had funny jokes*). There are three types of addition errors namely double markings, regularizations, simple addition.

a) Double Marking

Double markings characterized by two items rather than one are marked for the same feature (e.g. tense). It described as the failure to delete certain items which are required in some linguistic construction.

Example: *Why didn't Mommy don't make dinner?*

(The auxiliary is produced twice, it should be: *Why didn't Mommy make dinner?*)

b) Regularization

A regularization error of addition is type of error in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means learners probably generalized all rules as regular rules, while there some exception on it in English. For example, the plural word for *salmon* is not *salmons* but *salmon*.

The other example is *putted*, the past tense form of *put* is *put*, not *putted*.

Example: I put the sliced salmon in the plate.

c) Simple Addition

Simple addition is not addition error of double marking nor regularization. It is an appearance of an item in well-formed utterance that should not be present.

Example: A this event is awesome

(Article *a* is error addition in which it should not appear. The well-formed sentence: *This event is awesome*).

3) Misformation

Misformation is the wrong use of the form of the morpheme or structure. The learners supply something, although it is incorrect. As in the case of additions, misformations are usually not random. For example, *I falled in love*. Incorrect past tense was supplied by the learners. The correct one is *I fell in love*. Misformation is divided into three types which is discussed briefly below.

a) Regularization Errors

The regularization errors of misformation are those in which a regular marker is used in place of an irregular one, as in *readed* for *read*, and *cutted* for *cut* e.g. *The governor cutted the ribbon* instead of *the governor cut the ribbon*.

b) Archi-forms

Archi-form is an error where selected form of an item representing others e.g. *that cats* (*that* is the archi-demonstrative adjective representing the entire class of demonstrative adjective). The correct one is *those cats*.

c) Alternating Forms

Alternating form is an error of various items alternation so that the learners produce incorrect alternated form in the target language e.g. plural for singular (vice versa), as in: *they* for *it*. The other example, in the production of verbs when the participate form (-*en*, as in *taken*) is being acquired, it maybe alternated with the past irregular, as in: *Ika seen her yesterday*. The correct one is *Ika has seen her yesterday*.

4) Misordering

Misordering is an error of sequencing utterance in which learners produce incorrect placement of a morpheme or a group of morpheme e.g. *I met there some Germans* (*there* is not in exact position. Since it is adverb of place, it should be in the last). The correct sentence is *I met some Germans there*.

c. Sources of Error

The researcher used the term “causes of mistakes” by using the theory of some linguist “sources of errors.” Determining the sources of error is vital as it is contributed on taking another step in formulating

learners' integrated rated understanding. According to Richards (1974) the one that mostly occurred are interlingual and intralingual one. Each category of errors sources based are discussed briefly below.

1) Interlingual Transfer

Interlingual transfer appeared when EFL learners conducted some mistakes due to the rules of L2 (Richards, 1974). Some of linguists stated that interlingual are called language interference. According to Brown (2007), it is occurred in the beginning stages of learning second language. It is influenced by learners mother tongue e.g. an Indonesian will say *house green* instead of *green house* due to Bahasa Indonesia usage.

2) Intralingual Transfer

The intralingual transfer are the errors sources extend beyond interlingual errors where the learners apply new form of the structure inadequately (Brown, 2007). According to Richards (1974) intralingual transfer was occurred due to the wrong implementation of English grammatical rules. It was the negative transfer of items within the target language (Richard, 2008). Further, Richards (1974) divided intralingual transfer into four categories as explained below.

a) Overgeneralization

This error occurred due to EFL learners' experiences, making them creating some deviances. Overgeneralization may occur as

a result of the learner relieving himself of the linguistic burden of having to master two sets of linguistic or syntactic rules.

b) Ignorance of rule restriction

This error occurred due to fail observation of the students regarding the existing structure restrictions. The incomplete application of rules involves a failure to develop a structure fully. In contrast to overgeneralization, where a particular rule is applied excessively, learners of the L2 also often fail to apply a rule consistently.

c) Incomplete application of rules

The incomplete implementation of rules involves a failure to develop a structure fully. In contrast to overgeneralization, where a particular rule is applied excessively, learners of the L2 also often fail to apply a rule consistently. This can be caused because of the teacher's techniques of teaching. For example, the use of questions is a conventional teaching device. Typically they are used, not to find out something, but as a means of eliciting sentences.

d) False Concept Hypothesized

This error occurred due to the students concluded wrongly about a topic or some topics regarding L2 (English). These are sometimes due to poor gradation of teaching items.

d. Definition of Mistake

Mistake occurs in any kind of learning included language learning. Brown (2007) stated that “A mistake refers to a performance error that is either a random guess or a slip, seeing as a failure to use a known system correctly.” This similar to Corder (1981) that classified errors of performance as mistakes.

Mistakes, which are due to non-linguistic factors such as fatigue, strong emotions, memory limitations, lack of concentration, etc., are typically random and can be corrected by the language user if brought to his attention (Keshavarz, 2012). Native speakers and second language learners are subject to similar external condition (i.e., memory lapses, tiredness, etc.) when using first or second language, respectively (Corder, 1981). As example, notice the dialogue in a classroom below.

Teacher : Where does Lutfi live?

Student : *She* lives in Ngawi.

Teacher : Sorry. Lutfi is a boy.

Student : Ups. I’m sorry. I mean, *he* lives in Ngawi.

In the example, the student realizes his mistake on using pronoun and then corrects it by himself because he knows the correct form. Thus, it can be stated that mistakes occur when the learner knows the system but they fail to apply it correctly due some factors such as memory lapses, tiredness etc. It is also self-correctible.

e. The Difference Between Error and Mistake

To classify a mistake or an error, it is not always easy. They seem alike but actually they are quite different. For example, *the leafs fall in to the ground*, it is difficult to determine them as a mistake or an error. It has always been problematic for researchers and teachers.

Frequency of the occurrence is the most adopted criterion by most error analysts, according to Keshavarz (2012). It means that low frequency errors are considered as mistakes while those with high frequency are systematic errors. However, he also stated that the possible causal factors of the learner's deviant structures should be considered as well.

Similarly, James (2013) refers error as being an instance of language that is unintentionally deviant and is not self-correctible by its author. While mistake is either intentionally or unintentionally deviant and self-correctible. Brown (2007) point out mistakes as what researcher have referred to as performance errors (the learner knows the system but fails to use it), while errors are the result of one's systematic competence (the learner's system is incorrect). Corder (1981), like Brown, refers errors of performance as mistakes, reserving the term error to refer to the systematic errors of the learner that their knowledge of the language to date are able to be reconstructed.

In short, errors and mistakes are failure in applying language with different system. Errors refer to the failure on using system correctly

because the learners do not know the correct form and it is not self-correctible. While mistakes are the learner's failures on using known system correctly due some factors such as memory lapses, tiredness etc. and it is self-correctible.

2. Parts of the Sentence

English sentence consist of several components. A sentence is commonly defined as “a complete unit of thought” (Nordquist, 2020). According to Nordquist (2020), the basic parts of a sentence are subjects and verbs, pronouns, and objects. McGraw-Hill Education (n.d) divided five parts of the sentence: (1) subjects and predicates; (2) compound subjects and predicates; (3) order of subject and predicate; (4) direct and indirect objects; (5) object and subject complements. The further explanation is the following.

a. The Basic Part of Sentence (Nordquist, 2020)

1) Subjects and Verbs, the subject is usually a noun—a word (or phrase) that names a person, place, or thing. The verb (or predicate) usually follows the subject and identifies an action or a state of being e.g. *The boys laugh* (the subject is boys, the verb is laugh).

2) Pronouns, words that take the place of nouns in a sentence.

Example: Molly danced on the roof. She was waving her hand.

(The pronoun *she* stands for Molly).

- 3) Objects, in addition to serving as subjects, nouns may also function as objects in sentences. Instead of performing the action, as subjects usually do, objects receive the action and usually follow the verb.

Example: Gus dropped the iPad.

The object *iPad* answer the question what: *What was dropped?*

- b. The Parts of the Sentence (McGraw-Hill Education, n.d)

- 1) Subjects and Predicates

Every sentence has a subject and a predicate. A simple subject is the main noun or pronoun that tells what the sentence is about. A simple predicate is the verb or verb phrase that tells something about the subject.

Example: Wolves howl. The wolves howl loudly at night.

(In both sentences, wolves is the simple subject; howl is the simple predicate.)

A complete subject includes the simple subject and any words that modify it e.g. *The pack of wolves howled.*

A complete predicate includes the simple predicate and any words that modify it e.g *The pack of wolves howled at the moon.*

- 2) Compound Subjects and Predicates

A compound subject consists of two or more simple subjects joined by a conjunction. The subjects share the same verb. A compound predicate consists of two or more verbs or verb phrases joined by a conjunction. The verbs share the same subject.

Example: Lloyd and Millie drove from Boston to Tallahassee. (Compound subject)

Brad washed and waxed his old jalopy. (Compound predicate)

3) Order of Subject and Predicate

In most sentences the subject comes before the predicate. In a sentence written in inverted order, the predicate comes before the subject. Some sentences are written in inverted order for variety or special emphasis. A prepositional phrase often begins this type of sentence. The verb must agree with the subject, not with the object of the preposition, for example:

PREDICATE	SUBJECT
Across the field run	the gray cats .

The subject also follows the predicate in a sentence that begins with there or here, for example:

PREDICATE	SUBJECT
There is	a noise in the basement.

When the subject you is understood, as in a request or command, the predicate appears without a subject, for example:

(You) **Ask** your teacher to help you with these math problems.

4) Direct and Indirect Objects

A complement is a word or phrase that completes the meaning of a verb. A direct object is one type of complement. It answers the question *what?* or *whom?* after an action verb e.g.

Martha cooked chicken for dinner. (Chicken answers the question what?)

An indirect object is also a complement. It answers the question *to whom? for whom? to what? or for what?* after an action verb e.g. *I sent June an invitation to the masquerade party. (June answers the question to whom?)*

5) Object and Subject Complements

An object complement is a noun, pronoun, or adjective that completes the meaning of a direct object by identifying or describing it, for examples:

Paul elected himself president. (Noun)

Paul calls the car his. (Pronoun)

Paul found the computer useful. (Adjective)

3. Grammatical Concord

According to Leech & Svartvik (2002) grammatical concord or subject verb concord means that certain grammatical items agree with each other. Concord is therefore also called agreement. There are two types: concord of number and concord of person. Further, Leech & Svartvik (2002) explained the two types of concord as follows.

a. Concord of number

1) Subject-verb concord

With all verbs except *be*, the question of number concord arises only in the present tense: *she knows - they know*. In the past tense there

is no concord variation: she knew - they knew. Be differs from other verbs in having many forms: am, is, are [the present tense] and was, were [the past tense]. A clause acting as subject counts as singular e.g. *to treat soldiers as hostages is criminal*

The modal auxiliaries differ from other verbs in having only one form (must, can, will, etc.): she must know - they must know.

2) Pronoun concord

A pronoun which refers back to a singular noun phrase is in the singular, and a pronoun which refers back to a plural noun phrase is in the plural) e.g. *She lost her life - They lost their lives.*

3) Notional concord

Sometimes we find that the singular form of certain nouns, such as family, can be treated as plural e.g. *A new family have moved in across the street.* This is called notional concord, since the verb (are) agrees with the idea of plural in the group noun (family) rather than the actual singular form of the noun but it is also possible to treat a group noun like family as singular e.g. *A new family has moved in across the street.*

4) Attraction

The basic concord rule, singular subject + singular verb and plural subject + plural verb, is sometimes influenced by attraction. This means that the verb tends to agree with a noun or pronoun that

closely precedes it, instead of the headword of the subject e.g. *A large number of **people have** asked her to stand for reelection.*

5) Concord with coordinated subjects

a) When a subject consists of two or more noun phrases coordinated by *and*, the verb is typically in the plural e.g. *Monday and Tuesday **are** very busy for me.* Sometimes the verb is singular because the subject is seen as a single issue e.g. *Law and order **is** considered important in this election.*

b) When two noun phrases are joined by *or* or *either ... or*, the general rule is that the number of the verb is determined by the number of the last noun phrase e.g. *Either **the workers or the director is** to blame for the disruption.*

6) Concord with indefinite expressions of amount

a) Indefinite expressions of amount, especially any, no, and none, often cause concord problems e.g. *No person of that name **lives** here* [singular count + singular verb]. With none of + a plural noun phrase both a singular and a plural verb occur e.g. *None of us **wants/want** to be killed young.*

b) The same rule also applies to neither and either e.g. *I sent cards to Avis and Margery but **neither of them has/have** replied.*

c) The plural pronoun *they* is often used in informal style as a replacement of pronouns ending in -body and -one e.g. *Everyone thinks **they** have the answer to the current problems.* In

traditional formal English, the tendency has been to use *he* when the sex is not stated e.g. *everyone thinks **he** has the answer.*

b. Concord of person

As well as concord of number, there is concord of person.

- 1) Be has three forms in the present tense

*I **am** - he/she/it **is** - we/you/they **are**.*

- 2) Main verbs have only two forms in the present tense.

*He/she/our friend etc. **likes** cooking. [3rd person singular]*

*I/you/we/they/our friends etc. **like** cooking. [not 3rd person singular]*

- 3) Modal auxiliaries have only one form (see 483):

*I/we/you/he/she/our friend/our friends etc. **will** cook dinner today.*

4. Subject Verb Concord

a. Definition of Subject Verb Concord

Concord or agreement means that two or more words must correspond with each other in order to make proper sense of a sentence (Torres & Gouzerh, 2019). By agree, it means that the number of the verb must match the number of the subject. It simply stated that the subject and the verb *agree* when they match each other (Sargeant, 2007). Sargeant (2007) also mentioned that when using a verb, it has to say who or what is doing the action. This ‘who or what’ is the subject of the verb.

Albright and Langan (2020) stated that verb must agree with its subject in number. A singular subject (one person or thing) takes a singular verb. A plural subject (more than one person or thing) takes a plural verb. This similar to Woods (2010) who stated that subject verb concord is basic rules to make subjects and verbs agree by matching pairs, singular with singular and plural with plural. In conclusion, subject verb concord means that the subject and verb must agree in number.

b. Rules of Subject Verb Concord

1) Rules of Subject Verb Concord Proposed by Straus, Kaufman, and Stern (2014)

Being able to find the right subject and verb will help in correcting mistakes of subject verb concord. Straus, Kaufman, and Stern (2014) classified the rules of subject verb agreement into ten categories that discussed below.

a) Basic rule

A singular subject (she, Bill, car) takes a singular verb (is, goes, shines), whereas a plural subject takes a plural verb.

Example: The list of items is/are on the desk.

(The verb *is* is chosen because the subject is *list*)

b) Finding subjects before phrases beginning with *of*

This is a key rule for understanding subjects. The word *of* is the culprit in many subject-verb mistakes such as in the following sentence:

Incorrect: A bouquet of yellow roses lend color and fragrance to the room.

Correct: A bouquet of yellow roses **lends** ... (bouquet lends, not roses lend)

c) With *or*, *either/or*, and *neither/nor*

(1) Two singular subjects connected by *or*, *either/or*, *neither/nor* require a singular verb.

Examples: My aunt or my uncle **is** arriving by train today.

Neither Juan nor Carmens **is** available.

(2) One singular and one plural subject. The verb in an *or*, *either/or*, or *neither/nor* sentence agrees with the noun or pronoun closest to it.

Examples: Neither the plates nor the serving bowl **goes** on that shelf

Neither the serving bowl nor the plates **go** on that shelf

d) With *and*

As general rule, use a plural verb with two or more subjects when they are connected by *and*.

Example: A car and a bike **are** my means of transportation.

Exceptions: Breaking and entering **is** against the law.

The bed and the breakfast **was** charming.

In those sentences, *breaking and entering* and *bed and breakfast* are compound nouns.

e) With interrupting expressions

Sometimes the subject is separated from the verb by such words as *along with*, *as well as*, *besides*, *not*, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Example: The politician, along with the newsmen, **is expected** shortly.

f) With such portions as *percent, fraction, part, etc.*

With words that indicate portions (*percent, fraction, majority, some, all, etc.*) by the noun after *of*. If the noun after *of* is singular, use a singular verb. If it is plural, use a plural verb.

Examples: All of the **pie is** gone.

All of the **pies are** gone.

g) With *here or there*

In sentences beginning with *here* or *there*, the true subject follows the verb.

Examples: There **are** four hurdles to jump.

There **is** a high hurdle to jump.

Here are the keys.

h) With distances, periods of time, sums of money, etc.

Use a singular verb with distances, periods of time, sums of money etc., when considered as unit.

Examples: Three miles **is** too far for a walk.

Ten dollar **is** a high price to pay.

i) With collective nouns

Some collective nouns, such as family, couple, staff, audience, etc., may take either a singular or plural verb, depending on their use in the sentence.

Examples: The staff **is** in a meeting. (Staff is acting as a unit)

The couple **disagree** about disciplining their child.

(*The couple* refers to two people who are acting as individuals).

j) The subjunctive mood

The word *were* replaces *was* in sentences that express a wish or are contrary to fact:

Example: If Joe **were** here, you'd be sorry.

2) Rules of Subject Verb Concord Proposed by Sargeant (2007)

Sargeant (2007) emphasizes the term of subject verb concord as the subject and the verb *agree* when they match each other. He gives a further explanation of subject verb agreement as follow.

a) Use a singular verb if the subject is a singular noun

For example, the subjects 'my dad' or 'our school', or any of the pronouns **he**, **she** or **it**, require a singular verb. Most singular verbs end in **s**.

Example: **She eats** bananas for breakfast.

b) The third person singular form of some verbs is made by adding -es at the end

Some example are verbs that end in: (1) **sh**; brushes, rushes (2) **ch**: watches, reaches; (3) **ss**; misses, passes (4) **x**; fixes, mixes (5) **zz**: buzzes (6) **o**; does, goes.

Example: **The bee buzzes** around the flowers.

c) How to make the third person singular form of most verbs that end in y

Usually, it just changes the **y** to an **i** and then add **-es** e.g. carry - carries, cry-cries, copy - copies, bully - bullies

Example: **The baby cries** a lot at night.

d) Some verbs that end in y have a vowel before the y

Just add an **s** at the end of these words to make the third person singular form e.g. buy - buys, say - says, pray - prays

Example: **Mom buys** bread at the supermarket.

e) If the subject of a verb is a plural noun, use a plural verb

Do not add **s**, **es** or **ies** to plural verbs. Plural verbs are also used with the pronouns **I**, **we**, **you** and **they**.

Example: **Mom and Dad love** us.

My sisters listen to music a lot.

f) Suppose the subject of a noun refers to a group of people

Depending on the meaning of the sentence you may use either a singular or plural verb.

Example: **The class has** thirty students. (Singular)

The class are handing in their papers. (Plural)

5. Writing

a. Definition of Writing

Writing has various definitions. According to Coulmas (2003), there are six meaning of writing: 1) a system of recording language by means of visible or tactile marks; 2) the activity of putting such a system to use; 3) the result of such activity, text; 4) the particular form of such a result, a script style such as block letter writing; 5) artistic composition; 6) a professional occupation. In the term of English language learning, writing has commonly been viewed as a support skill, used to reinforce the acquisition of grammar, as in the grammar translation method, or to support the memorization of language structure, as in the audio-lingual method (Homstad & Thorson, 1994).

Process of writing covers creating ideas, organize the ideas, write rough draft, and polish the draft by editing and revising (Oshima & Hogue, 2006). It involves the process of recalling information for reproducing the knowledge. However, good writing is not just put the

words together. There is careful process needed to achieve good result. In the point of view of Oshima and Hogue (2006) relate to the process, writing is a discovery. It may change as the writer is writing and think of new ideas.

The conclusion based on some concepts mentioned earlier that writing is a process of expressing the ideas through visual form. To create a good writing, the writers are required to consider the careful process. It is a support skill of language learning.

b. Genres of Writing

Brown (2004) formulate the most common genres of writing that second language writer might produce.

1) Academic Writing

- a) Papers and general subject reports
- b) Essays, composition
- c) Academically focused journals
- d) Short-answer test responses
- e) Technical reports (e.g., lab reports)
- f) Theses, dissertation

2) Job Related Writing

- a) Messages (e.g., phone messages)
- b) Letters/emails
- c) Memos (e.g., interoffice)
- d) Reports (e.g., job evaluations, project reports)

- e) Schedules, labels, signs
 - f) Advertisements, announcements
 - g) Manuals
- 3) Personal Writing
- a) Letters, email, greeting cards, invitation
 - b) Messages, notes
 - c) Calendar entries, shopping lists, reminders
 - d) Financial documents (e.g., check, tax forms, loan application)
 - e) Forms, questionnaire, medical reports, immigration document.
 - f) Diaries, personal journals
 - g) Fiction (e.g., short story, poetry)

Written English genre used in this research is from academic writing category in the form of essay. In particular, the study focuses on argumentative essay writing. It is an essay that attempts to persuade the reader to the writer's point of view (Abdallah, 2015)

6. Essay Writing

a. Definition of Essay

Essay is widely known as a paper consist of several paragraphs discussed about a topic systematically. Some experts have defined essay, like Oshima and Hogue (2006) define essay as a piece of writing several paragraphs long about one topic with generally divided into three parts: introduction, body, and conclusion. Albright and Langan (2020) refer an essay as simply a paper of several paragraphs, rather than

one paragraph, that support a single point. They add an important consideration for the writers in essay development: determining the point of view. There are three point of view. They are first-person approach, second-person approach, and third person approach.

Zemach and Rumisek, (2005) infer an essay as a group of paragraphs written about single topic and central media. They emphasize, after organized an essay into an introduction, a body, and a conclusion, it is important to make sure the three parts have unity and coherence. Unity is the connection of all ideas to a single topic, while coherence which is related to unity is the idea that are arranged in a clear and logical way. Abdallah (2015) further mentioned that an essay can discuss a subject directly or indirectly, seriously or humorously.

b. Structure of Essay

An essay has three main parts. Zemach and Rumisek (2005) explain each part as follow.

- 1) Introduction, the first paragraph of an essay that explains the topic with general ideas. It also has thesis statement: the main idea. It usually comes at or near the end of paragraph.
- 2) Main Body, the paragraphs that explain and support the thesis statement and come between introduction and conclusion.
- 3) Conclusion, the last paragraph containing the rephrase of the thesis statement and supporting ideas of the essay.

c. Types of Essay

As essay is the common assignment given in the college or university, it is essential for the university students to acknowledge essay types. There are many different kinds of essays. The following are some of the most common ones, according to Abdallah (2015).

1) Expository

The expository essay is an essay that has function to explain something to the reader by giving directions or instructions, or to acquaint the reader with knowledge about how to complete the task or how something is done.

2) Compare and contrast

A comparison essay usually discusses the similarities between two things, while the contrast essay discusses the differences. The essay could discuss both similarities and differences, or it could just focus on one or the other. It could be an unbiased discussion, or an attempt to convince the reader of the benefits of one thing, person, or concept.

3) Cause and Effect

The cause/effect essay explain why or how some event happened, and what resulted from the event. The essay could discuss both causes and effects, or it could simply address one or the other. A cause essay usually discusses the reasons why something

happened. An effect essay discusses what happens after a specific event or circumstance.

4) Argumentative (Persuasive)

An argumentative essay is one that attempts to persuade the reader to the writer's point of view. The approach is to take a stand on an issue and use evidence to back up the stance. The writer must choose a side, make a case for it, consider and refute alternative arguments, and prove to the undecided reader that the opinion it presents is the best one.

5) Informal

A good informal essay has a relaxed style but retains a strong structure, though that structure may be less rigid than in a formal paper. It tends to be more personal that the writer is speaking directly to the reader in a conversational style.

6) Critical Review

This type of essay can be either formal or informal, depending on the context. Its goal is to evaluate a work such as an article or book. However, a certain objective standard needs to be maintained and the assertions need to be proved.

7) Research (Analytical)

The research essay lead the writer into the works of others and asks them to compare their thoughts with the writer's. It should demonstrate what he has learned, and his perspective on the subject.

8) Literacy

Literacy essays are exploring the meaning and construction of a piece of literature that focuses on elements such as structure, character, theme, style, tone, and subtext.

This study focuses on argumentative essays because it is suitable for university students. It is reflecting the students' mastery and competency in main language skills and aspects. It is also essential for the development of students' critical thinking in expressing their opinion and making discussion about controversial issues.

7. Argumentative Essay Writing

a. Definition of Argumentative Essay

Argumentative essay was listed as academic writing. It is an essay in which the writers agree or disagree with an issue, using reasons to support their opinion in order to convince the readers (Oshima & Hogue, 2006). They acknowledge what is unique about argumentative essay is that the writer does not just give reasons to support their point of view, the writer must also discuss the other side's reason and rebut them. Davis and Liss (2006) mentioned this kind of essay expresses an opinion about controversial issues in which the writer must take position and persuade the reader to agree with their opinion by using strong, logical reasons to support their argument.

According to Abdallah (2015), an argumentative essay is one that attempts to persuade the reader to the writer's point of view. The

approach is to take a stand on an issue and use evidence to back up the stance. The writer must choose a side, make a case for it, consider and refute alternative arguments, and prove to the undecided reader that the opinion it presents is the best one. Briefly, it can be stated that argumentative essay is an essay investigated about a topic with supporting reasons, making counter-claim and rebutting rebut them.

b. Elements of Argumentation

It is important to consider the elements of argumentation to achieve the goal of argumentative essay: to convince the readers of the writer's point of view. Davis and Liss (2006) suggest the elements that make argumentative essay strong.

- 1) The counter-argument or counter-claim is the writer's opinion about opposing point of view and make it sense. Thereby, the writer shows an understanding of the opposing point of view.
- 2) Concession characterized by the writer's agreement of opposing point of view but then emphasize that his or her argument is stronger.
- 3) Refutation or rebuttal is the writer's response about the counter-argument in which the writer show why counter-argument is weak and his or her position is strong. The refutation may also address doubts the reader may have about the writer's position.

c. The Structure of Argumentative Essay

Davis and Liss (2006) point out the organization of argumentative essay as follow.

1) Introduction

Introduction consist of the hook that introduce the issues. The issues getting broader picture on background information which also provides the importance reason and its details. Thesis statement clearly states the writer's point of view about the issues.

2) Body Paragraph

One distinct reason for the writer's point of view stated in the thesis are presented in the topic sentence in each body paragraph. All supporting details in each paragraph must support the topic. It can be facts, example, statistics, definition, causes and effects, quotations, anecdotes, or questions. Besides opposing opinion (a counter-argument, the writer may agree with the opposing view (a concession) but will argue in stronger evidence (a refutation). The counter argument is often stated in body paragraph one or three.

3) Conclusion

In conclusion, the writer restates the arguments in the thesis statement and it may end with prediction, warning, or other type comments tht reinforces the writer's point of view. It may state the general issue in the broader context.

d. Models of Argumentative Essay

Oshima and Hogue (2006) show two possible patterns of argumentative essay in the following charts.

Table 2.1 Models of Argumentative Essay

Block Pattern	Point-by-Point Pattern
<ul style="list-style-type: none"> • Introduction Explanation of the issue Thesis statement 	<ul style="list-style-type: none"> • Introduction Explanation of the issue, including a summary of other's side arguments Thesis statement
<ul style="list-style-type: none"> • Body <li style="padding-left: 40px;">Block 1 <li style="padding-left: 20px;">A. Summary of other side's arguments <li style="padding-left: 20px;">B. Rebuttal of first argument <li style="padding-left: 20px;">C. Rebuttal of second argument <li style="padding-left: 20px;">D. Rebuttal of third argument <li style="padding-left: 40px;">Block 2 <li style="padding-left: 20px;">E. First argument <li style="padding-left: 20px;">F. Second argument <li style="padding-left: 20px;">G. Third argument 	<ul style="list-style-type: none"> • Body <li style="padding-left: 20px;">A. Statement of the other's side first argument and rebuttal of the counter argument <li style="padding-left: 20px;">B. Statement of the other's side second argument and rebuttal of the counter argument <li style="padding-left: 20px;">C. Statement of the other's side third argument and rebuttal of the counter argument
<ul style="list-style-type: none"> • Conclusion—may include summary of the point of view 	<ul style="list-style-type: none"> • Conclusion—may include summary of the point of view

However, note that the models explained earlier are not the only one. There are multiple ways to organize argumentative essay. The following is an example of argumentative essay in block pattern and its structure.

Should Parents Educate Their Children at Home?

(C. Wilson, 2016)

INTRODUCTION: In Britain, some parents are now choosing to educate their children at home. This is often because some children find it difficult

to fit into the school system because they are especially gifted or have problems of some kind [1. **Explanation of the issue**]. However, despite the various arguments that have been put forward for home tutoring, this essay will argue that is better for a child to be educated at school. [2. **Thesis Statement**]

BODY: Teaching children at home has a number of advantages [1. **Summary of other's side arguments**]. Firstly, parents feel that their children will be able to realize their potential better if they can work at their own rate and concentrate on specific subjects. For example, there have been cases of children who have gone to university as young as twelve or thirteen because they are especially gifted and have opted out of the school system [2. **Rebuttal of first argument**]. Parents feel that they will also be able to protect their children from harmful influences they may encounter at school if they keep them at home. Problem such as truancy and drugs are common and adolescents particularly can be led astray by their peers. Thus, school can prevent learning from taking place effectively. [3. **Rebuttal of second argument**]

However, there are also arguments in support of sending children to school rather than educating them at home. First of all, children are isolated at home. At school, on the other hand, they are able to socialize and meet people of different ages and so become increasingly independent. Children also need their peers to do subjects like sports and drama [1. **First argument**]. Another important point is that school have more resources and equipment than can be provided at home such as libraries, sports equipment and laboratories for science experiments [2. **Second argument**]. A final argument is that school can offer a much wider range of subjects and expertise than parents can provide on their own. Parents would need to have a whole range of professional knowledge in science subjects like physics and chemistry to English literature and economics. It is also questionable whether parents could keep a disciplined study atmosphere at home because of the friendly family atmosphere. In sum, home tuition can affect social independence and fail to provide the correct resources and professional teaching. [3. **Third Argument**]

CONCLUSION: To sum up, it seems that education at school is preferable to learning at home. Although home education aids concentration and protection, it limits socializing, availability of resources and professional teaching. There may be particular cases where home tutoring would be advantageous, such as for severally disabled children; however, for vast majority of children there are greater benefits from going to school. [Copyright of: www.academic-englishuk.com/argument-essays].

B. Argumentative Essay Writing Class for S1 English Language Education

Study Program

Argumentative essay is an essay in which the writers agree or disagree with an issue, using reasons to support their opinion in order to convince the readers (Oshima & Hogue, 2006). They acknowledge what is unique about

argumentative essay is that the writer does not just give reasons to support their point of view, the writer must also discuss the other side's reason and rebut them. Brown (2004) classified an essay as a part of academic writing. In the term of English language learning, writing has commonly been viewed as a support skill, used to reinforce the acquisition of grammar, as in the grammar translation method, or to support the memorization of language structure, as in the audio-lingual method (Homstad & Thorson, 1994).

In English Language Education Study Program, Argumentative Essay Writing is one of the subjects taught in second semester. In the previous semester, the students learned about Composition and Essay Writing. These subjects are part of writing skills which reflects the students' mastery and competency in main language skills, including subject verb agreement.

Subject verb agreement as a part of grammatical elements is taught in the Basic English Grammar class in previous semester. The students are expected to understand about the subject verb agreement rules. In fact, it is beneficial for avoiding the potentially misleading of the meaning in the perspective of the readers. Applying the correct subject verb agreement in argumentative essays makes the argumentative essays strong in the grammatical corridor.

C. Previous Related Study

Some studies had conducted related to present study. First, "An Error Analysis of Subject Verb Agreement in Narrative Writing of the Tenth-Grade Students of Madrasah Aliyah Negeri 2 Palembang." written by Tama A.A. (2017). The writer get the result that there are three types of error of subject

verb agreement found in students' narrative writing, those were omission (23.36%), addition (9.34%), and misformation (67%), there was no error in misordering. Misformation is the most frequent error with occurrence 72 errors and the percentage 67%.

The previous study and the present study have one similar objective, which is describing the types of subject verb concord and the same research approach, which is descriptive qualitative. Both study have different research objective as a whole, data and data source, data collection, and error classification. The previous study investigated tenth grade students in their narrative writing through writing test and analyzed the data using Surface Strategy Taxonomy (Dulay, Burt, & Krashen, 1982). The present study investigates second semester university students in their argumentative essay through documentation technique and analyzed the data using Straus, Kaufman, and Stern's theory (2014) and also find out the causes of mistakes.

Second, a study by Abdul R.F. (2020) entitled, "An Error Analysis of Subject-Verb Agreement on Students' Descriptive Paragraph Writing at Babussalam Junior High School Pekan Baru." This study revealed that there were errors on omission (85/31.3%), addition (31/11.4%), misformation (154/56.6%), misordering (2/0.7%). The most frequent error was misformation. This study has one similar research objective and research approach to the present study. The differences between the previous study and the present study are research objective as a whole, data and data source, data collection, and error classification. The previous study only investigated on the types of errors made

by the eighth-grade students in their descriptive text through writing test and analyzed the data using Surface Strategy Taxonomy (Dulay, Burt, & Krashen, 1982).

Third, “Students’ Subject Verb Agreement Errors in Writing Recount Text Made by Senior High School Students.” written by Mesrawati and Don N. (2019). This study revealed that the students contributed the three types of errors: omission (45 error/26 %), addition (10 error/6%), misformation (118 error/68%) then there was no error in misordering found in this study. The sources of the errors are inter-lingual transfer (45/26%) and intra-lingual transfer (128/74%). This study has similar research objective and research approach to the present study. The differences between the previous study and the present study are data and data source, data collection, and error classification. The previous study investigated the eleventh-grade students in their recount text through writing test and analyzed the data using Surface Strategy Taxonomy (Dulay, Burt, & Krashen, 1982).

Fourth, “An Analysis of Intralingual Grammatical Errors Made by Efl Students.” written by Nurpita, Fatchul, and Yamin (2019). This previous study was intended to discover the intralingual errors that occurred from EFL learners at Lambung Mangkurat University English Department batch 2015. The result of the study showed that there were errors on overgeneralization (187/30%), ignorance of rule restrictions (204/32.7%), incomplete application of rules (136/21.8%), and false concepts hypothesized (97/15.5%). Ignorance of rule restriction is the most intralingual error produced with 32.7% frequency. This

is similar to the present study which also determine the mistakes into intralingual transfer, besides the interlingual transfer. The differences between the previous study and the present study are research objective as a whole, data source and data collection. The previous study used written test.

Table 2.2 Research Similarities and Differences

No	Name	Title	Similarities	Differences
1.	Tama A.A. (2017)	An Error Analysis of Subject Verb Agreement in Narrative Writing of the Tenth- Grade Students of Madrasah Aliyah Negeri 2 Palembang.	<ul style="list-style-type: none"> • One of the objective of study • The approach of study: descriptive qualitative 	<ul style="list-style-type: none"> • Research objective as a whole • Data and data source (previous: tenth grade students, narrative writing; present: second semester university students, argumentative essay writing) • Data collection (previous: writing test; present: documentation) • Data classification [previous: Surface Strategy Taxonomy by Dulay, Burt, and Krashen, (1982), present: Straus, Kaufman, and Stern's theory (2014)].

Table Continuation ...

No	Name	Title	Similarities	Differences
2.	Abdul R.F. (2020)	An Error Analysis of Subject-Verb Agreement on Students' Descriptive Paragraph Writing at Babussalam Junior High School Pekan Baru	<ul style="list-style-type: none"> • One of the objective of study • The approach of study: descriptive qualitative 	<ul style="list-style-type: none"> • Research objective as a whole • Data and data source, data collection, and data classification [investigated the eighth-grade students in their descriptive text through writing test and analyzed the data using Surface Strategy Taxonomy (Dulay, Burt, & Krashen, 1982).]
3.	Mesrawati, Don N. (2019)	Students' Subject Verb Agreement Errors in Writing Recount Text Made by Senior High School Students	<ul style="list-style-type: none"> • The objective of study: describe the types of SVA errors and the causes of errors • The approach of study: descriptive qualitative 	<ul style="list-style-type: none"> • Data and data source, data collection, and error classification [investigated the eleventh-grade students in their recount text through writing test using Surface Strategy Taxonomy (Dulay, Burt, and Krashen, (1982).]
4.	Nurpita, Fatchul, and Yamin (2019).	"An Analysis of Intralingual Grammatical Errors Made by Efl Students."	<ul style="list-style-type: none"> • One of the objective of study: describe the intralingual errors 	<ul style="list-style-type: none"> • Research objective as a whole • Data and data source, data collection [investigated batch 2015 university students through writing test.]

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology description: research design, research setting, data and source of the data, research instrument, techniques off collecting the data, trustworthiness of the data, and techniques of analyzing the data.

A. Research Design

In this research, the researcher used descriptive qualitative method. Qualitative research refers to approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009). Further, descriptive studies refer to the fact that people own written or spoken words, their artifacts, and their observable activities (Taylor et al., 2016). Arikunto (2010) define descriptive research as research that clarify or explains the phenomenon.

In conclusion, descriptive qualitative is a research that describe the phenomena in the form of words, deeply and systematically. This research describes about the types and the causes of subject verb concord mistakes in argumentative essay writing made by second semester students of UIN Raden Mas Said Surakarta in academic year 2020/2021. The researcher analyzing the data based on Straus, Kaufman, and Stern (2014) theory and classified the causes of errors into interlingual transfer and intralingual transfer.

B. Research Setting

1. Setting of Place

This research was conducted at UIN Raden Mas Said Surakarta. It is located at Jl. Pandawa, Dusun IV, Pucangan, Kec. Kartasura, Kabupaten Sukoharjo, Jawa Tengah. The research was conducted in the second semester students of English Language Education Study Program.

2. Setting of Time

This research was conducted from January 2020 to November 2022. The schedule consists of title submission and approval, writing research proposal, seminar proposal, collecting and analyzing the data, submitting the document, and thesis exam. The schedule can be seen in the table 3.1 as follows.

Table 3.1 Research Timeline

No.	Activities	Jan (2020)	Feb-May (2020)	June (2021)	May (2022)	Jun-Oct (2022)	Nov (2022)
1.	Title submission and approval						
2.	Writing research proposal						
3.	Seminar proposal						
4.	Collecting and analyzing the data						
5.	Writing thesis						
6.	Submitting the document						
7.	Thesis Exam						

C. Data and Source of the Data

Data are basically unorganized facts and figures that collected for certain purposes, such as analysis. The data in this research were document and interview script. The document was argumentative essays. While the interview was gathered from the lecturer and the students in semi-structured form. In this research, the data sources were from the lecturer and 2A Class majoring English Language Study Program of UIN Raden Mas Said Surakarta in academic year 2020/2021. The students participated in this study were 29 students.

D. Research Instrument

The instrument of this research was the researcher herself. As stated by Eisner in Cohen et al. (2018), researchers are the instruments of the qualitative research. Similar to Eisner, Creswell (2009) stated that the researchers are key instrument in qualitative study. He asserts, although a protocol (an instrument of collecting data) may use, the researchers are the one who collect data themselves. It may through examining documents, observing behavior, and interviewing participants. In this research, the researcher used documentation i.e. argumentative essay products of second semester students majoring in English Language Study Program of UIN Raden Mas Said Surakarta and interview guideline for conducting semi-structured interview with the lecturer and the students.

E. Techniques of Collecting the Data

In collecting data, as points out by Creswell (2009), involves some steps. Those are setting the boundaries for the study, collecting information through

unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. Techniques of collecting data that used in this research were documentation and interview.

1. Documentation

Qualitative documents, as stated by Creswell (2019), include public documents (e.g., newspapers, minutes of meetings, official reports) or private document (e.g., personal journals and diaries, letters, e-mail). Argumentative essays is categorized as public document. In this study, the researcher collected the data from argumentative essays written by second semester students majoring in English Language Study Program of UIN Raden Mas Said Surakarta. There were 29 argumentative essays collected from 2A Class that would be analyzed and classified into ten categories of subject verb agreement proposed by Straus, Kaufman, and Stren (2014). To write the wrong sentence made by the students, the researcher used code.

2. Interview

Interview is conversation with spesific purpose between interviewer who asks questions and interviewees who give answer to the questions. Kvale in Cohen et al. (2018) remarks interview as an *inter-view*, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data. Through this

interview, the researcher can get support data to answer the research question.

According to Martha & Kresno (2016), there is no minimum size in selecting the sample in qualitative research and the sample are generally determined in small size, even in some cases, there is only 1 informant selected. They stated that the parameters on determining the number of samples is not based on representation but the richness in data. This is in line to Tracy (2013) who mentioned that the answer to “how many sample” depends on the richness of data gathered from other sources, on budget, and on timeline, as well as on the researcher access to software or research help in transcribing and analyzing the data.

In this research, the interviewee were five students of 2A Class majoring English Language Education Study Programs in academic year 2020/2021. Based on previous explanation, the five interviewee were chosen after the richness of data was gathered, which means that they fit the parameters of the project’s research questions, goals, and purposes. Tracy (2013) generally suggest five to eight interviews as pedagogically valuable but this decision is tied to the course’s specific goals and time constraints.

This research were also involved the second type of indepth interviewing by Taylor et al. (2016) which describe as follow.

The people being interviewed are informants in the truest sense of the word. They act as observers (eyes and ears in the field) for the

researcher. The role of such informants is not simply to reveal their own views, but to describe what happened and how others viewed it.

Therefore, the other interviewee would be Mrs. Maria Wulandari as the lecturer of Argumentative Essay Writing Subject of 2A Class, English Language Education Study Program of UIN Raden Mas Said Surakarta. This research was conducted in semi-structured form. According to Sugiyono (2013), this kind of interview is intended to elicit views and opinions from participant in less firm form than the structured interview.

F. The Data Coding

After the researcher collected the data, the next step was codifying the data. This step aimed at simplifying data classification and data analysis. The data coding is the following.

1. The researcher labeled students' number with capital letters such as "A" for Student 1; "B" for Student 2; and "C" for Student 3. Then the researcher labeled each student' wrong sentence with number sequentially, for example "A.1". It refers to wrong sentence 1 made by Student 1.
2. In interview transcription, the researcher gave the letters "Ir" to referring interviewer and "Ie" to referring interviewee.

G. Trustworthiness of the Data

To develop the trustworthiness of data, every researcher must maintain the data reliability and accuracy. Thus, determine the right ways to validate the data must be done by the researcher. Validity in qualitative research concerns the purposes of the participants, the actors and the appropriateness of the data

collection methods used to catch those purposes (Winter, 2000 in Cohen, 2018). Maxwell (1992) as cited in Cohen (2018) suggests that ‘understanding’ is a more suitable term than ‘validity’ in qualitative research. Maxwell (1992, in Cohen, 2018) argues for five kinds of validity as ‘understanding’ in qualitative methods as follow.

1. Descriptive validity: the factual accuracy of the account that is not made up, selective or distorted.
2. Interpretive validity: the ability of the research to catch the meaning, interpretations, terms and intentions that situations and events.
3. Theoretical validity: the theoretical construction that the researcher brings to the research (including those of the researched).
4. Generalizability (External Validity): the view that theory generated may be useful in understanding other similar situations; generalizing here refers to generalizing within specific group or communities, situations or circumstance.
5. Evaluative validity: the application of an evaluative, judgemental stance towards that which is being researched, rather than a descriptive, explanatory or interpretive framework.

The researcher used external validity which the researcher examined the data by clarifying the data record to the external validator. Therefore, the identified mistakes will be clarified under the expert judgement to get the valid evidence of the research result.

The validator of this study was Mr. Muh. Husin Al Fatah. He is a lecturer who has been working for about 8 years. In UIN Raden Mas Said Surakarta, he teaches at English Language Education Study Program. He studied at Universitas Negeri Semarang. Concerning the subjects, he has been teaching various subject such as Basic English Grammar, Writing for Academic Purposes, Introduction to Educational Research and others.

H. Techniques of Analyzing the Data

Analyzing the data was further step after the data were obtained. Throughout analysis, researchers attempt to gain a deeper understanding of what they have studied and continually refine their interpretation (Taylor et al., 2016). Miles & Huberman (1994) defined analysis as consisting three activities: data reduction, data display, and conclusion drawing/verification. Those steps are explained in the following.

1. Data reduction

According to Miles and Huberman (1994: 12) data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. After collecting the data, the researcher continued this study by selecting parts that contributed subject verb concord mistakes in students' argumentative essays, identified the mistakes, and transcribing the result of interview with the lecturer and the students.

2. Data display

Then next step after data reduction is data display. Miles and Huberman (1994: 12) stated that a *display* is an organized, compressed assembly of information that permits conclusion drawing and action. They suggest that good data display is in form of narrative text, charts, network, and other graphical format. These types of data display are considered as accessible, compact and organized.

In this step, the researcher classified the students' mistakes based on Straus, Kaufman, & Stern's theory (2014). The researcher was making percentage to find out the most frequent type of error by inferential statistics as suggest by Cohen et al., (2018), they stated that the statistic is widely employed in qualitative research.

$$\text{Percentage} = \frac{\text{Total number of type of errors}}{\text{Total number of all types of errors}} \times 100$$

3. Conclusion drawing and verification

The third step in analysis is conclusion drawing and verification. According to Miles and Huberman (1994: 12), in this step, the qualitative analyst is beginning to decide what things mean. After the data is displayed in table, the researcher begin to develop conclusion. Then this initial conclusion was verified by checking through the existing references and interview script.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explores the data in order to answer the research problems as formulated in chapter 1. Those are (1) the types of subject verb concord mistakes in students' argumentative essays and (2) the causes of subject verb concord mistakes in students' argumentative essays. There are two major parts in this chapter. The first part is research findings, while the second part is discussion.

A. Research Findings

Research findings present the data on the types and the causes of subject verb agreement errors in students' argumentative essays. The data were gathered from 2A Class majoring English Language Education Study Program of UIN Raden Mas Said Surakarta in academic year 2020/2021. From the identified data, the researcher found 108 mistakes in 29 students' argumentative essays. Each mistake category is described in frequency and percentage.

1. The Types of Subject Verb Concord Mistakes

This section is concerning research problem number one. The findings included the result of analyzing subject verb concord mistakes in students' argumentative essays. The researcher used ten classification proposed by Straus, Kaufman, and Stern (2014) which are (1) basic rule; (2) finding subjects before phrases beginning with *of*; (3) With *or*, *either/or* and *neither/nor*; (4) With *and*; (5) With interrupting expressions; (6) With portions; (7) With *here* or *there*; (8) With distances, periods of time, sums

of money, etc.; (9) With collective nouns; (10) The subjunctive mood. The table 4.1 shows the classification on subject verb concord mistakes.

Table 4.1 Subject Verb Concord Mistakes

No.	Subject Verb Concord Mistakes	Frequency	
		Number	Percentage (%)
1.	Basic rule	105	97
2.	Finding subjects before phrases beginning with <i>of</i> ;	1	1
3.	With <i>or, either/or</i> and <i>neither/nor</i>	0	0
4.	With <i>and</i>	2	2
5.	With interrupting expressions	0	0
6.	With portions	0	0
7.	With <i>here</i> or <i>there</i>	0	0
8.	With distances, periods of time, sums of money, etc	0	0
9.	With collective nouns	0	0
10.	The subjunctive mood	0	0
	Total	108	100

From the ten rules of subject verb agreement proposed by Straus, Kaufman, and Stern (2014), the researcher found three types of mistakes committed by students. Those were (1) basic rule; (2) finding subjects

before phrases beginning with *of*, and (3) Subject verb concord with *and*. The data presentation shown explained that there were 108 mistakes appeared in 29 students' argumentative essays.

a. Basic rule

A singular subject (she, Bill, car) takes a singular verb (is, goes, shines), whereas a plural subject takes a plural verb (Straus, Kaufman, and Stern, 2014). This is one of grammatical elements that still confused the students in their writing products. In this research, it came up with 105 mistakes or 97%.

This basic rule included the cases of the missing subject, the use of incorrect subject/noun, the missing verb, and the use of incorrect verb. In the missing subject, the students failed to complete the sentences with the right subjects; for examples:

2.E: ... and then _ tried to find a way out, right? (Omission of the referred subject: *KPK/they*)

9.A: ... if an official commits corruption _ will be in prison for a minimum of 4 years ... (Omission of *they*)

The researcher also found the incorrect use of the noun that lead to disagreement. The example is the following.

24.E: If a children make criminality acts ...

There was subject verb disagreement in the sentence 24.E. The subject "*a children*" is not correct. It should be "*a child*" because the article

indicated singularity and the verb must singular. Therefore the correct form is *“If a child does criminal action ...”*

In the case of missing verb, the students sometimes neglected the verb that resulted mistake in the target language, as in the example below.

16.C: The need for immunization in children _ so that children avoid epidemics, serious illness ...

There was a gap within the exemplified sentence as the absence of the verb. The correct form is *“The need for children immunization is important since it protects them from ...”*

The use of incorrect verb also took place in the samples. The mistakes were various. It included double verb, the use of passive voice, the use of incorrect *to be*, the omission of *to be*, and the use of suffix -s.

Double verbs were identified when there are two verbs in a sentence, as in the examples 14.A and 14.B. There was double *is* in the utterance.

14.A: Indonesian people is interest in reading is still low

14.B: Indonesian people is interest in reading is very concerning

The correct form for the sentences above is *“Indonesian people’s interest in reading is ...”*

The use of incorrect passive voices were also found in the samples. In this case, the students only got the ideas that to make passive form, the students need to put *to be* with verb, without understanding that the

verb should be in the form of past participle form or Verb III form (Azar, 2002). The following are the examples of incorrect passive voices usage.

8.M: children _ isolated from relevant information ... (omission of *are*)

19.C: It can be conclude that ... (Omission of *-ed*)

While for the use of incorrect *to be*, the researcher found that this mistake occurred several times in the samples, as in the examples below.

8.H: Sad fact are children who become victims ...

22.A: ... how the danger of cigarettes is ...

In 8.A, the subject is singular, so it requires a singular verb. Thus, the correct form is "*The sad fact is children who become victims ...*"

Whereas for 22.A, the subject is plural, so the verb must be plural. The correct form is "... *how danger cigarettes are ...*"

The students also did the omission of *to be* and the incorrect use of suffix *-s* in their argumentative essays. Here are the examples of each category.

8.J: ... children _young people who can't afford ... (Omission of *are*)

23.A: Surely, we knows that Indonesia is a law country (addition of *-s*)

In 23.A, the subject *we* is plural which requires a plural verb. Therefore, the verb *knows* is disagree to the subject. The correct one is "*Surely, we know that Indonesia is a law country.*"

b. Finding subjects before phrases beginning with *of*

According to Straus, Kaufman, and Stern, (2014), the word *of* is the culprit in many subject-verb mistakes. Nevertheless, in this research there

was only 1 mistake found in students argumentative essays. It resulted 1% occurrence. The erroneous sentence can be seen in 1.A.

1.A: A number of successful vaccinations has been shown ...

A number of is an expression of quantity meaning “a lot of.” It is followed by plural noun and a plural verb (Azar, 2002). Therefore, in 1.A, instead of *has been*, the student should write *have been*, as the verb should be a plural verb.

c. Subject verb concord with *and*

The subject verb concord mistakes with *and* occurred 2 times in the samples. It resulted 2% of the occurrence. Straus, Kaufman, and Stern, (2014) mentioned that when two or more subjects connected by *and*, it is requires a plural verb.

The researcher found the incorrect application of the rules in the samples. The student wrote a singular verb for the plural subjects. The erroneous sentences can be seen below.

8.J: Briggs and Hawkins (1997: 115) reveals some of the causes ...

8.Q: ... the togetherness of children and people old has more time capacity...

In 8.J, the suffix –s for the verb must be omitted to indicate plurality because the subject is plural, which the verb *reveals* should be written *reveal*. While in sentence 8.Q, the use of *has* is incorrect, which should be placed by *have*. The correct form for 8.Q is “... *children and parents have more common time together ...*”

2. The Causes of Subject Verb Concord Mistakes

In relation to the research problem number two, this section presents the result of analysis on the causes of subject verb agreement mistakes in students' argumentative essays. The researcher used the term "causes of mistakes" by using the theory of some linguist "sources of errors." There were two types of mistakes found in students' argumentative essays. They were interlingual transfer and intralingual transfer. The table 4.2 shows the frequency of number and percentage of causes of mistakes.

Table 4.2 Causes of Mistakes

No.	Causes of Mistakes	Frequency	
		Number	Percentage (%)
1.	Interlingual Transfer	28	26
2.	Intralingual Transfer	80	74
	Total	108	100

In this research, the subject verb agreement mistakes were caused by interlingual transfer and intralingual transfer. Interlingual transfer is the problematic interference of the learner in the beginning stages of learning second language (Brown, 2007). While the intralingual transfer as defined by Richards (2008), was the negative transfer of items within the target language.

a. Interlingual Transfer

The accumulation of mistakes in this type was found 28 times (26%). It was occurred due to the influence of the mother tongue. The lecturer stated that she often found the fragment in students' argumentative essays. In this case, the student wrote their sentence incompletely due to the interference of Bahasa Indonesia. They sometimes neglected the subject or the verb in the sentences they made.

The students also tend to use the form of Bahasa Indonesia and translate word-for-word. One of the interviewee said that she often used word-for-word translation. Two interviewee said that they were quite frequent, while the other two said that they were sometimes using word-for-word translation.

The examples for the interlingual transfer can be seen in the following sentences.

8.K: children _ young people who can't afford detect the motivation possessed by adults

24.B: In Indonesia itself, many children under the age or adolescent who commit criminal action

27.B: The land of Palestine has also given birth to hundreds to thousands of prominent Ulama ...

In 8.K, the student wrote the double verb *who can't afford detect* from Bahasa Indonesia “*yang tak mampu mendeteksi*”. The literal

translation resulted mistake in the target language. The correct form is “*Children are young people who are not able to detect ...*”

In 24.B, there was an indication of L1 (Bahasa Indonesia) transfer. This sentence does not need the relative pronoun “*Di Indonesia sendiri, banyak anak-anak di bawah umur ataupun orang dewasa yang melakukan tindak criminal.*” Instead of using *who*, it needs the auxiliary verb *are*, which should be “*In Indonesia itself, many children under the age or adolescent commit criminal action.*”

In 27.B, there was an indication of literal translation due to L1 transfer, “*Tanah Palestina telah melahirkan ratusan hingga ribuan ulama terkemuka.*” The term *has given birth* was not appropriate for the sentence context. That sentence should be “*Palestine was the birthplace for hundreds to thousands of prominent ulama ...*”

b. Intralingual Transfer

Intralingual transfer as the other causes of subject verb agreement mistakes were occurred 80 times (74%) in students’ argumentative essays. According to Richards (1974), intralingual transfer were divided into four sub categories. They were overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. The result of each point in intralingual transfer was displayed in the table 4.3.

Table 4.3 Intralingual Transfer

No.	Intralingual Transfer	Frequency	
		Number	Percentage (%)
1.	Overgeneralization	9	11.3
2.	Ignorance of rule restriction	42	52.5
3.	Incomplete application of rules	18	22.5
4.	False concept hypothesized	11	13.7
	Total	80	100

As displayed in table 4.3, it was found that students committed the mistakes in all sub-categories. The explanation of the mistakes are the following.

1) Overgeneralization

Overgeneralization showed 9 times of occurrence (11.3%) in the samples. It was occurred due to a deviant structure created by the EFL Learners on the premise of their experiences of other structure, either in the L2 or the L1 (Richards, 1974). Here are the examples.

14.L: This data clearly shows that the high interest in reading ...

24.E: If a children make criminality acts

There was generalization of singular verb found in 14.L. The subject *data* disagree to the verb *shows*. Since *data* are plural, then it need

plural verb. It should be “*This data clearly show that the high interest in reading ...*”

In 24.E, generalization of article was done by the student. The use of plural subject for the article ‘a’ is inappropriate. Moreover, the verb *make* does not agree to the subject. The correct form is “*If a child does criminal action ...*”

2) Ignorance of rule restriction

Ignorance of rule restriction appeared 42 times in the samples. It resulted 52.5 % occurrence. The ignorance of the restriction of the rule can be outlined as the learners of second language ignore or disobey the rules of the L2 (English) they learned (James, 2013). The examples of the mistakes are the following..

2.A: ... rejecting or disagreeing with ... in every investigation, rejects the leadership ...

9.F: ... our country officials ... can still do the most evil actions that are corruption

In 2.A, the student ignored the rule of parallel structure as he write ‘rejecting’ in the first place and then write ‘rejects’ after it. This was done by putting another verb form instead of putting the present verb form (Azar, 2002). The correct form is “... *rejecting or disagreeing with ... in every investigation, rejecting the leadership ...*”

In 9.F, it was found the incorrect use of noun and *to be*. The word *corruption* is referred to singular. It must be paired to a singular verb.

Therefore, the correct form is “... *our country officials ... can still do the most evil action that is corruption.*”

3) Incomplete application of rules

Incomplete application of rules contributed 22.5% of mistakes occurrence. The researcher found 18 mistakes that students made in their argumentative essays. According to Ellis (1994), this type involves a failure to fully develop a structure. In contrast to overgeneralization, where a certain rule is applied excessively, learners of the L2 also often fail to apply a rule consistently. One of them is the use of passive voice. Here are the examples.

16.A: Is it important for children to _ immunize?

16.H: This must be _ very careful so that there are no victims of immunization.

In this case, the students only got the ideas that to make passive form, the students need to put *to be* with verb, without understanding that the verb should be in the form of past participle form or Verb III form (Azar, 2002). In 16.A, the student omitted *to be* and construct the verb in Verb I form. The correct form is “*Is it important for children to be immunized?*” In 16.H, the student did not write the Verb III that should followed after *to be*. The correct form should be “*This must be done carefully so that there are no victims of immunization.*”

4) False concept hypothesized

False concept hypothesized occurred 11 times (13.7%) in the samples. According to Richards (1974) this happened because the students concluded wrongly about a topic or some topics in L2. These are sometimes due to poor gradation of teaching items. The examples can be seen below.

24.G: I do not agree that crimes committed by minors are jailed.

29.A: Even though sex education is very important because our goal in communicating to children regarding sexuality is so that children know the right ...

In 24.G, the message was ambiguous because the student failed to arrange the well-formed sentence. It is not *the crimes* who are jailed, but *the minors committed crimes*. The correction could be done by inserting past participle. Thus, the correct form is “*I do not agree that minors committed crimes are jailed*”

While for 29.A, the student arranged the sentence in wrong sequence and he failed to choose the right term. This sometimes makes the readers hard to catch the meaning. The correct form is “*In fact, sex education is very important because our goal is communicating to children regarding sex, so that children know the right ...*”

B. Discussions

In writing English includes argumentative essays, there are a lot of components to be considered such as grammatical rules and vocabulary

mastery. The subject of this research is university students. They are expected to understand about subject verb concord. Subject verb concord means that certain grammatical items agree with each other (Leech & Svartvik, 2002). However, some students still did not aware about the rules, that's why there were many mistakes found in their argumentative essays. These sentence considered as mistakes when they do not follow the existing rules.

In this study the researcher used the ten rules of subject verb concord proposed by Straus, Kaufman, and Stern (2014). From the ten rules, there were three types of subject verb concord mistakes found in students' argumentative essays. Brown (2007) stated that "A mistake refers to a performance error that is either a random guess or a slip, seeing as a failure to use a known system correctly."

Those mistakes were basic rules, finding subject before phrases beginning with *of*, and subject verb concord with *and*. Basic rule was the highest mistake in students' argumentative essays, which implies that the students encounter problems in general rule than the sub-rules. According to the result of the interview, that happened because the students pay less attention on how to construct a good sentence which consist of minimally subject and verb. For this reason, there were the cases of the missing subject, the use of incorrect subject/noun, the missing verb, and the use of incorrect verb found in students' argumentative essays. This cases are similar to the concept of omission, addition, and misformation as found in the studies conducted by Tama (2017); Abdul (2020); Mesrawati and Don (2019).

Investigating the causes of mistake were necessary to evaluate the mistakes. In this study, there were two major types in the causes of mistakes. They were interlingual transfer and intralingual transfer. It is along to study conducted by Mesrawati and Don N. (2019) which also found the interlingual transfer and intralingual transfer in students recount text.

In interlingual category, the mistakes were identified through analysis and interview. The result showed that the students were interfered by the first language (Bahasa Indonesia) and they tend to used word-for-word translation. In intralingual transfer, there were four categories found in the samples. They were overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.

Overgeneralization was occurred due to a deviant structure created by the EFL Learners on the premise of their experiences of other structure, either in the L2 or the L1 (Richards, 1974). Ignorance of rule restriction occurred due to fail observation of the students regarding the existing structure restrictions (Richard, 1974). Incomplete application of rules involves a failure to fully develop a structure included in the use of passive voic. False concept hypothesized happened because the students concluded wrongly about a topic or some topics in L2 (Ellis, 1994).

Ignorance of rule restriction was the major cause of subject verb concord mistakes in intralingual transfer. In sequence, it was followed by incomplete application of rules, false concept hypothesized and the last was overgeneralization. This result is in line with the study conducted by Nurpita,

Fatchul, and Yamin (2019) which revealed ignorance of rule restriction as the highest transfer.

From the result of the findings, it was found that intralingual transfer dominated the frequency, while interlingual transfer came up in the second place. Intralingual domination indicated that the students have been through the early stage of learning. Researchers (Odlin, 2003; Jazczolt, 1995; Taylor, 1975) as cited in Brown (2007) have found that the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once the learners have begun to acquire parts of the new system, more and more intralingual transfer (generalization within the target language) is manifested. According to Brown (2007), as learners progress in the second language, their previous experience and their existing sub-summings begin to include structures within the target language itself.

Although mistakes and errors were tolerable for the foreign language learners, there should be still the evaluation. In fact, it is beneficial for avoiding the potentially misleading of the meaning in the perspective of the readers. Applying the correct subject verb agreement in argumentative essays makes the argumentative essays strong in the grammatical corridor.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter is divided into two sections. In the first section, the researcher draws the research conclusion based on the major findings which have been analyzed and discussed in the previous chapter. In the second section, the researcher gives suggestions for the students, the lecturers, and future researchers.

A. Conclusions

This study aimed to know the types of subject verb concord mistakes made by second semester students of UIN Raden Mas Said Surakarta in argumentative essay writing. This study also aimed to know the causes of subject verb concord mistakes made by second semester students of UIN Raden Mas Said Surakarta in argumentative essay writing. To answer all of the research objectives, the researcher conducted this study by collecting students' argumentative essays and analyzing them. The researcher analyzed the types of subject verb concord mistakes in students' argumentative essays based on Straus, Kaufman, and Stern's theory (2014) and classified the causes of mistakes into interlingual transfer and intralingual transfer.

Regarding the first research objective, there were 3 types of subject verb concord mistakes which comprised 108 mistakes found in 29 argumentative essays. It was found that the mistakes were not included all the sub-categories. The mistakes occurred were basic rule which indicated 105 mistakes (97%),

finding subjects before phrases beginning with *of* which indicated 1 mistakes (1%), and subject verb concord with *and* which indicated 2 mistakes (2%).

It can be confirmed that the most frequent types of subject verb concord mistakes was basic rule whose errors have come in various form. It included the missing subject, the use of incorrect subject/noun, the missing verb, and the use of incorrect verb. The second highest frequency was subject verb concord with *and*. The last position was finding subjects before phrases beginning with *of*.

Concerning the second research objective, there were two major types in the causes of mistakes. They were interlingual transfer which indicated 28 mistakes (26%) and intralingual transfer which indicated 80 mistakes (74%). The intralingual transfer came up as the highest frequency. Whereas, interlingual transfer were in the second place. Interlingual transfer were identified through analysis and interview. The result showed that the students were interfered by the first language (Bahasa Indonesia) and they tend to used word-for-word translation.

In intralingual transfer, there were four sub-categories. They were overgeneralization with 9 mistakes (11.3%); ignorance of rule restriction with 42 mistakes (52.5%); incomplete application of rules with 18 mistakes (22.5%); and false concept hypothesized 11 mistakes (13.7%). Ignorance of rule restriction was the major cause of subject verb concord mistakes in intralingual transfer. In sequence, it was followed by incomplete application of rules, false concept hypothesized and the last was overgeneralization

B. Suggestions

Through the result of data analysis which discussed in chapter four, the researcher proposes suggestions to students, lecturers, and future researchers.

1. For the Students

The students require to be aware of subject verb agreement usage in sentence structures as they are supposed to write argumentative essays grammatically. They should explore more about the basic rules of English grammar. The researcher also recommends the students to be more active in practicing their language skills.

2. For the Lecturers

The lecturers have a strong role to educate the students. They are suggested to emphasize the importance of subject verb agreement especially in writing class. Moreover, the lecturer is also expected to find the strategy on how this mistake correction exposed in writing class activities.

3. For Future Researchers

This study is limited in the analysis of subject verb agreement concord in argumentative essays. In fact, there are argumentative essays that can be analyzed not only in subject verb concord aspect. Thus, the other researchers are expected to investigate in other grammar aspects. It will be beneficial to reinforce students' writing in the grammatical corridor.

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APPENDICES

Appendix 1 The Samples of the Students' Argumentative Essay

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Class : PBI 2A

Controversy About The Importance Of Immunization For Children.

The World Health Organization (WHO) said the vaccination was proven to prevent the spread of disease and save the lives of millions of children in the world. The MR vaccine has been used in 141 countries and there have been no reports of harmful side effects. The safety of the vaccines used in Indonesia is guaranteed. Insufficient immunization coverage can lead to Extraordinary Events (KLB) of diphtheria transmission. A number of successful vaccinations has been shown, among others, smallpox, tetanus neonatorum, and polio-free Indonesia. For measles, Indonesia targets to be free by 2020. According to the Southeast Asia regional office of the World Health Organization (WHO SEARO), Indonesia is one of the countries lagging behind in efforts to tackle measles. This is due to a misunderstanding of the vaccination effort.

In my opinion, these vaccinations should be given to children because prevention is better than cure. Vaccination is important to prevent infectious diseases from becoming epidemics, and individual and environmental health standards are still low in Indonesia so that children need to be vaccinated.

In my opinion, vaccination must be given so that children are not easily infected with the virus. Because the situation is not good, if children are left without being given adequate vaccinations it will trigger disease in children. The child's immunity will decrease if he does not get enough vaccinations.

However, some communities reject the vaccine. They consider their children to be healthy even though they are not immunized. People's views reject the use of vaccines because they still doubt the safety of vaccines, and are associated with side effects from vaccination events, namely Post Immunization Adverse Events (AEFI)

where the incidence is very small. And there are also people's opinions that say that the vaccine does not have a halal certificate, many fake vaccines are circulating, children often get sick after being vaccinated, and there is a lack of parental support for vaccines.

Vaccination for children can still be given with the intent and purpose so that children are not easily infected with viruses and keep the child's immune system stable. Because the virus can cause death and significant disability in children in Indonesia and in the world, therefore to kill this virus globally, vaccines are needed in children.

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The Switching of the Function of the "Corruption Eradication Commission" to the "Corruption Rescue Commission"

The National Insight Test or commonly abbreviated as TWK is being discussed. The reason is that dozens of employees of the Corruption Eradication Commission (KPK) are reported to have failed the test. Quoted from the official website of the State Civil Service Agency (BKN), the national insight test is a material test that aims to test how good the insight and knowledge of ASN candidates is about Pancasila, the 1945 Constitution, Bhineka Tunggal Ika, NKRI, nationalism, Indonesian language, and insight into the pillars of the state. The National Insight Test is tested together with the Personal Characteristics Test (TKP) and the General Intelligence Test (TIU). The three tests are part of the basic competency selection (SKD) which are regulated based on the PANRB Ministerial Regulation Number 36 of 2018 concerning Criteria for Determining the Needs of Civil Servants and Implementation of CPNS Selection. However, during the question-and-answer session, the questions asked were not about National Insights, but about privacy matters that should not appear in the question and answer session. I believe that the test is just a formality to fire employees who are working on major corruption cases in Indonesia and those who have done very well to date.

A number of names of Corruption Eradication Commission employees who have recently been vocal in criticizing the National Insight Test (TWK) are confirmed to be part of the 51 KPK employees who were fired. As is known, the Commissioner of the KPK, Alexander Marwata, said that 51 of the 75 KPK employees who did not pass the TWK were decided not to be able to join the anti-riot agency because they were "red" and "cannot be fostered". Meanwhile, nine

indicators were circulated which were said to affect the red scores of 51 KPK employees which the KPK leadership called "cannot be fostered anymore".

Quoting *Tempo*, the indicators include agreeing to change Pancasila as the basis of the state or being influenced or supporting the existence of other ideologies, such as liberalism, caliphate, capitalism, socialism or communism, separatism. Another indicator is not agreeing with the government's policy in disbanding HTI and FPI, or radical groups or groups supporting terrorists. In addition, rejecting or disagreeing with the revision of the KPK Law and disagreeing with the KPK leadership who always intervenes in every investigation, rejects the leadership of the KPK, disagrees with the nomination of Firli Bahuri as KPK chairman, and disagrees with the policies of the KPK leadership.

A number of legal observers, observers of public policy and government officials regretted this because it would harm the rights of KPK employees to be appointed as ASN for any reason outside the predetermined design and the action was unconstitutional and contrary to the 1945 Constitution.

Head of the State Civil Service Agency (BKN) Bima Haria Wibisana confirmed that the decision to dismiss 51 KPK employees was in accordance with President Joko Widodo's direction. PDIP politician Masinton Pasaribu assessed that there was no 'disobedience' by the KPK against the President's directives. This was conveyed in the Mata Najwa program which was re-uploaded via Najwa Shihab's Youtube channel on Thursday, May 27, 2021 "There is no disobedience, now that it was not dismissed earlier, did not like or dislike it, and then tried to find a way out, right? the President's direction," said Masinton Pasaribu, quoted by **Pikiran-Rakyat.com** from Najwa Shihab's Youtube channel. However, the dismissal of 51 KPK employees who did not pass the TWK, according to Amnesty International Indonesia Executive Director, Usman Hamid, was a form of violation because the questions asked in the TWK regarding religious beliefs and political views were very unrelated to national insight. Indonesia Corruption Watch (ICW) also requested The Supervisory Board of the Corruption Eradication Commission

(Dewas KPK) immediately tried the alleged violation of the code of ethics of all KPK leaders.

The conclusion is that the questions about the National Insight Test must be about national insight, not the other way around and the tests carried out must be transparent so as not to cause polemics in the community. And lastly, do not fire employees who have worked hard to eradicate corruption in this country on the pretext of not passing the National Insight Test.

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LIPUTAN6.

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THE DYNAMICS OF THE ROLE OF PARENTS ON SEXUAL EDUCATION IN CHILDREN

Sexual education is an activity to provide teaching about reproductive health. The purpose of the teaching is to raise awareness of the importance of sexual health, so that acts of sexual harassment and infectious diseases can be prevented.

During this preadolescence, children usually have a strong sense of curiosity and curiosity. Therefore, the role of parents must be able to provide the right answers and guidance. Unfortunately, according to psychologists, parents and children in Indonesia mostly cause anger when children ask questions about sex or things that are considered taboo in society. Because of that, this action is actually not right. Because, this can give birth to misperceptions in the minds of children.

Providing sex education to children is often considered something that is not appropriate for parents at their age. In fact, sex education should have been given from an early age. Quoted from the KOMPAS.COM page, dr. Boyke states “lack of knowledge about sex can lead to unwanted pregnancies at an early age. As a result, it can make children have unsafe abortions and lead to an increased risk of maternal death. Unsafe abortion cases per year contribute to maternal mortality, this happens because they do not receive sex education from an early age.”

In this case, it is felt that parents actually want to provide sex education to their children, but most of them only delay the time when to give the education to their children, so that eventually parents feel uncomfortable when the child starts talking about it or even let the child find out by himself when he moves

teenager. Even among parents there are also those who think that talking about sex is the same as teaching children to have sex. In fact, this can actually provide understanding to children and equip children to be more aware and concerned about their sexual health.

Sexual education is important information that children need to know. Through discussions about sexual matters, children can better understand the importance of sexuality as part of a healthy body, not just a relationship between men and women. So, parents should not have a bad stigma about sexual education because if we look further, this education has many benefits for children later, including counteracting the bad effects of media and the environment, building trust between parents and children, and Of course, it makes children understand the consequences and respect themselves.

The conclusion is that the role of parents is very important so that children get the right sexual education. Sex education according to the dose is very important to avoid psychological disorders. Because, children who are exposed to excessive sexual visualization will focus too much on sex. If this condition occurs at the age of puberty, parents need to worry. Because parents should be responsible for providing sex education to children. Starting from how the body works, gender, sexual expression, and other values. if we don't start teaching our children sex education, they are more likely to find out about the information through their peers or communication media such as the internet. Thus, this will have a negative impact later. It is possible that the information they get may be wrong and plunge them into the future.

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Mandatory Immunizations for Children that Mothers Need to Know

Immunization is a process of giving vaccines to a person's body by injecting them to provide immunity against diseases that can make the body disabled or even die. This immunization is mandatory for children because it has been proven safe. The benefits of this activity are to prevent the transmission of diseases that occur to children, as well as to prevent these children from transmitting diseases to other children. There are several types of immunizations and each type needs to be given according to the schedule so, that it can provide a maximum protection effect for children. In this case, I will discuss about mandatory immunization for children. What is mandatory immunization?

Compulsory immunization is immunization given to children before the age of one year. According to the regulation of the Minister of Health of the Republic of Indonesia No. 42 of 2013 and No. 12 of 2017 states that there are five types of mandatory immunization. First, Hepatitis B immunization, namely the administration of vaccines to infants aimed at preventing Hepatitis B. Second, Polio Immunization, namely the administration of the Polio vaccine to infants four times before the age of one month to four months. Third, BCG immunization, namely giving the vaccine only once when the baby is two or three months old. Fourth, Measles Immunization is a vaccine that is administered three times at the age of nine months, eighteen months, and six years. Fifth, DPT-HB-HiB immunization which is immunization carried out four times when the child is two months old, three months old, four months old, and eighteen months old.

In my opinion, having an immunization activity or implementation is a very good idea. Because in this case it has many benefits for those who follow it. As I have written above, I think immunization is a way to avoid or alleviate disease. Children are the next generation of the nation so, it is only natural for mothers to really pay attention the condition of their children by participating in immunization vaccines organized by the government, through health centers, clinics, hospitals, or village halls.

However, even so, there are also some parents who worry about their children being immunized. One of the things they fear is the side effects of immunization. The effects that occur after immunization depend on each type of vaccine which then gives different effects. However, most are generally quite light. There is side effects that often occur, such as temporary pain at the injection site, swelling at the injection site, flu, low-grade fever, abdominal pain, vomiting, and headache. If you experience one or more of these side effects, you should immediately consult a doctor.

With the thoughts of parents as I have explained above, it will actually increase the health conflict for their children. The problem is, there will be things that are not desirable if the child does not immunize. According to research in various information media, if children are not immunized, they are likely to be susceptible to diseases such as tuberculosis, hepatitis B, tetanus, inflammation of the lining of the brain, and polio. Thus, to minimize these incidents the solution is to immunize.

From the discussion above, it can be concluded that compulsory immunization for children is very important. With the implementation of immunization, children's health can be more guaranteed because their immune system increases and if there are children who are exposed to disease it can be alleviated so that there is a possibility to recover. So, parents are expected to understand better about the importance of compulsory immunization and what happens if their children are not immunized immediately.

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Is Sex Education Important?

Sexual education or sex education is an activity to teach about reproductive health. The purpose of this activity is to raise awareness of the importance of reproductive health so that acts of sexual harassment and infectious diseases can be prevented. Sexual education for children should be given as early as possible. At the age of 3 or 4 years, the child begins to pay attention to the world around him and he will begin to learn to recognize his own body and compare himself with his friends.

Children may begin to realize that girls and boys are different. When children begin to explore their environment, this is an opportunity for parents to provide a basic understanding of sexuality. Sex education for children should also be given gradually as long as the child is still under the care and supervision of parents.

Along with the development of technology and the ease of access to information today, it is important for children to get accurate and appropriate sex education from an early age. The following are the various benefits of providing sex education for children from an early age is counteracting the adverse effects of media and the environment, discussions about sex can protect children from the negative effects of certain content on television or the internet. Build trust between parents and children, discussing sex openly with children actually gives you the opportunity to provide appropriate and accurate information about sex.

However, there are still many people who do not agree with sex education being implemented. they think that it is taboo. it's still not time for children to know this.

The results of the 2017 TECHsex Youth Sexuality and Health Online study of 1,500 children aged 13-24 said that 21 percent of them chose this search engine as an effective means to study sexuality and reproductive health.

Information on the internet that is not filtered by children due to low levels of digital literacy can have a negative impact. Instead of getting accurate information about reproduction and relationships, children can get lost as a result of reading arbitrary sources. Therefore, a number of NGOs and experts in the UK proposed to the government to create a national database related to sites that raise the issue of sex, wrote in *The Telegraph*. This is done with the aim of preventing children from being exposed to unsafe and non-credible information. This proposal does not imply excessive paranoia about the issue of sex on the internet. Instead, the proponents recommend establishing online sex education. The reason is, there are children who are embarrassed to discuss or ask questions about sex and relationships in classes.

The conclusion is that sex education is necessary and very important, but in a gradual way. according to his age.

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Is implementing offline school the best decision?

It has been a year since the corona virus outbreak has not ended. There are still many people who are indicated to be infected with this corona virus. As a step to prevent the spread of the corona virus, the government is still setting rules to keep a social distancing, one of which is in the world of education. Many students complain about the online learning system, they think that the process and results of this online learning are not effective. And many students want the re-enactment of the offline learning system. Then is re-implementing the offline learning system the right solution and decision for this problem?

The online learning system has been going on for about 1 year as long as the corona virus has been circulating in Indonesia. Of course, this also reaps a lot of input, especially from students. Some students complain about the online learning system that never ends, arguing that they are bored if they just stay at home, they cannot understand well the material given by teachers or lecturers, they want schools and campuses to be opened immediately, so that all students can return to study directly in school.

As a student of course I also feel what other students feel. I am bored with this online learning system and I am also having problems with internet quota. However, without us realizing it, this way of learning has many benefits and advantages, including; Previously to take lessons we had to travel first to get to school or campus. But right now, we only need to open a laptop or mobile phone to take the lessons. When it is finished we can immediately do other activities that we want to do, and several other benefits.

Another students and their parents also complained about the obstacles that occur during online learning. Things that are considered to hinder this online

learning process include; mobile phone or laptop to carry out learning activities, and internet quota. In addition, an unstable signal is often an obstacle to this online learning activity.

On the complaints submitted by the citizens, the government did not remain silent. The government decided to improve learning facilities in order to create maximum online learning activities, by providing monthly quota subsidies. Although there are still many residents who say that the quota subsidy provided is not much, at least the government continues to do its best, one of which is to meet the needs of all the citizens.

Initially the government planned to reopen schools in early 2021, many parties supported this plan. However, until mid-2021, this plan has not been successfully implemented, because the rate of spread of the corona virus throughout Indonesia, especially in big cities, is still high. This makes the government and all the people concerned about their health and safety. Therefore, I also agree with the decision taken by the government which still maintains the online learning system at this time.

In my opinion doing school directly at this time is not a best step. Because when schools are opened, it will automatically trigger a crowd and that is one of the fastest ways to spread the virus. And I'm sure this will lead to a spike in cases of patients identified by the virus.

There will be many long-lasting impacts if the cases of this corona virus patient continue to grow. Not only in health, for our students will feel and undergo online learning longer, and for parents or workers of course this is very threatening their careers. Why? Because if there are already many infected, like it or not, the government will implement large-scale social restrictions again. And it will definitely disrupt the economy in this country, there will be a lot of job cuts and such. Of course this is also a very scary thing for all of us.

Some people say that online learning can be stressful for students, because they are given too many assignments. This makes some parents worried,

so they want their children to quickly go back to school like they used to. The government also conducted offline learning trials in schools, especially in Jakarta, with a limited number of students and of course according to health protocol procedures. But unfortunately, this activity had to be stopped due to a surge in patients who were positive for the corona virus. Even now 75% of office workers have to continue their work at home or work from home, because DKI Jakarta is again designated as a red zone.

But in my opinion for cases or problems experienced by students, we can still find a solution for this. One of them is by discussing the policies of each school or campus so that learning activities continue to run well and students feel enjoy and are not burdened during the learning process. Let's take care of our health to avoid the corona virus. Wash hands, wear masks, and always keep personal hygiene, hopefully this corona virus outbreak ends quickly and we can do our activities again as before!

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FINAL TEST ARGUMENTATIVE WRITING

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DEATH PENALTY FOR CORRUPTORS, IS IT NECESSARY?

Indonesia is one of the countries with low poverty rates and low levels of education, poor people and low levels of education are still scattered throughout the country. The people who live under the bridge and live on the edge of the river to the edge of the railroad are a portrait of people's lives that are far from prosperous. This phenomenon seems to continue to increase from year to year even though Indonesia is an island country that has many natural and mineral resources, but these natural resources have not been able to prosper the people. As an archipelagic country, Indonesia should be a prosperous country and fulfill all the needs of its people, however, the fact is that it is still scattered throughout this country. The capital city, which some people say is a place to complain, seems to have turned the capital city into a poor house for its people and big cities on the island of Java. Therefore, the big question arises why this rich country still has many poor people? Then what causes us to continue to be in poverty and the quality of education is low?

The cause is Corruption which is a big and interesting problem as a legal problem concerning the types of crimes that are complicated to deal with, because corruption contains multiple aspects in politics, economy, and socio-culture. Various attempts have been made, but have not been able to eradicate corruption crimes, even increasing both in quantity and in terms of the quality of the perpetrators of corruption which causes poverty, low education, uneven development and many are still unresolved due to corruption.

Then what is the punishment for someone who commits corruption? Is the death penalty effective? Vice President Ma'ruf Amin considered it legitimate if the death penalty for corruptors was imposed. Provided that the implementation is in accordance with what has been regulated in the law. This was conveyed by Ma'ruf in response to Jokowi's statement stating that the death penalty for the creator can be applied if there is the will of the people.

"The death penalty is indeed permissible even though there are objections but many countries allow it, religion also allows it in certain criminal cases which are difficult to handle in other ways," said Ma'ruf at the Vice President's Office, Jakarta, Wednesday (11/12/2011). 2019).

Ma'ruf believes that the death penalty imposed in the Indonesian legal system can be a deterrent because it is the most severe form of punishment.

The death penalty for convicted criminals in Indonesia is still an innovation to this day. Some consider this type of punishment to be a deterrent, because the punishment given is the most severe. But there are also those for various reasons. For example, because the death penalty is considered ineffective, it creates a sense of deterrence. For example, countries that apply the death penalty for corruptors, in fact the corruption rate there is still high, one of which is China. I think there is a more effective way to create feelings than the death penalty but provides better sanctions. For example, seizure of assets.

Indeed the death penalty is appropriate to provide a deterrent effect on corruptors. I conclude that the death penalty is indeed suitable for corruptors. However, there must be further consideration regarding the punishment for these corruptors so as not to deviate from the second principle of Pancasila. Given the large number of corruptors in Indonesia, we must take risks and act on the decisions we make.

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Sex Education : Children Should Start Learning

Children are the future investment nation. Therefore, the responsibility parents and educators must make sure that the children growth and development optimal as expected. Parental responsibility is not only includes or is limited to only material needs, but actually covers all aspects their children's lives, including aspects of sexual education. Sexuality is the part that integral in human life. Sexuality is not only related with reproduction but also related with matters of habit, religion, art, morals, and law. Some time ago the world of education was shocked by the heart-wrenching news, namely the occurrence of sexual violence that befell Kindergarten Jakarta International School students (JIS). In Indonesia, the case of pedophilia is actually one of the acts of violence against children which is getting more and more worrying. The increasing prevalence of sexual violence against children on the one hand reminds the educators to be vigilant. However, being alert is not enough because steps must also be taken real as an effort to make children recognize early on the dangers that may threaten themselves. So is sex education inappropriate to be taught to children? However in this case, I think children should know it from an early age, so that they can take care of themselves and be better prepared when they grow up.

At the Delegation meeting World Education in New York year 2002 has given birth to the declaration of a World Fit for Children (creating a world that suitable for children) there are four things that be of particular concern in the declaration. This declaration issued as an effort to keep kids away from everything which can interfere with the physical condition, their psychology and society. But reality what's happening right now is still showing that the conditions of the world of children who are far away than what was expected. According to Christin

Wibhowo, a lecturer at the Faculty of Psychology, Soegijapranata Unika, Semarang, apart from being social beings, we are also sexual beings. So the position of sex education, is very equivalent to other basic needs. From that it can be seen that early sexual education is very important.

As for the wrong conditions shows that the implementation of the Act. No. 23 of 2003 on protection the expected child is getting lots of news about children sexual abuse. Sad fact are children who become victims sexual abuse are children who are still very young (early age).

Briggs and Hawkins (1997: 115) reveals some of the causes that make children easy to become a child sexual target abuse, namely innocent children who trust all adults, children young people who can't afford detect the motivation possessed by adults, children are taught to obey adults, naturally children have curiosity about her body and children isolated from relevant information with his sexuality. Therefore, children have various characters that are can plunge them into victims of child sexual abuse, children need protection from people adults, especially their parents. If we look at the symptoms and the consequences caused by child sexual abuse seems to be education sexuality is our responsibility together, both parents, teachers, practitioners, and education academics and society in general. Further disclosed by Alfa and Aam (2008: 13) that "teacher First, sexuality education is parents because parents will be much more effective because of the togetherness of children and people old has more time capacity."

A recent study published in the British Medical Journal found that. in at least 10 different countries, school children do not like the way they are taught about sex in schools. In the study, scientists examined 55 young people with a range of ages 12 to 18. They are classified as students who have received education about sex at their schools in several countries, including the United States, England, Ireland, Australia, New Zealand, Canada, Japan, Iran, Brazil and Sweden. The study was conducted over the period between 1990 and 2015. The result is that every student in these countries has the same view about sex education in their schools, namely, that all of them find it unpleasant and not a comfortable

experience at all. There is no instant way to teach sex with children, unless you do it gradually gradually from an early age according to gender. Learning can teach children starting from simple and make it as one daily habits. As stated by Chomaria (2014), sex education begins with introducing body parts. Gradually the child will learn that the vagina and penis function not only as a way to urinate, but more than that, namely as a tool to do reproduction. Parents or educators can inform the impact that will be received by child. One way to deliver sexual education to children can be started by teach them to clean their own genitals.

So in conclusion, sexual education for young children is very important. The role of parents and educators is very important to understand children about this. It starts with giving light understanding and introduction, so that children easily understand and don't misunderstand. If from an early age children already know sexual crimes against children can be reduced. It is proper that children as the nation's successors can continue to be in goodness

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‘‘ Should the government need to apply death penalty for corruptor? ‘‘

Based on Law No.31 of 1999 Corruption is the act of every person who is against the law and commits acts of enriching himself or a corporation that can harm the state's finances or the state economy, and the party that commits corruption is called a corruptor. In Indonesia, if an official commits corruption will be in prison for a minimum of 4 years and a maximum of 20 years in prison, and a fine of at least two hundred million rupiah at most one billion rupiah, but this crime does not deter or fear the officials who will and who have committed corruption, it is evident that there are still many cases of corruption in recent years.....

There are several countries in the world that carry out the death penalty for corruptors, Here are the countries that enforce the death penalty, namely: China, North Korea, Iraq, Iran, Morocco and countries in ASEAN such as Thailand, Laos, and Vietnam, and It seems that Indonesia also needs the death penalty for its corruptors, because in the case of corruption there are impacts that will greatly harm the country's finances and economy , which results in a slowdown in the country's economy, decreased investment, rising poverty rates, even corruption can also decrease the level of happiness of people in a country....

As we know, the state of Indonesia which is the country that has the 4th most population in the world, what if the growing human population in this country and also the increasing cases of corruption in Indonesia? Of course it will be very detrimental to our country and to the detriment of its people as well.

One example of corruption, that is still under investigation by the KPK (Komisi Pemberantasan Korupsi) is the corruption case of the Director General of The Ministry of Social Affairs on social assistance fund Covid-19, even in the midst of a pandemic that harms the economy of the community and our country officials responsible for the economic stability of the community can still do the most evil actions that are corruption, social assistance that should be worth giving to the community even in use to satisfy ourselves, Is this kind of thing we will let continue? No, if we voice our rights as a society as said by the father of the president, Mr. Joko Widodo on the stage of #PrestasiTanpaKorupsi in commemoration of the World Anticorruption Day at SMKN 57 Jakarta, Monday, December 9, 2019 that if the people agree that the death penalty is applied to corruptors then President Joko Widodo is willing to Propose a Revision of the Law on corruption so that corruptors can be punished to death.

The death penalty really should be applied to the Indonesian state, because perhaps with this criminal act the officials who will commit corruption are afraid, so in the future it is expected that there will be a decrease in corruption cases in Indonesia and so that slowly the Indonesian state can be freed from corruption cases.

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Immunization for Children

Is it Important for Children's Health?

Immunization is the process of making a person immune to a disease. This process is done by giving a vaccine that stimulates the immune to the disease. Newborn babies already have natural antibodies called passive immunity. The antibodies were obtained from the mother when the baby was still in the womb. This immunity can only last a few weeks or months. After that, the baby will become susceptible to various types of diseases. Then does immunization is needed for children? However, considering that immunization aims is to build a person's immunity against a disease by forming antibodies in certain levels, so immunization is needed because it is important for children's health.

Immunization is carried out to prevent disease, disability, and death from epidemics that can be prevented by giving certain vaccines into the human body. The diseases such as tuberculosis, hepatitis B, diphtheria, pertussis, tetanus, polio, measles, pneumonia, rubella, and others. Based on Indonesian Ministry of Health, there are several basic immunizations for children that need to be carried out according to their age, such as Hepatitis B (HB-O) immunization for infants younger than 24 hours; BCG, Polio 1 immunization for infants aged one month; DPT-HB-Hib, Polio 2 immunization for infants aged two months; DPT-HB-Hib 2, Polio 3 immunization for infants aged three month; DPT-HB-Hib 3, Polio 4 and IPV immunization for infants aged four months; measles (MR) immunization for infants aged nine months; follow-up DPT-HB-Hib and MR immunization for children aged eighteen months; DT and measles (MR) immunization for children in grade 1 of elementary school; TD immunization for

children in grade 2 of elementary school; and TD immunization for children in grade 5 of elementary school.

There are two types of immunization that can be given to children, such as active immunization and passive immunization. In active immunization, the vaccine given will contain attenuated germs, bacteria, or viruses. This will trigger the formation of immunity. While in passive immunization, the vaccine given already contains substances that contain immunity so the body does not need to process to produce these substances. In Indonesia, there are already various mandatory and recommended vaccines for immunization, such as BCG vaccine which protects the body from tuberculosis infection, hepatitis B, DPT which functions to protect the body from diphtheria, pertussis, and tetanus, polio vaccine, measles, HIB, MMR, IPD, and many others.

The main benefit of immunization is to strengthen the immune system. Vaccines used during the immunization process will train the immune system to identify viruses and bacteria that cause certain diseases. By immunization, the body is “armed” with immunity that is immune to the virus. This strong immunity can kill the virus before it even has time to make the body sick. Furthermore, immunization can prevent the possibility of very expensive medical expenses. Immunizations are generally intended to strengthen the immune system so that it can fight dangerous diseases. There are many types of diseases that are the main causes of increasing child mortality. Diseases such as measles, polio, pneumonia are included in the list of deadly diseases. These diseases mostly attack children whose immune systems are not yet fully formed and strong enough to fight disease. The good news, those diseases already have their respective immunization vaccines. That is why one of the benefits of immunization is to help reduce child mortality.

Some parents may argue and refuse to have their children immunized because they think that their children look healthy so they do not need protection from vaccines. For example, some parents in the US do not allow their children

to be vaccinated. The reason is unfounded concerns about MMR vaccine that protects the body from measles, mumps, and rubella. They said that this vaccine can cause autism in children. In fact, according to experts at the National Institutes of Health, a large study of thousands children found no link between any vaccine and autism. This was also confirmed by the General Chairperson of the Indonesian Pediatrician Association, in the “Immunization Hoax Still Circulating” on the *Sehat Negeriku* page (1st May of 2019) belonging to the Indonesian Ministry of Health, which stated that immunization can cause autism is a hoax.

Through immunization, babies can be protected from various diseases due to innate antibodies or immunity from the mother. Children who are not immunized will result in their body’s resistance to certain diseases and can spread germs to the environment so that it can cause diseases outbreaks. If babies are not given complete basic immunization, their body will not have specific immunity against the disease.

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Cigarettes Removed Means Impoverishing The People

The cigarette industry in Indonesia has had a very large impact on the economy in the community. The long history of the cigarette industry that has been rooted for hundreds of years has made this industry very big and strong. However, currently there are problems that raise the pros and cons of shutting down the cigarette industry in Indonesia. In this case, the government has taken steps, namely by increasing cigarette excise duty to 23% of the selling price. From this, will the cigarette industry be shut down? Is the cigarette industry ready to fall one by one? If the government tries to turn it off, the government must provide new jobs for tobacco farmers and cigarette workers. Under these conditions, the government will not find it easy to prepare jobs to replace the cigarette industry. I believe this is not the right time for that, but the government must prepare a new industry that can absorb millions of workers in the cigarette industry and also provide trillions of rupiah in revenue for the country.

With the huge amount of foreign exchange generated by cigarette factories and millions of workers living and working in this industrial sector, is it possible to turn off the cigarette industry? Of course not, if the cigarette factory is closed, Indonesia will lose one of the largest foreign exchange earners, namely 16.5 trillion in 2004, and 137 trillion in 2016. Will it have a good impact if it is shut down? In fact, it would be detrimental to simply kill this industry without a substitute industry. Maybe the government can prepare in the long term for a new industry that can generate large foreign exchange, of course, by absorbing a large number of workers.

The fact that the number of cigarette consumers in Indonesia is one of the largest from various countries in the world. Weak smoking regulations in Indonesia have an impact on the widespread development of cigarettes in the country. It has been estimated that about 20% of deaths in the world caused by heart disease are directly related to smoking. Even the impact of cigarettes does not only have an impact on cigarette users, but people around who inhale cigarette smoke can be exposed to dangerous diseases. If we talk about the dangers of cigarettes and their impact on humans and the environment, I would totally agree if the cigarette factory was shut down. The absence of cigarettes in Indonesia will reduce the mortality rate and sufferers of diseases caused by smoking.

If the government is able to provide a large industry and can absorb a lot of workers, maybe little by little cigarette factories will be shut down in stages. But no, the government only simplifies excise duty which can kill the national cigarette industry. In this case, if the simplification of the existing excise collection continues, it will only harm the government and society as a whole. The government only has concern and concern for the sustainability and existence of the national tobacco products industry. In this case, we can take the positive thing that it will only harm, the government should not need to simplify or simplify the collection of excise, from 10 tiers to 3 tiers. Keep using what has been going well so far.

Maybe some people think shutting down the cigarette industry is better than keeping it running. I don't justify or condemn their opinion. We all know that cigarettes are one of the biggest foreign exchange earners for the country. If we take a decision that will have a bad impact on the other side, are we going to stay like this, then how can we get up? Some people think that the impact of smoking is very detrimental, but it all depends on the cigarette user. The government has given several slogans about the dangers of smoking and even provides a special room for smokers. But if only for this reason will easily make the decision to shut down the cigarette factory then what about the fate of the workers and the state will not get income from cigarette foreign exchange. So, the cigarette industry will not just be shut down, unless there is a new industry that can absorb a lot of workers and

generate huge income. With this, it will be possible for the cigarette industry in Indonesia to be shut down.

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Closed factories, or changed habits?

Cylinders of paper measuring between 70 to 120 mm long with a diameter of about 10 mm containing dried tobacco leaves that have been chopped. Cigarettes are burned at one end, then inhaled at the other. It contains chemicals, which include; nicotine, tar, cyanide, ammonia, etc. Seeing the presence of chemicals in it, is it safe for consumption? Of course, the answer is that it is not safe for consumption. Smokers are divided into two, namely active smokers and passive smokers. Active smokers are those who consume cigarettes directly. While passive smokers are those who inhale cigarette smoke but do not consume it. Often I come across minors who consume cigarettes, this is a dangerous item. I'm so sad to see it. I feel that if the cigarette factory is closed it will have more effect on reducing smoking habits.

Why is it said unsafe? Because the ingredients contained in it are hazardous materials that can cause illness and even death. There have been many studies that prove that smoking is very addictive, in addition to causing many types of cancer, heart disease, respiratory disease, digestive disease, adverse effects on birth, and emphysema. In fact, on cigarette packs sometimes there are warnings of the bad consequences that occur when smoking. The dangers are clearly visible, but there are still many people who smoke. According to research, 51.1 percent of Indonesians are active smokers and this is the highest in ASEAN. In 2013, 43.8% of smokers came from the weak group; 37.7% of smokers only have an elementary school diploma; farmers, fishermen and laborers account for 44.5% of active smokers. 33.4% of active smokers are aged between 30 and 34 years.

So, what should be done so that people stop smoking? Do people's habits need to be changed or cigarette factories that need to be closed? In my opinion, if people's habits are changed but the goods (cigarettes) can still be found in the market, it will feel the same. Because humans have desires, they can buy cigarettes at any time if they find them. So, the way is to close the cigarette factory. Yes, if cigarettes are not made and circulated, people will not buy and consume them. It may take a while, but it's a process.

The government can make regulations that cigarettes are illegal goods, and if they buy they will be subject to sanctions. Before that, it might also be slow, starting with the purchase of cigarettes, an E-KTP must be included. This avoids the purchase of cigarettes for minors. Then slowly the cigarette factory can be closed, if the above does not show a good effect or a reduction in cigarette consumption by the public.

Maybe there will be demonstrations from smokers, they will disagree if the cigarette factory is closed, but slowly they will get used to it and they will forget about it. Maybe some people think if the cigarette factory is closed it will affect the country's economy, but we also have to think about the health of the Indonesian people. If the community is healthy, they will be able to work together to improve the country's economy. So, cigarette factories should be closed to reduce deaths caused by smoking. And also reduce addiction due to smoking. We can also eliminate the smoking habit of children or adolescents. Then, starting from these small habits, cigarettes will slowly disappear and no one consumes them anymore.

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Sex Education, What Is There To Be Afraid Of?

Lessons about sex are still a bit taboo for some people. For some people, teaching about sex is a disgraceful things to do. But sex education is a very important thing for everyone, including children. Although many people are against sex education for children, I strongly agree with sex education for children.

Education about sex are very important for children. With early sex education for children this can reduce the value of rape against children. Based on data from SIMFONY PPA, cases of sexual violence against children reached 1,848 cases (KPPPA, 2020). This figure is classified as very high. Sex education for children from an early age is very influential on cases of sexual abuse in children (Amalia, et al., 2018) . With sex education for children, it is hoped that children will understand more and are expected to be able to take care of themselves from an early age and the level of sexual violence against children will decrease.

Besides of cases of sexual abuse in children, another reason for sex education for children is the reduction in pregnancies outside of marriage in adolescents. As many as 41% of pregnancies in the world are unplanned pregnancies. 11% of these pregnancies were teenage girls aged 15-19 years (Kumparan, 2017). This shows that the understanding of the dangers of free sex has not been fully accepted in society. With sex education in children from an early age will prevent free sex behavior, unwanted pregnancies, abortions, and transmission of sexually transmitted diseases. The lack of sex education in children is one of the factors that cause unwanted pregnancies at an early age and is dangerous for both mother and baby (Nugraha, 2016).

Talking openly about sex will build openness between parents and children. Accurate information provided by parents will prevent children from seeking information about sex in their own way which may be wrong. For example through porn videos. With the attitude of parents who are open to their children's attitudes about what they want to know in this case regarding sex, the child's mind will be spared from things that come from misinformation and the closeness between parents and children will increase (Adrian, 2021).

Unfortunately for some people, teaching sex to children will make children grow up too fast and encourage their curiosity to do things they should not do. According to them, talking about sex to children is the same as teaching children to have sex. Of course this opinion is wrong. We have to change the point of view that sex is porn. Sex education is not only given to people over the age of 17, of course sex education is given according to the child's age (Heldifanny & Rachmawati, 2016). For example, in kindergarten they are taught which parts of the body should not be touched by others and what to do if others violate them. This is done gradually according to their age. Sex education is a child's right. By providing sex education to children, children can protect themselves and know how to get along in a safe and healthy way.

Sex education is more than just information about body parts or about reproduction. In addition, sex education teaches children about healthy sexual development, gender identity, interpersonal relationships, affection, sexual development, intimacy, and body image for all adolescents, including adolescents with disabilities, chronic health conditions, and other special needs (Breuner & Mattson, 2016). This understanding will be a provision for children so that they can protect themselves from dangers that may threaten them. Teaching sex to children does not mean encouraging children to think more mature than their age. But teaching sex to children will shape them into more caring and self-aware individuals.

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Is Reading Interest in Indonesia Still Low?

Reading is a process that is carried out and used by readers to get the message to be conveyed by the author through the medium of words or written language (Hodgson in Tarigan 1986: 7). By reading someone can add information and expand knowledge and culture. I believe that reading activities are closely related to reading interest itself, without interest the public will not be interested in reading.

Indonesian people is interest in reading is still low. Reporting from the Sindonews page, according to UNESCO data in 2016 Indonesian people is interest in reading is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is diligent in reading. Indonesia reading interest is ranked 60th, only one level above Botswana, one of the countries in Africa which is ranked 61st. UNESCO says Indonesia ranks second from the bottom in terms of world literacy, because Indonesian people is interest in reading is very concerning.

The Minister of Finance, Sri Mulyani admitted that the literacy rate or interest in reading in Indonesian society was still low. Therefore, Sri Mulyani seeks to increase interest in reading by holding a literacy festival at the generation level. "We are not proud of that score, Indonesia has a low literacy level. The score from UNESCO makes us think how it can be (that low)," said Sri Mulyani at the Dhanapala Building, Ministry of Finance Complex, Jakarta, Wednesday (2/10/2019). Therefore, she said increasing literacy is one of the challenges in encouraging people is willingness to know more knowledge, information and knowledge.

There are four things that cause the level of literacy in Indonesia is still low. First, the lack of support or family involvement in building a reading culture at home. Second, access to quality books is not evenly distributed in a number of areas, so children do not have the opportunity to get various book references. Third, literacy culture is not only about the management of books in the library, in this case the community has not fully taken on the role of increasing a productive literacy ecosystem for children. Fourth, the government is considered unable to develop a movement-based literacy program. According to Tunggul Harwanto, Founder of the Indonesian Literacy House Foundation, the government has done it is best to promote literacy in Indonesia. However, there are still many things that need to be addressed, especially in increasing the spirit of collaboration to develop a literacy culture, both at school and in the community.

There is an opinion that says that reading interest in Indonesia is high. "From the beginning I rejected the statement that Indonesian children is interest in reading, including Jakarta, was minimal and low. I refuse it," said Tinia after attending the Donation of 20,000 Books from The Asia Foundation at City Hall, Jakarta, Friday (9/6). In fact, children is interest in reading in Jakarta and Indonesia is high. It is proven that when building libraries in RPTRA, flats and health centers, children visit the library very much. However, the high number of children is visits is not matched by the large number of books and the circulation of these books. As a result, children experience a dearth of healthy reading books. However, according to statistical data UNESCO from a total of 61 countries, Indonesia is ranked 60th with a low literacy level. Thailand ranks 59th and last place is filled by Botswana. While Finland was ranked first with a high literacy rate, almost reaching 100%. This data clearly shows that the high interest in reading in Indonesia is still lagging far behind Singapore and Malaysia.

The conclusion is that the reading interest of the Indonesian people is still low. Therefore, in order to increase Indonesian people's interest in reading, we need to read because reading is very important for our lives, for example it can open new insights, can provide new enlightenment to our thoughts, can educate intellectually, spiritually, emotionally, and self-confidence combined with humility, makes us become independent in seeking knowledge, and of course reading can make life more successful.

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Does the government need to apply death penalty for corruptor?

The death penalty for corruptors, gaining a place in Indonesia's positive criminal law. As a country that makes Pancasila an ideology, it is interesting to be reviewed in this paper on the existence of the death penalty for the corruptor from a human rights perspective in Indonesia.

Corruption is a serious problem in Indonesia. The corruption phenomenon is carried out on a massive scale by many public officials. The development of corruption in Indonesia has not diminished because, along with the development of regional autonomy, corruption in Indonesia has extended to all regions of the country and evenly distributed all over the regions. Corruption is an act that is against the law. Its affirmation could be seen in the definition of corruption stipulated in Law No. 20 of 2001 in the amendment of Law No. 31 of 1999 concerning Eradication of Corruption, presented by stating that any person who unlawfully commits acts of enriching oneself (or another person or a corporation) that could be detrimental to the country's finances or the country's economy shall be sentenced to life imprisonment or imprisonment for a minimum of 4 (four) years and a maximum of 20 (twenty) years and a minimum fine of Rp.200.000.000,00 (two hundred million Indonesian Rupiah) and a maximum fine of Rp.1.000.000000,00 (one billion Indonesian Rupiah).

Based on the definition above, the main idea is the massive emergence of new corruptors and also the lack of the law's execution in maintaining justice in the process of law enforcement against corruptors in Indonesia. The public still regards the verdict given to the perpetrators of corruption as not yet fulfilling the public's sense of justice. It is still considered not proportional. One of the reasons is that the verdict given by the panel of judges is still relatively light and disparity often occurs between the verdicts for similar cases. As a result, the punishment for corruptors is inconsistent.

Corruption means the abuse of legal power by government official for immoral private gain. It is well-known done with tendency towards the benefits for individual or group interest. Corruption is prominently forbidden not only by law but also religion in Indonesia. That teaches us about bad impact of doing negative things, like getting heavy punishment in the hereafter corruption causes mass destruction for people's misery and

it should be stopped by death penalty to prevent other corruption. corruption regarded from law, the second speaker speak about afford to prevent corruption by death penalty, and the third speaker talk about exclusive law and court for the corruptor.

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Do children need immunizations and is it safe to immunize children?

Immunization is the process by which a person's immune system is strengthened against an agent (known as an immunogen). Immunization is the process of making a person immune or immune to a disease. This process is done by giving vaccines that stimulate the immune system to be immune to the disease. New born babies already have natural antibodies called passive immunity. Is it important for children to immunize Are there other good children's immunizations? Most commonly to fight or prevent infection which is for a person's own immunity.

The need for immunization in children so that children avoid epidemics, serious illness, disability and death for children, namely infants to toddlers must be immunized. After 4-6 weeks of immunization, specific antibodies will appear which are effective in preventing disease transmission so it is not easy infected, not seriously ill, not transmitting disease to other infants and children, so that there are no outbreaks and there are not many deaths. Immunization according to WHO is safe. Immunization must be carried out in accordance with the Ministry of Health has carried out immunization obligations for children in Indonesia on the basis of the mandate of the Health Law No. 36 of 2009 which is that everyone is obliged to participate in realizing, maintaining, and improving the highest degree of public health. Respect the rights of others in an effort to obtain a healthy environment, both physical, biological and social.

Vaccine Benefits Head of the Therapeutic Protein and Vaccine Laboratory, Indonesian Institute of Sciences (LIPI), Dr. Adi Santoso, to Tirto, explained that vaccines are substances derived from viruses or bacteria that have been

weakened or killed through scientific mechanisms. Vaccines, can be used to produce active immunity in the body against certain diseases. In addition to causing an active immune process in the human body, the presence of vaccines in the community can provide other benefits. Detailed the benefits of vaccines, one of which is cost savings in the long term. According to him, vaccination does require very large costs but in the long term the cost savings related to disease will certainly be of greater benefit. The second benefit, said Adi, is that vaccines prevent the development of resistance to antibiotics. People who have been vaccinated certainly have a better immune system, so in theory they will be able to reduce the use of antibiotics. The third advantage of vaccines, is the increase in life expectancy. According to WHO data, vaccines can also increase life expectancy by protecting against previously unthinkable diseases.

Parents refuse to full because, disease is not severe, causes autism, there are side effects, harmful preservatives, there is a conspiracy between the government and pharmaceutical companies, the opinions of friends and family are more trusted Immunization is carried out for children's health from an early age to avoid disease but must be in the right place such as from Puskesmas, hospitals, places that have proven authenticity. Ensure that the person administering the vaccine is a doctor or nurse or medical personnel who understands medical concepts. It should not be just anyone who can provide immunizations to these children if it is not as recommended then the child will be attacked by disease and can even cause the child who is given the immunization to die. This must be very careful so that there are no victims of immunization.

Conspiracy theories are often used in anything we don't believe in. It's rationally difficult to believe in such a conspiracy. Which involved nurse scientists, doctors and many more people to create even the government took part in this conspiracy to make people doubt the vaccine that was made. That's why they don't want to immunize.

There are still many people who trust the opinions of friends, family, or what other people say on an internet forum, rather than doctors. Obviously this is a

homework for health workers to gain the trust of their patients. Doctors seem to need to provide proper education in order to gain the trust of the public

But immunization can be harmful to the body that is not compatible with the vaccine itself and there are also people who manipulate vaccines or sell vaccines that are not in accordance with the recommendations for use and manufacture. There are also side effects such as pain, itching, even swelling, red swelling at the injection site, fever, dizziness, vomiting and other symptoms depending on the condition of the person's own body. An unsuitable vaccine can also make the child susceptible to the disease itself, for example. Including vaccine drugs that are not suitable for the child's body condition or there is a failure to make vaccines, for example, my family is immunized against chickenpox but instead of preventing the disease, it actually causes it.

Immunization needs to be applied for infants to toddlers and children so that the child's immune system is not susceptible to disease or can transmit disease and increase the child's own immune power. There must be good cooperation between families, communities, government and related health institutions. By paying attention to the needs of children early on and being wary of people who want to abuse immunization for children and don't be easily influenced by news about hoaxes circulating in the community, you must be careful in choosing the right immunization

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Final test Argumentative Writing

Where Did The Cigarette Factory Go?

Cigarettes are cylinders of paper measuring between 70 and 120 mm long (varies by country) with a diameter of about 10 mm containing chopped dried tobacco leaves. The cigarette is burned at one end and allowed to smolder so that the smoke can be inhaled through the mouth at the other end. In Indonesia, cigarettes have become a snack for men, and it is not uncommon for women to also consume cigarettes. Along with the times, various discoveries were found. Not only in the field of electronics, IT goods but also cigarettes are experiencing innovation. The newest cigarette innovation is the electric cigarette or better known as the vape. This vape is capable of producing smoke that comes from the evaporation of a liquid solution. Interestingly, the smoke produced is also available in a variety of flavors, such as fruity to chocolate flavors. Many think that e-cigarettes are safer than regular cigarettes. In fact, the use of vaping is as dangerous as conventional cigarettes. Currently, it is not only men aged 25-30 who consume cigarettes, in fact, teenagers also start consuming cigarettes when they are underage. The cigarette industry is one of the causes of the spread of cigarettes that are harmful to health, therefore cigarette factories should be closed immediately.

Cigarettes are usually sold in box or paper packs that can easily fit in a pocket. In recent years, these packages have also generally been accompanied by health messages warning smokers of the health hazards that can result from smoking, such as lung cancer or heart attacks. Although in reality the message is often ignored. The main cause of lung cancer is smoking, so active smokers are the group most susceptible to lung cancer. In the early stages, this toxic substance does not affect the function of the pulmonary organs. However, the more cigarettes smoked, the more damage to lung tissue will be. This damage

causes cells to react abnormally and uncontrollably, until eventually cancer cells appear.

Another danger of smoking is that it can cause pregnancy problems for women. Cigarettes contain many very toxic chemicals such as cadmium, ammonia, arsenic, carbon monoxide, hydrogen cyanide, formaldehyde, and many more. Chemicals that are usually used to kill pests are actually used for human consumption. A woman's uterus is a very sensitive female organ and is also a valuable asset for a woman. Not infrequently, smoking can also cause miscarriage.

The World Health Organization (WHO) warns that more than 40 percent of smokers in the world die from lung diseases, such as cancer, chronic respiratory disease, and tuberculosis. The WHO says that tobacco use kills at least eight million people every year. The UN agency reports 3.3 million users will die from lung-related diseases. This number includes people exposed to secondhand smoke, among them more than 60,000 children under the age of five who died from lower respiratory tract infections due to passive smoking.

Indeed, there are other opinions from the public regarding smoking, they consume cigarettes only to relieve fatigue and stress from a day of work or just to lose weight. However, the dangers of smoking not only affect active smokers (people who consume cigarettes) but also affect people who inhale cigarette smoke either intentionally or unintentionally. Both active and passive smokers can potentially experience the dangers of smoking. Nearly 50% of the victims who died from cigarettes came from passive smokers, because they inhaled tobacco smoke which is very toxic to the breath

Cigarette factories must be closed immediately so that there are no more victims due to cigarettes. Both regular cigarettes or e-cigarettes, both are equally harmful to health. Cigarettes can not only harm smokers, but can also harm the surrounding environment. Parents also play a role in protecting their children from smoking and the like, because 40% of smokers come from

underage children. One of the reasons they smoke is because no one forbids them to do so.

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FINAL TEST ARGUMENTATIVE WRITING

ESSAY. POINT D Should cigarette factory be closed?

Not Too Bad, This is the Advantage of the Cigarette Factory

Industry plays an important role in driving the national economy, because it has a very broad multiplier effect, such as growing the related service industry, providing business and absorbing employment reaching 6.1 million people, especially in tobacco, clove and cigarette production centers. In accordance with Presidential Decree No. 28 of 2008 concerning National Industrial Policy, Tobacco Products Industry (IHT) and Minister of Industry Regulation No. 117/M-IND/PER/10/2009 concerning Roadmap for Development of Tobacco Products Industry Clusters is one of the priority industries to be developed. So I don't agree if the cigarette factory is closed.

There are several reasons I related to the statement that I do not agree if the cigarette factory closed. The first is that there are several advantages to the cigarette industry. Despite its ups and downs, the local tobacco industry has survived. Its strength lies in the consumption of cigarettes in society. Indonesia is the third largest cigarette consumption country in the world after China and India. No wonder the national tobacco industry business turnover can reach trillions of Rupiah. "Turnover can be almost Rp 500 trillion," said Deputy Chairman of the Indonesian Tobacco Society Association (AMTI) Budidoyo while talking to merdeka.com. Statement taken from <https://www.merdeka.com/uang/tak-melulu-buruk-ini-daftar-keuntungan-dari-rokok.html>

The second reason is that the Cigarette Industry Sector or also known as the Tobacco Products Industry (IHT) has formed a series of layers of workers, ranging from plantations and tobacco to the cigarette industry. Most of the workers are absorbed in small industries that still use their hands or hand kretek cigarettes

(SKT). This layer is still supported by trade workers to market tobacco and cigarettes for both the domestic market (domestic demand) and the export market. So do not be surprised if the government always emphasizes that if the cigarette sector dies, it will have a significant impact on employment in Indonesia. And this large absorption of labor is always a consideration for the government in any discussion related to the cigarette sector. If the reasons are above, then it is no exaggeration if the cigarette industry sector becomes very strategic and special for the country. Let's imagine if the cigarette sector dies, as a result of the tobacco campaign, which is getting more and more widespread, it is certain that the three privileges of cigarettes for the country will be lost. Statement taken from <https://bosscha.id/2020/01/30/kontroversi-apa-manfaat-dan-keistimewaan-rokok-bagi-negara/>

But there are also many people who do not agree if the cigarette factory continues. Data from the Indonesian Ministry of Health shows that as many as 80% of the total smokers in Indonesia have started smoking since they were under 19 years old. The group with the highest number of smokers is 15-19 years old, based on the 10-14 year age group in second place. In fact, the impact of smoking on children and adolescents is in fact very serious, it can even cause death in some severe cases. However, with the existence of this cigarette industry, the entry of many countries, reduces the reduction. This is sourced from <https://www.emc.id/id/care-plus/masih-remaja-sudah-mulai-merokok-ini-dampak-dan-bahayanya>

In conclusion, the tobacco industry has an important role in driving the national economy, has a very broad multiplier effect, such as growing the related service industry, providing business opportunities and absorbing employment reaching 6.1 million people, especially in tobacco, clove and production centers cigarettes.

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How Important are Vaccines for Children?

What is immunization? Immunization is the process of making a person immune or immune to a disease. This process is done by administering a vaccine that stimulates the immune system to be immune to the disease. Children need basic immunization as the main preventive measure. Follow-up immunizations are no less important in order to maintain optimal immunity with age. (Adapted from <https://id.m.wikipedia.org/wiki/Imunisasi>) Immunization is one way to fight serious diseases. If you have received immunizations, the body will be better able to face and defeat disease infections.

Why children must get immunization? When children get immunized, they help protect the health of the general public as whole. Because when enough people in a community are immune to infection, the more difficult it is for the disease to spread and infect other people who have not been immunized. This condition is known as herd immunity or community immunity. So, indirectly children who receive immunizations have contributed to their community in terms of health.

I strongly agree that immunization for children is a good idea. Why I'm agree about that? Because immunization is important for both adults and children as it can protect them from many diseases out there. Immunization not only protects children from deadly diseases, but also helps develop a child's immune system. Immunizations are often widely declared to be less risky and an easier way to become immune to certain diseases than risking exposure to lesser forms of the diseases. (Adapted from <https://www.alodokter.com/imunisasi>)

The benefits and importance of immunization in infants and children 2-3 million deaths can be prevented each year by immunization.

Immunization can prevent more than 26 diseases. In addition, immunization is safe and useful in preventing epidemics, serious illness, disability and health.

(Adapted from <https://amp.kontan.co.id/news/inilah-6-alasan-pentingnya-imunisasi-pada-anak>)

Some people may argue that although refuse to give their children the vaccine, they feel that every human being naturally produces antibodies that can fight a disease. However, this opinion is not correct. According to the World Health Organization (WHO), every child must be immunized to protect against the effects of diseases that can cause disability or death. After that, there is another opinion “Why do scientists say that immunization is dangerous?” It is not true that immunization is dangerous.

Scientists who are often quoted in books, tabloids, and mailing lists are not vaccine experts, but statisticians, psychologists, homeopaths, bacteriologists, legal scholars, journalists, and other so that they do not understand vaccines. Most of them worked in the area of 1950-1960, so the data sources are very ancient. Whereas the type and technology of vaccine manufacture has progressed rapidly in the last ten years, so it is very different from the situation in the 1950-1960. (Adapted from <https://dinkes.bantulkab.go.id/berita/173-kontroversi-pendapat-tentang-pentingnya-imunisasi>)

It can be conclude that immunization aims to build a person’s immunity against a disease, by forming antibodies in certain levels. In order for these antibodies to form, a person must be given the vaccine according to a predetermined schedule. The immunization schedule depends on the type of disease to be prevented. Some vaccines are enough to be given once, but some must be given several times, and repeated at a certain age. Vaccines can be given by injection or by mouth.

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Will Indonesian vernacular become extinct?

The word “language” comes from the Sanskrit word “*lingua*” which means “speech” in the discipline of anthropology, especially Social/ Cultural Anthropology, language has a unique position because it is not only a “product of human culture” but also as a “medium of transmission of that culture”. As a product of human culture, all languages are profane and secular. No language is inherently sacred, it is humans who then sanctify the language for certain purposes. One of fundamental purposes of humans creating language is to communicate with others. Through language, humans can also express their feelings. All languages are initially local and limited, only used by certain ethnic or tribal groups as a medium of communication between them.

It is undeniable, there are quite a number of regional languages that are already extinct or threatened with extinction. Some say that hundreds of regional languages have become “deceased”. UNESCO has also given a very, very strong warning to the threat of extinction of the various regional languages. In 2009, UNESCO has recorded more than hundred regional language development and development agency of the ministry of education and culture.

Learning our local languages can also help us to preserve our native language well. Such as communicating with family and friends using tribal language, reading the book of folklore, listening to tribal music, and doing small things that can help preserve the local language, such as creating captions in the local language.

Furthermore, learning indigenous languages can lead to learning about national culture and identity, increasing our knowledge of the use of tribal

languages with unique traditions and cultures of each region and thus supporting tribal traditions, tribal cultures, and not just to preserve local language.

Some may argue that language extinction is not a big deal and that learning a regional language is not important, as they merely follow the age and technology, without thinking of the impact it will have on local language and cultures. Furthermore, today's young people are rarely attracted to national culture, it is also something that can make the loss of regional language a result of the unconcerned development of their own language. The Indonesian television program also received very little if it did not include local cultural elements, which should be able to benefit and inform the public about our local culture. Thus making the Indonesian local language extinct in time.

The conclusion is that many of the region's forgotten and extinct languages, and the lack of awareness of peoples and states of them, will not preclude the possibility of Indonesia losing many other languages if there is not yet a sense of cultural preservation. What we can do now is to be both local language speakers and to understand and learn the cultures of each region to keep it running, and it is best for governments to make a movement to preserve the culture of the nation and also promote promotions to attract both and foreign citizens to the culture area's.

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Essay Title: Cigarette Factory Closed! Trillions of IDR Lost!

Cigarette Factory Closed!

Trillions of IDR Lost!

Cigarettes are one of the addictive substances which when used can cause harm to the health of individuals and society. This is because there are approximately 4000 chemicals in cigarettes such as nicotine, tar and others. Even so, not a few people dare to risk their lives just to inhale cigarettes. In Indonesia, almost 40% of its citizens are smokers. Most of them are grown men. But not a few teenagers who smoke. This is also one of the reasons people ask cigarette factories to be closed apart from cigarettes being harmful to health. However, after considering several things, I think that the cigarette factory should not be closed.

The first reason why I do not agree if the cigarette factory is closed is because it will have an impact on increasing the unemployment rate in Indonesia. Reporting from Tempo.co, if the cigarette industry is closed for health reasons, millions of people will be unemployed. Considering that around 6.1 million people depend on this industry for their livelihood. And of course this will also have an impact on employment in Indonesia.

The second reason is that Indonesia will lose one of the country's foreign exchange earners. It was noted that in 2016 cigarette factories contributed 137

trillion to the country's foreign exchange. Imagine if the cigarette factory was closed, then surely this country would lose trillions of IDR, right?

Cigarettes are not only harmful to health, this is the next reason why cigarette factories should not be closed. According to several studies, cigarettes have several health benefits. Such as reducing stress, reducing inflammation of the colon, preventing rare skin cancer, even specifically for women is reducing the risk of breast cancer. In addition, there are several other benefits that prove that cigarettes are not only harmful to health.

But even so, we still can not stop other people's opinions. Most of those who do not like people who smoke can only see the harm of cigarettes. Cigarettes kill you! That is what they say. They are also worried about the prevalence of smoking at this time, so that teenagers also smoke. They do not know or maybe they do not want to know that cigarettes or cigarette factories are actually needed. Indeed, smoking is dangerous, not only for users, but also for the surrounding community, and I do not deny that. It is just that we also need to look to the other side. If the cigarette factory is closed there will be many people who are unemployed because of it. And do not forget that this country will also be affected as I mentioned earlier.

That is why I concluded that the cigarette factory should not be closed. Instead, I hope that the government can be more strict with smokers who smoke in public because it can endanger the health of others who can not stand cigarette smoke.

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Which One is Better? Close the Cigarette Factory or Keep it Open?

Indonesia is the sixth largest tobacco-producing country after China, Brazil, India, USA and Malawi, with a production amount of 136 thousand tons or around 1.91% of the total tobacco production of the world. Therefore, no wonder there are many cigarette companies that stand in Indonesia to process the results of tobacco. The number of cigarette companies that are directly proportional to the number of smokers in Indonesia has made Indonesia ranked third the world's highest smokers after China and India. Even though they knew the negative impact of smoking, they did not want to leave their cigarettes. However, in addition to being detrimental, cigarettes actually provide great income in state finances. Then, how to deal with this problem? Do cigarette companies in Indonesia must be closed? If so, will it have a good impact on Indonesia or instead? In my opinion, cigarettes bring more losses than kindness. So, in this case, I agree if the cigarette factory is closed.

Firstly, cigarettes are one source of potential diseases that can interfere with health. As we can read on cigarette packs itself, cigarettes contain many very dangerous substances, such as tar and nicotine. In addition to harming smokers themselves, the substances are also harmful to the people around them. Why is that? This happens because passive smokers suck more cigarette smoke compared to active smokers. A search data has also mentioned that smoking causes death of degenerative diseases and non-infection diseases by 14% and 5% of total deaths. That is the main reason why it is important to close the cigarette company, given how the danger of cigarettes is for cigarette addicts and the surrounding people.

Secondly, smoking habits can bring bad habits for individuals. The nature of cigarettes that causes this addiction has made smokers often violate the rules not to smoke in certain places. As an example taken from CNN Indonesia, 60 percent of the malls and 92 percent of the markets in Jakarta found people smoking inside the building. This reflects the violation of the Governor Regulation Number 88 of 2010 concerning the Region Forbidden to Smoke. From the news, it is clear that cigarette addicts have traits that tend to be more selfish when they start smoking. They did not feel guilty and did not think of the health of the people around him. Thus, in the absence of cigarette products and smoking habits, it will make every Indonesian citizen have a good habit.

Thirdly, cigarettes will only bring poverty. As we know, smokers in Indonesia include almost all circles ranging from children, adolescents, adults, to old. They all come from poor and non-poor groups. Nevertheless, based on facts that can be seen, cigarette addicts come from poor families. In the *Jurnal Aplikasi Statistika and Komputasi Statistik* it is also explained that smokers tend to pay several cigarettes compared to the consumption of rice and other staple foods. This causes the fulfillment of everyday economic needs often replaceable with cigarettes that have already become a basic need for smokers. They will continue to try to buy cigarettes even though they are in a period of financial crisis. This is what makes Indonesians get poorer. They are directly and indirectly exploited by cigarette companies.

Many people argue that cigarettes are a considerable turnover for Indonesia. Then, if the cigarette company is closed, many parties are harmed. For example, workers who initially worked in cigarette companies would lose their jobs. They will become unemployed if there is no job instead. In addition, by closing cigarette companies, it can clearly reduce state revenue. But it seems that this opinion cannot be justified and it is also not the reason to keep establishing a cigarette factory. I did not agree with such an opinion. And in my opinion, the wealth of the country that comes from income that makes its own people suffer is not a good thing. It is true that smoking is the awareness of each individual.

However, they will never try to suck cigarettes and eventually become an addict for no cigarette product itself. In addition, if they are confused about finding work due to the closing of the cigarette factory, this will be the task for the government to create new jobs that do not harm the community, but also benefit countries. So, rather than establishing a cigarette factory, it would be better if the government uses existing funds to establish jobs that have more positive impacts.

From various statements above, it can be concluded that the existence of cigarettes, cigarette companies, and smoking habits have made this nation more unfortunate. The negative impact obtained by cigarettes is the potential of diseases that cause death. Cigarettes also only make smokers poor because they are exploited by cigarette companies. In addition, smoking habits will also create bad habits for smokers. Consequently, as an Indonesian, we must realize how important health, economy, and good habits are for the sustainability of a prosperous country without harm to the community.

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What Should Children Under 17 Send To Jail When They Commit Crime ?

Surely, we know that Indonesia is a law country. Based on that, Indonesia has many regulations that organize the punishments that will be dropped to who commit a criminal action. The punishments are based on how and what its crime is low-criminal or high-criminal case. People with high and serious case will accept heavy punishment than the low-criminal case.

As we know, every person has probability to do criminality, it can be done by adult, old people and even done by teen or child under 17 years. Whereas, law in Indonesia minimal drop it and obtain for people who 17 years or more. So, what should we do to someone under 17 that commit crime?

Children that commit crime, should give an education, illumination and some punishment. But, if we put them to the jail, we can wrest their chance to go to school as usual. On the other hand, jail can be a wary punishment to them so that they will not repeat their criminal action.

In conclusion, I disagree if children put on common jail because it can obstruct their accessibility to go school and their interaction in their society. But, when children do not put in the jail, they should be given an education that include general, religious and akhlak education. At last, a punishment is should not just about a jail, but can improve on other form.

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“Jail or Not”

Criminals can be punished according to the law as seen from the <https://kbbi.web.id/kriminal>. However for evil, it is the action that harms economically and psychologically seen from the www.haibunda.com. In Indonesia itself, many children under the age or adolescent who commit criminal action. Children or adole who commit criminal action surely being influenced by many factors. But I believe this problem will be resolved over time.

Firstly, the main factors is the family enviroment. Where the lack of socialization of parents with children, which results children not know the actions are prohibited or allowed. Moreover, the lack of discipline and supervision applied by parents to children also affects criminal actions. Poverty and violence in the family enviroment also affect children in criminal action are seen <https://health.detik.com>. If these factors are not carried out properly, this is can effect children or adolescent in criminal actions.

Secondly, education factors. Lack of education to children is also one of criminal actions. Education provides a huge influence and contribution for the development of children seen from (Putra et al., 2021). If childrens education is low, then it does not close the possibility of doing bad actions even until criminal acts.

Third, the environmental factors of peers. Bad peer friends, are also triggering a bad behavior on children. Therefore, we as children or adolescent need to be good at choosing friends. If a children to make criminality acts, so a child need to be done special attention from the around environment (Kurniawan

& Sudrajat, 2018). Because child just simply follow the around environment, both family, schools and friends. Therefore, I do not agree to the criminal act of child under age must be jailed.

However, some people agree that crimes committed by minors should be jailed. But in my opinion, I disagree because most children who commit crimes are factored in by the lack of attention from the family. Thus, I think if there are children who have committed crimes should be of us give special attention. As well as providing briefings and environmental support both from family environment, schools and friends. So in my opinion, I do not agree that crimes committed by minors are jailed.

So, from the many factors that trigger criminal acts in children, there are several things that parents should do to reduce criminal acts in children. First, give consistent affection and attention. Second, show the child good behavior and discipline with the rules. Third, parents often communicate with the children friends. Therefore, I do not agree if the criminality of minors should be jailed. Because they still need support from the surrounding environment to form a character in their personal.

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Save the Nation's Children with Sex Education From an Early Age

Sex education is a knowledge that is taught about everything related to gender. This includes starting from the growth of gender (male or female). How does the sex function as a means of reproduction. How is the development of the genitals in women and in men. About menstruation, wet dreams and so on, to the onset of lust due to changes in hormones. Including later the problem of marriage, pregnancy and so on. Sex education or education regarding reproductive health or the more trending "sex education" should be given to children who are growing up or teenagers, either through formal or informal education. Therefore, as a young person who cares about the future of the nation, believe that sex education needs to be implemented from an early age to avoid unwanted things.

Sex education is very important for early childhood. The promiscuity that occurs in Indonesia today is increasing. Many children who are underage and not yet married have dared to have sex with the opposite sex. This happened of course because of the lack of education about sex. They just thought it was something fun. In fact, behind it all there are many risks that will be felt after doing this.

There are so many minors who have had sexual relations. This happens because of the lack of education about the dangers of sexual intercourse. Research conducted by Reckitt Benckiser Indonesia through their Durex contraceptive on 500 teenagers in five major cities in Indonesia found that 33 percent of teens had had penetrative sex. From these results, 58 percent of them penetrate at the age of 18 to 20 years. In addition, the participants of this survey are those who are not married. "This is surprising. So if you say that sexual education is still taboo, I think this needs to be

a data that needs to be considered," said dr. Helena Rahayu Wonoadi, CSR Director of Reckitt Benckiser Indonesia in her presentation in Jakarta

Sex education must start from each parent. Because this issue is very crucial and sensitive. Parents should provide appropriate guidance according to the age of the child. For example, at the age of 0-3 years, parents begin to introduce children to the names of body parts. If the child is getting older, parents can start teaching the names of internal and external body parts, especially the reproductive parts. Next, parents should start talking about puberty to their children in order to prepare children for this period. After the child has grown up, parents must provide an understanding of what free sex is and what are the risks involved in doing so. With proper guidance and in accordance with the dose is very important to avoid psychological disorders.

However, some parents think that providing education about sex too early is something that is considered taboo. In addition, some of them are confused about the right way to convey understanding to the child. Because children at certain age actually have a high curiosity. Therefore, parents are worried that the child will fall into something that is not desirable.

The conclusion is that providing sex education to children is very important. Because it will affect the development of the child. However, the provision of sex education must start from the parents themselves, not others. Because this issue is very crucial and sensitive. For that, as good parents they must choose the right way to convey this so that unwanted things do not happen. In addition to choosing the right way, parents also have to adjust the age of the child. Because not all children can receive understanding well. Being a parent must also have an open nature to the child, so that the child also feel she has the right to express his opinion.

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**The Future Is At Stake
Just Because Of A Mistake**

Law is the most important system in the implementation of the most important series in institutional implementation from the abuse of power in the political, economic and community fields in various ways and acts, as the main intermediary in social relations between communities against criminalization in criminal law. Prison, jail, or correctional facility is a state facility in which a person is forcibly detained and released from any liberty under the authority of the state. This information is quoted from the page www.id.wikipedia.com. There are several criminal cases where the perpetrator is a child under the age of 17. Minors are still under the guidance and monitoring of their parents. So, I don't agree that minors who commit crimes are jailed.

The First, the legal age in Indonesia in the defense sector is 18 years. Related to the land sector is the Circular of the Minister of Agrarian and Spatial Planning of the Head of the National Land Agency Number 4/SE/I/2015 concerning Adult Age Limits in the Framework of Land Services stipulating that the adult age who can take legal actions in the framework of land services is at least 18 years or already married. This information is quoted from the page www.kumparan.com. So, minors who commit crimes should not be imprisoned because they are still children and immature.

Secondly, children who are still minors are protected by human rights. The protection of human rights for children in conflict with the law is specifically regulated in article 37 and article 40 of the Convention on the Rights of the Child. Article 37 deals with the issue of deprivation of liberty. Such repeal should be made as a last resort in the shortest possible time. Children Dealing with the Law are interpreted more broadly in Law Number 11 of 2012 on the Criminal Justice System for Children, namely as perpetrators (suspected, suspected, indicted, or

convicted), children who are victims of criminal acts, and children who are witnesses of criminal acts with a range of 12 years old but not yet 18 years old. This information is quoted from the page www.ham.go.id. So, minors cannot be imprisoned because there are human rights that protect them.

Thirdly, imprisoning a minor will be physically and mentally disturbed. According to the Commissioner for the Protection of Indonesian Children, Putu Elvina, said there were a number of child problems in prisons and detention centers. These problems range from child abuse to mixing children and adults in the same prison. This information is quoted from the page www.voaindonesia.com. Children will feel depressed and very scared if treated like that. So, in this case it will clearly affect the physical and mental development of the child.

Behind all that, it does not mean that the child will be free from his responsibilities. After committing no crime there is a chance that the child will get better and will not repeat the crime again. Parents will be increasingly strict in monitoring the child so that the crimes that have been committed do not occur again. However, on a civil basis, parents can be held accountable for paying compensation for their children's actions. This is regulated in Article 1367 paragraph (2) of the Civil Code, namely "Parents and guardians are responsible for damages caused by minors who live with them and against whom they exercise parental power or guardian". This information is quoted from the page www.hukumonline.com. So, in the context of civil law, parents are responsible for any harm caused by their children.

Indeed, there are many reasons why underage children should not be imprisoned. First, the legal age in Indonesia is 18 years. That is why minors should not be jailed. The second is that minors are still protected by human rights. Protection of Human Rights for Children protects children who are concerned with the law, which states that minors should not be imprisoned. The third, which is about how the physical and mental development of the child. When the child has experienced pressure from an early age, the child will feel traumatized when

he grows up. Also, even though the children are not imprisoned, parents will still monitor their children more closely so as not to repeat the same incident. So, that is the reason why minors should not be imprisoned.

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**PALESTINE IS BEING PERSECUTED,
SHOULD WE DEFEND IT OR NOT?**

Palestinian land is actually a waqf land belonging to Muslims. Not only belonging to the Arabs or Palestinians only. Palestine is the land of tormented prophets. After the Israeli occupation of the land of the prophets, the Palestinian people can no longer feel comfort and security. At any time the Palestinian people must be prepared if at any time missiles will attack and destroy their homes. As a result, many innocent lives were lost because of Israeli's tyrannical treatment. Billions of criticism from Muslims will not stop Israeli from attacking and destroying Palestine. An invitation to return to the negotiating table is likely to be in vain. Even the ceasefire that has been carried out repeatedly has not been heeded by Israelis.

Islam and Palestine are two things that are closely related to one another. Of course, as Muslims, we must defend Palestine with all our heart, energy, wealth, and mind. There are many reasons to defend Palestine, the first is that there is the Al-Aqsa Mosque. Al-Aqsa Mosque is the first mosque that was used as a mecca by Muslims before the Al-Haram Mosque. Apart from being the first Qibla, Al-Aqsa Mosque is also a stopover for the Prophet Muhammad ﷺ during the Isra' Mi'raj journey. Of course, this causes Al-Aqsa to be important for Muslims. Not only that, Al-Aqsa is located in Al-Quds which is a holy city for Islam, Christianity, and Judaism. Al-Quds is a land that is blessed by Allah ﷻ and part of the land of Sham which the Prophet Muhammad ﷺ prayed for.

The second reason is the number of companions of the Prophet Muhammad ﷺ enitselaP ni ﷻ hallA fo noigiler eht daerps ot dehcaerp ohw ﷺ, such as 'Ubadah bin Ash-Shamit, Syaddad bin Aus, Usamah bin Zaid bin Harithah, Watsilah bin Al-

Asqa', Dihyah Al-Kalbiy, Aus bin Ash-Shamit, Mas'ud bin Aus. The land of Palestine has also given birth to hundreds if not thousands of prominent Ulama who have dedicated their lives to Islam. Such as Imam Malik bin Dinar, Imam Sufyan Thauri, Imam Ibn Shihab Zuhri, Imam Shafi'i.

The third reason is that as Muslims, we are all brothers and sisters in the faith. We are a body that if one of its members feels pain, the others will feel it too. And as human beings, we must help if someone needs help even though they have different beliefs. Zionist Israel has set foot on the land of Palestine since 1946, which means our brothers in Palestine have felt pain for 75 years. Even though there is a peace agreement between Palestine and Israel, Zionist Israel always betrays the agreement and chooses to hurt the Palestinians.

And the last reason, Indonesia and Palestine have a very close relationship. It started when Indonesia declared its de facto independence on August 17, 1945. At that time also Muhammad Amin Al Husaini, a mufti from Palestine who dared to stand up for the first time to recognize Indonesia's independence as a sovereign state. So it is only fitting that the Indonesian people and government condemn Zionist Israel.

For the supporters of Israel, they say that it is just a conflict over territory. But how can one seize territory that does not belong to him? They also said that Hamas provoked the Israeli army and continued to launch missiles. We are not talking about whether Hamas is a terrorist or not, but we are talking about Hamas helping Palestine for humanity. They said that why should they defend Palestine if the country itself is in trouble. If we care about Palestine, then of course we also care about the conditions around us. We do not need to be Muslim to defend Palestine, we just need to be 'human'. Therefore, we must defend Palestine and save it from the hands of Zionist Israel. As already stated, Zionist Israel not only 'robbed' the real owner, Palestine, but also expelled and mercilessly massacred Palestinians.

The arrival of Zionist Israel has caused hundreds of lives to suffer and inflict prolonged damage. Helping with food, clothing, and medicine will have little

impact on Palestinian independence. The right attitude must be shown by Sultan Abdul Hamid II who flatly refuses all forms of the surrender of the Land of Palestine to the Zionist Israel even if it is only an inch. So, we must defend Palestine to 'expel' and protect Palestinians from the attacks of 'robbers'. That way the Palestinian people will feel freedom and peace in their lives

THANK YOU

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Is it good or bad if the cigarette factory is closed?

Smoking is no longer taboo among society. Especially in Indonesia, many communities are smoking heavily and many manufacturers of cigarettes that are popular both abroad and abroad. Much controversy that brewing over the dangers of smoking. There were also the presence of citizens who want to ban cigarette manufacturers in the production of cigarettes, but governments still protect the tobacco industry.

The tobacco industry is one of the nation's economies. The state would collect tax returns from the production of these cigarettes. And the industrial ministry will arrange for the cigarette industry to maintain a balance between its economic potential and its health sector. This recalls about 6.1 million people depending on the industry for their livelihood.

A second reason is that many societies depend on the tobacco industry. The communities dependent on the tobacco industry include tobacco farmers, as many as 2 million people, cloves 1.5 million, laborers in the tobacco industry 0.6 million people, printing 1 million people, and retailers of 1 million. If the tobacco industry were shut down for health reasons, millions of people would be unemployed. In addition, tens of trillions of rupiah went missing.

Not to mention advertising in its advertising sector, its circulation, its commerce, to its advertising and media workers. Employment minister Hanif concluded that there were over six million workers in the cigarette sector. From tobacco farming to the tobacco industry. The distribution and all that. The number of workers in the tobacco industry, the Indonesian union (KSPI) also estimated about 6.1 million workers.

However, many communities would like to ban cigarette manufacturers because if cigarette manufacturers are permanently closed, children under the age of 17 do not smoke anymore, people are free of lung cancer caused by cigarette smoke and other diseases caused by smoking. And they assumed that the government could change foreign exchange revenues other than the tobacco industry.

In fact, if viewed from a health perspective, it is not certain that cigarettes cause many diseases and if the cigarette factory is closed, the foreign exchange will

decrease drastically because the largest foreign exchange in Indonesia comes from the Cigarette Industry

The conclusion is that if the Factory Industry is closed it will have a positive impact on the community, but not necessarily it will also have a positive impact on the Government. For the Indonesian government, the Cigarette Industry Sector is a treasure that must be protected for the country's foreign exchange and the country's economic stability

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For the Sake of the Child's Future, Agree or Disagree With Providing Sex Education From an Early Age?

Sexual education or sex education is an activity to teach about reproductive health. The purpose of this activity is to raise awareness about the importance of reproductive health so that acts of sexual harassment and infectious diseases can be prevented. Sex education is still considered taboo by most Indonesians. Some teens may also be reluctant to talk about sexuality with their parents because they are too curious. Even though sex education is very important because our goal in communicating to children regarding sexuality is so that children know the right information and can make decisions responsibly, I really agree if parents teach this to their children.

Although sex is often considered a taboo subject, in fact in Indonesia cases related to sex are very concerning. This is because it is easy to access pornography on the internet without being provided with sex education. A survey from the Indonesian Child Protection Committee (KPAI) and the Ministry of Health (Kemenkes) conducted in October 2013 stated that around 62.7% of adolescents in Indonesia have had sex outside of marriage. Even more sadly, 20% of the 94,270 women who experienced pregnancy out of wedlock were still teenagers, and 21% of them had an abortion. Not only the risk of pregnancy out of wedlock, the survey also revealed the fact that cases of HIV infection that were monitored within a span of 3 months occurred as many as 10,203 cases, and 30% of the sufferers were teenagers. In this case, the role of parents is needed to provide sex education to their children.

Teaching sex education to children certainly has many benefits. Reporting from idntimes.com, there are 6 benefits that can be obtained, namely, opening the child's mind when asked to talk about topics related to sex, children can understand the role of each gender, reduce curiosity about unhealthy things, make children aware of what only problems that will arise as a result of free sex, realize their sexual function, and create self-confidence. By knowing the benefits above, there is nothing wrong with parents providing sex education to their children slowly and patiently so that children can understand easily and not take the wrong steps for the future.

Some parents argue that if sex education is given to teenagers, it will only be overshadowed by concerns about the mental resilience possessed by teenagers if they cannot control their lust and are not strong enough to restrain their biological impulses. However, in my opinion, this is not true because no matter how big a teenager's passion is, if he understands what bad consequences will occur if he has free sex, he will think twice about continuing his actions. Therefore, the importance of sex education is also based on the existence of sexual deviations that often occur in teenagers today, because they are not given sex education, both in terms of health, social, moral, in the context of religion, and so on. So, they do not know how to control themselves so as not to fall into the sexual behavior.

Every human being has the potential and a strong addiction to sex, which if not properly educated, it is possible that his sexual potential and biological urges are misused in negative things and can harm him, such as having sex outside of marriage, rape, and so on. Thus, I declare that I simply must agree with providing sex education to children for their future.

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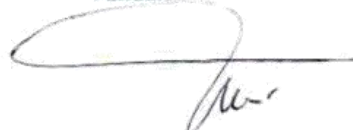
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Appendix 2 The Recapitulation of Errors

NO	SAMPLE	SUBJECT VERB AGREEMENT ERRORS										TOTAL OF ERRORS	
		1	2	3	4	5	6	7	8	9	10		
1	STUDENT 1	1	1	-	-	-	-	-	-	-	-	-	2
2	STUDENT 2	6	-	-	-	-	-	-	-	-	-	-	6
3	STUDENT 3	3	-	-	-	-	-	-	-	-	-	-	3
4	STUDENT 4	1	-	-	-	-	-	-	-	-	-	-	2
5	STUDENT 5	2	-	-	-	-	-	-	-	-	-	-	2
6	STUDENT 6	1	-	-	-	-	-	-	-	-	-	-	1
7	STUDENT 7	1	-	-	-	-	-	-	-	-	-	-	1
8	STUDENT 8	16	-	-	2	-	-	-	-	-	-	-	18
9	STUDENT 9	6	-	-	-	-	-	-	-	-	-	-	6
10	STUDENT 10	2	-	-	-	-	-	-	-	-	-	-	2
11	STUDENT 11	1	-	-	-	-	-	-	-	-	-	-	1
12	STUDENT 12	1	-	-	-	-	-	-	-	-	-	-	1
13	STUDENT 13	2	-	-	-	-	-	-	-	-	-	-	2
14	STUDENT 14	12	-	-	-	-	-	-	-	-	-	-	12
15	STUDENT 15	-	-	-	-	-	-	-	-	-	-	-	-
16	STUDENT 16	10	-	-	-	-	-	-	-	-	-	-	10
17	STUDENT 17	-	-	-	-	-	-	-	-	-	-	-	-
18	STUDENT 18	1	-	-	-	-	-	-	-	-	-	-	1
19	STUDENT 19	3	-	-	-	-	-	-	-	-	-	-	3
20	STUDENT 20	1	-	-	-	-	-	-	-	-	-	-	1
21	STUDENT 21	3	-	-	-	-	-	-	-	-	-	-	3
22	STUDENT 22	3	-	-	-	-	-	-	-	-	-	-	3
23	STUDENT 23	7	-	-	-	-	-	-	-	-	-	-	7
24	STUDENT 24	9	-	-	-	-	-	-	-	-	-	-	9
25	STUDENT 25	3	-	-	-	-	-	-	-	-	-	-	3
26	STUDENT 26	2	-	-	-	-	-	-	-	-	-	-	2
27	STUDENT 27	2	-	-	-	-	-	-	-	-	-	-	2
28	STUDENT 28	3	-	-	-	-	-	-	-	-	-	-	3
29	STUDENT 29	2	-	-	-	-	-	-	-	-	-	-	2

Surakarta, 25 Oktober 2022

Validator



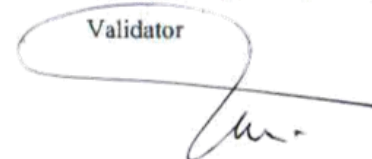
Muh. Husin Al Fatah, M.Pd

NIP. 13600489

NO	SAMPLE	SOURCES OF ERRORS					TOTAL OF ERRORS
		Interlingual	Intralingual				
			Overgeneralization	Ignorance of rules restriction	Incomplete rules application	False concept hypothesized	
1	STUDENT 1	-	-	1	-	1	2
2	STUDENT 2	3	-	3	-	-	6
3	STUDENT 3	2	-	-	-	1	3
4	STUDENT 4	1	-	-	1	-	2
5	STUDENT 5	-	-	2	-	-	2
6	STUDENT 6	-	-	1	-	-	1
7	STUDENT 7	1	-	-	-	-	1
8	STUDENT 8	6	1	6	3	2	18
9	STUDENT 9	1	-	5	-	-	6
10	STUDENT 10	1	1	-	-	-	2
11	STUDENT 11	1	-	-	-	-	1
12	STUDENT 12	-	-	1	-	-	1
13	STUDENT 13	-	2	-	-	-	2
14	STUDENT 14	-	2	9	-	1	12
15	STUDENT 15	-	-	-	-	-	-
16	STUDENT 16	3	1	3	3	-	10
17	STUDENT 17	-	-	-	-	-	-
18	STUDENT 18	-	-	-	1	-	1
19	STUDENT 19	-	-	1	2	-	3

Surakarta, 25 Oktober 2022

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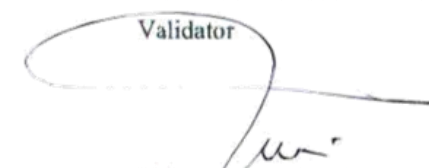
Muh. Husin Al Fatah, M.Pd

NIP. 13600489

NO	SAMPLE	SOURCES OF ERRORS					TOTAL OF ERRORS
		Interlingual	Intralingual				
			Over-generalization	Ignorance of rule restriction	Incomplete application	False concept hypothesized	
20	STUDENT 20	-	-	-	-	1	1
21	STUDENT 21	-	-	1	2	-	3
22	STUDENT 22	-	-	2	1	-	3
23	STUDENT 23	1	1	1	3	1	7
24	STUDENT 24	2	1	2	1	3	9
25	STUDENT 25	1	-	1	1	-	3
26	STUDENT 26	1	-	1	-	-	2
27	STUDENT 27	2	-	-	-	-	2
28	STUDENT 28	2	-	1	-	-	3
29	STUDENT 29	-	-	1	-	1	2

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Appendix 3 The Reconstruction of the Text

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
1.A	A number of successful vaccinations <u>has been</u> shown ...	Finding subjects before phrases beginning with <i>of</i>	Intralingual – Ignorance of rules restriction	A number of successful vaccinations [have been] shown ...
1.B	People's views reject the use of vaccines ...	Basic rule	Intralingual - False concept hypothesized	People's views [on] [rejection of] the use of vaccines ...
2.A	... rejecting or disagreeing with ... in every investigation, <u>rejects</u> the leadership ...	Basic rule	Intralingual – Ignorance of rules restriction	... rejecting or disagreeing with ... in every investigation, [rejecting]the leadership ...
2.B	... rejecting or disagreeing with ... the KPK, <u>disagrees</u> with the nomination ...	Basic rule	Intralingual – Ignorance of rules restriction	... rejecting or disagreeing with ... the KPK, [disagreeing] with the nomination ...
2.C	... rejecting or disagreeing with ... chairman, and <u>disagrees</u> with the policies ...	Basic rule	Intralingual – Ignorance of rules restriction	... rejecting or disagreeing with ... chairman, and [disagreeing] with the policies ...
2.D	There is no disobedience, now that it was not dismissed earlier, did not like or dislike it	Basic rule	Interlingual	... dismissed earlier, related to the 'dislike' [assumption]
2.E	... and then tried to find a way out, right?	Basic rule	Interlingual	... and then [KPK] tried to find a way out, right?
2.F	the President's direction	Basic rule	Interlingual	... [it was] the President's direction
3.A	... parents and children in Indonesia mostly cause anger when children ...	Basic rule	Intralingual - False concept hypothesized	In Indonesia, parents mostly get angry when children ...
3.B	... this can give birth to misperceptions ...	Basic rule	Interlingual	... this can [lead] to misperception ...

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
3.C	... children <u>can better</u> understand the importance ...	Basic rule	Interlingual	... children can [get] better [understanding about] the importance ...
4.A	The side effects that often occur, <u>such as</u> temporary pain at the injection site ... and headache	Basic rule	Interlingual	The side effects that often occur [are} temporary pain at the injection site ... and headache
4.B	if the child does not immunize	Basic rule	Intralingual - Incomplete application of rules	if the child does not [get immunization]
5.A	The following <u>are</u> the various benefits of providing sex education for children from an early age <u>is</u> counteracting ...	Basic rule	Intralingual – Ignorance of rules restriction	The following are the various benefits ...early age: (1) counteracting ...
5.B	... counteracting the adverse effects ... <u>Build</u> trust between parents and children	Basic rule	Intralingual – Ignorance of rules restriction	... counteracting the adverse effects ... [Building] trust between parents and children
6.A	<u>Another students</u> and their parents also complained ...	Basic rule	Intralingual – Ignorance of rules restriction	[Other] students and their parents also complained ...
7.A	But there are also those for various reasons	Basic rule	Interlingual	... there are also those [who consider other] various reasons
8.A	At the Delegation meeting World Education in New York year 2002 <u>has given birth</u> to the declaration of ...	Basic rule	Interlingual	The delegation of World Education in New York 2002 [has released] declaration of ...
8.B	But <u>reality what's happening right now</u> is still showing that the conditions	Basic rule	Interlingual	In reality, what's happening right now is still showing that the conditions

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
8.C	... there are four things that <u>be of</u> particular concern in the declaration ...	Basic rule	Interlingual	... there are four things that [came as] particular concern in the declaration ...
8.D	This declaration issued as an effort to keep ...	Basic rule	Intralingual - Incomplete application of rules	This declaration [is] issued as an effort to keep ...
8.E	... to keep kids away from everything which can interfere <u>with the</u> physical condition, <u>their</u> psychology and society	Basic rule	Intralingual – Ignorance of rules restriction	... interfere [their] physical, [physiological] and social [condition]
8.F	... the implementation of the Act. No. 23 of 2003 on protection the expected child is getting lots of news about children sexual abuse	Basic rule	Intralingual - False concept hypothesized	... the implementation of the Act. No. 23 of 2003 on children protection which is expected to protect them, is not implemented well by a lot of cases ...
8.G	Sad fact <u>are</u> children who become victims ...	Basic rule	Intralingual – Ignorance of rules restriction	The sad fact [is] children who become victims ...
8.H	Briggs and Hawkins (1997: 115) <u>reveals</u> some of the causes ...	SVA with <i>and</i>	Intralingual – Overgeneralization	Briggs and Hawkins (1997: 115) [reveal] some of the causes ...
8.I	... children young people who can't afford ...	Basic rule	Intralingual - Incomplete application of rules	... children [are] young people who can't afford ...
8.J	.. children young people who can't <u>afford detect</u> the motivation possessed by adults	Basic rule	Interlingual	... who [are not able to] detect the motivation possessed by adults
8.K	... children have curiosity about <u>her</u> body...	Basic rule	Intralingual – Ignorance of rules restriction	... children have curiosity about [their] body...

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
8.L	... children <u>isolated</u> from relevant information	Basic rule	Intralingual - Incomplete application of rules	... children [are] isolated from relevant ...
8.M	If we look at the symptoms and the consequences caused by child sexual abuse <u>seems</u> to be education sexuality is our responsibility	Basic rule	Interlingual	If we look at the symptoms and the consequences caused by child sexual abuse, [it] seems to be education sexuality is our ...
8.N	Further disclosed by Alfa and Aam (2008: 13) that "teacher First, sexuality education is ...	Basic rule	Intralingual - False concept hypothesized	Further, Alfa and Aam disclosed that ...
8.O	"teacher First, sexuality education is parents because ...	Basic rule	Interlingual	"The first teacher of sex education is parents because ...
8.P	... the togetherness of children and people old <u>has</u> more time capacity...	SVA with <i>and</i>	Intralingual – Ignorance of rules restriction	... children and parents [have] more common time together ...
8.Q	<u>Learning</u> can teach children starting from simple and make it as one daily habits	Basic rule	Intralingual - Ignorance of rules restrictio	[Parents should learn to] teach children starting from simple [actions] and make it as one ...
8.R	If from an early age children already know sexual crimes against children can be reduced	Basic rule	Intralingual – Ignorance of rules restriction	If from an early age children already know [it/sex education], sexual crimes against children can be reduced
9.A	... if an official commits corruption will be in prison for a minimum of 4 years ...	Basic rule	Interlingual	... if an official commits corruption, [they] will be in prison for a minimum of 4 years ...
9.B	... there are impacts that will greatly harm the country's finances ... <u>decreased</u> investment, <u>rising</u> poverty rates ...	Basic rule	Intralingual – Ignorance of rules restriction	there are impacts that will greatly harm the country's finances ... decreased investment, [rise] poverty rates ...

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
9.C	what if the growing human population in this country and also the increasing cases of corruption in Indonesia?	Basic rule	Intralingual – Ignorance of rules restriction	what if the growing human population in this country [is also followed] by the increasing cases of corruption in Indonesia?
9.D	One example of corruption, that <u>is</u> still under investigation by the KPK (Komisi Pemberantasan Korupsi) <u>is</u> ...	Basic rule	Intralingual – Ignorance of rules restriction	One example of corruption cases that still under investigation by KPK is ...
9.E	... our country officials <u>responsible</u> for the economic stability of the community <u>can</u> still do ...	Basic rule	Intralingual – Ignorance of rules restriction	... our country officials [who] responsible for the economic stability of the community can still do ...
9.F	... our country officials ... can still do the most evil actions that <u>are</u> corruption	Basic rule	Intralingual – Ignorance of rules restriction	... our country officials ... can still do the most evil action that [is] corruption
10.A	... <u>immunization aims</u> is to build a person's immunity ...	Basic rule	Intralingual – Overgeneralization	... immunization [aim] is to build a person's immunity ...
10.B	The diseases such as tuberculosis, hepatitis B, diphtheria ... , and others	Basic rule	Interlingual	The diseases that mention such as hepatitis B, diphtheria ... , and others
11.A	The fact that the number of cigarette consumers in Indonesia is one of the largest from various countries in the world	Basic rule	Interlingual	The fact [shows] that the number of cigarette consumers in Indonesia is one of the largest from various countries in the world
12.A	Cylinders of paper measuring between 70 to 120 mm ... Cigarettes are burned at one end	Basic rule	Intralingual – Ignorance of rules restriction	[Cigarettes are] cylinders of paper measuring between 70 to 120 mm that burned at ...
13.A	For some people, teaching about sex is <u>a disgraceful things</u> to do	Basic rule	Intralingual – Overgeneralization	For some people, teaching about sex is a disgraceful [thing] to do

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
13.B	... the <u>childes</u> mind will be spared from things	Basic rule	Intralingual – Overgeneralization	... the [children] mind will be spared from things
14.A	Indonesian people <u>is</u> interest in reading <u>is</u> still low	Basic rule	Intralingual – Ignorance of rules restriction	Indonesian people interest in reading is still low
14.B	Indonesian people is interest in reading is very concerning, only 0.001%.	Basic rule	Intralingual – Ignorance of rules restriction	Indonesian people interest in reading is very concerning, only 0.001%.
14.C	... because Indonesian people is interest in reading is very concerning.	Basic rule	Intralingual – Ignorance of rules restriction	... because Indonesian people interest in reading is very concerning.
14.D	... she said increasing literacy <u>is</u> one of the challenges in encouraging people <u>is</u> willingness to know more ...	Basic rule	Intralingual – Ignorance of rules restriction	.. she said increasing literacy is one of the challenges in encouraging people willingness ...
14.E	... the government has done <u>it is</u> best to promote literacy in Indonesia	Basic rule	Intralingual – Ignorance of rules restriction	... the government has done [the] best to promote literacy in Indonesia
14.F	... Indonesian children <u>is</u> interest in reading, including Jakarta, <u>was</u> minimal and low.	Basic rule	Intralingual – Ignorance of rules restriction	Indonesian children interest in reading, including Jakarta, was minimal and low.
14.G	In fact, children <u>is</u> interest in reading in Jakarta and Indonesia <u>is</u> high ...	Basic rule	Intralingual – Ignorance of rules restriction	In fact, children interest in reading in Jakarta and Indonesia is high
14.H	It is proven that when <u>building libraries</u> in RPTRA, flats and health centers, children visit the library very much	Basic rule	Intralingual – False concept hypothesized	It is proven that when libraries [are built] libraries in RPTRA, flats and health centers, children visit the library frequently

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
14.I	... the high number of children <u>is</u> visits <u>is</u> not matched ..	Basic rule	Intralingual – Ignorance of rules restriction	... the high number of children visit is not matched ...
14.J	... the high number of children *is <u>visits</u> ...	Basic rule	Intralingual – Overgeneralization	... the high number of children visit ...
14.K	This data clearly <u>shows</u> that the high interest in reading ...	Basic rule	Intralingual – Overgeneralization	This data clearly [show] that the high interest in reading ...
14.L	Therefore, in order to increase Indonesian people <u>is</u> interest in reading, we need to ...	Basic rule	Intralingual – Ignorance of rules restriction	Therefore, in order to increase Indonesian people interest in reading, we need to ...
16.A	Is it important for children to <u>immunize</u> ?	Basic rule	Intralingual - Incomplete application of rules	Is it important for children to [to be] [immunized]?
16.B	Are there other good children's immunizations? Most commonly to fight or ...	Basic rule	Interlingual	Are there other good children's immunizations? Most [is] commonly to fight or ...
16.C	The need for immunization in children so that children avoid epidemics, serious illness ...	Basic rule	Intralingual - Ignorance of rules restriction	The need for immunization [is important] to children so that children avoid epidemics, ...
16.D	... will appear which are effective in preventing disease transmission so <u>it is not</u> easy infected, ...	Basic rule	Intralingual – Ignorance of rules restriction	... effective in preventing disease transmission so [children are] not easily infected, ...
16.E	Immunization <u>must be carried out</u> in accordance with the Ministry of Health <u>has</u> <u>carried out</u> immunization	Basic rule	Intralingual – Ignorance of rules restriction	Immunization must be carried out in accordance with the Ministry of Health [that] has carried out immunization obligations ...

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
16.F	... in the long term the cost savings related to disease will certainly <u>be of greater benefit</u>	Basic rule	Interlingual	... the cost saving for medical treatment will certainly [give] bigger benefit
16.G	Parents refuse to <u>full</u> because, disease is not severe....	Basic rule	Interlingual	Parents refuse to vaccinate their children ...
16.H	This <u>must be very careful</u> so that there are no victims of immunization.	Basic rule	Intralingual - Incomplete application of rules	This must be [done] very careful so that there are no victims of immunization
16.I	That's why they don't want to immunize	Basic rule	Intralingual - Incomplete application of rules	That's why they don't want their children to[be] [immunized]
16.J	... my family is immunized against chickenpox but instead of preventing the disease, <u>it</u> actually causes <u>it</u> .	Basic rule	Intralingual – Overgeneralization	... my family is immunized against chickenpox but instead of preventing the disease, it actually causes [the disease]
18.A	I do not agree if the cigarette factory <u>closed</u>	Basic rule	Intralingual - Incomplete application of rules	I do not agree if the cigarette factory [is] closed
19.A	... the body will <u>be better able</u> to face and defeat disease infections	Basic rule	Intralingual – Ignorance of rules restriction	the body will [be able] to face and defeat disease infections
19.B	The benefits and importance of immunization in infants and children 2-3 million deaths can be prevented each year by immunization	Basic rule	Intralingual - Incomplete application of rules	The benefits and importance of immunization in infants and children [that are] 2-3 million deaths can be prevented each year by immunization
19.C	It can be <u>conclude</u> that immunization aims to build a person's immunity ...	Basic rule	Intralingual - Incomplete application of rules	It can be [concluded] that immunization aims to build a person's immunity ...

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
20.A	The conclusion is that many of the <u>region's forgotten and extinct languages</u> ...	Basic rule	Intralingual - False concept hypothesized	The conclusion is that many of the region languages are forgotten and extinct ...
21.A	Cigarette Factory Closed!	Basic rule	Intralingual - Incomplete application of rules	Cigarette Factory [is] Closed!
21.B	Trillions of IDR Lost!	Basic rule	Intralingual - Incomplete application of rules	Trillions of IDR [is] Lost!
21.C	The first reason why I do not agree if the cigarette factory <u>is</u> closed <u>is</u> because it will have an impact ...	Basic rule	Intralingual – Ignorance of rules restriction	The first reason why I do not agree if the cigarette factory is closed because it ...
22.A	... how the danger of cigarettes <u>is</u> ...	Basic rule	Intralingual – Ignorance of rules restriction	... how danger of cigarettes [are] ...
22.B	... 60 percent of the malls and 92 percent of the markets in Jakarta <u>found</u> people smoking ...	Basic rule	Intralingual - Incomplete application of rules	... 60 percent of the malls and 92 percent of the markets in Jakarta [are] found people ...
22.C	... it will make every Indonesian citizen <u>have</u> a good habit	Basic rule	Intralingual – Ignorance of rules restriction	... it will make every Indonesian citizen [has] a good habit
23.A	Surely, we <u>knows</u> that Indonesia is a law country	Basic rule	Intralingual – Overgeneralization	Surely, we [know] that Indonesia is a law country
23.B	The punishments <u>are</u> based on how and what its crime <u>is</u> low-criminal or high-criminal case	Basic rule	Intralingual - False concept hypothesized	The punishments are based on how and what crime is [committed] ...

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
23.C	The punishments are based on how and what its crime is <u>low-criminal or high-criminal case</u>	Basic rule	Interlingual	The punishments are based on how and what crime is [committed], [whether] low-criminal or high-criminal case
23.D	So, what should we do to someone under 17 that <u>commit</u> crime?	Basic rule	Intralingual - Incomplete application of rules	So, what should we do to someone under 17 that [commits] crime?
23.E	Children that commit crime, <u>should give</u> an education ...	Basic rule	Intralingual - Incomplete application of rules	Children that commit crime, should [be] [given] an education ...
23.F	... they should be given an education that <u>include</u> general, religious and akhlak education	Basic rule	Intralingual - Incomplete application of rules	... they should be given an education that [includes] general, religious and ...
23.G	At last, a punishment is should not just about a jail, but can improve on other form	Basic rule	Intralingual – Ignorance of rules restriction	At last, a punishment should not just about a jail ...
24.A	Criminality related to evil, that can be punished according to the law and criminal seen from the https://kbbi.web.id/kriminal .	Basic rule	Interlingual	Criminality [is] related to criminal actions; law violation; [as defined] in https://kbbi.web.id/kriminal
24.B	In Indonesia itself, many children under the age or adolescent <u>who</u> commit criminal action	Basic rule	Interlingual	In Indonesia itself, many children under the age or adolescent [are] commit criminal action
24.C	Firstly, the main <u>factors</u> is the family environment	Basic rule	Intralingual – Ignorance of rules restriction	Firstly, the main [factor] is the family environment
24.D	... the lack of socialization of parents with children, which results children <u>not</u> know the action ...	Basic rule	Intralingual - Incomplete application of rules	... the lack of socialization of parents and children, which results children [do] not know the action ...

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
24.E	Poverty and violence in the family environment also <u>affect</u> children in criminal action <u>are</u> seen https://health.detik.com .	Basic rule	Intralingual – Ignorance of rules restriction	Poverty and violence in the family environment also affect children in criminal action, [as cited in] https://health.detik.com .
24.F	If <u>a children</u> to make criminality acts	Basic rule	Intralingual – Overgeneralization	If [a child] [does] criminal acts ...
24.G	However, some people agree that <u>crimes committed by minors should be jailed</u>	Basic rule	Intralingual - False concept hypothesized	However, some people agree that minors committed crimes should be jailed
24.H	... I do not agree that <u>crimes committed by minors are jailed</u> .	Basic rule	Intralingual - False concept hypothesized	... I do not agree that minors committed crimes are jailed
24.I	Therefore, I do not agree if <u>the criminality of minors should be jailed</u>	Basic rule	Intralingual - False concept hypothesized	Therefore, I do not agree if the minors committed crimes should be jailed
25.A	Therefore, as a young person who cares about the future of the nation, <u>believe</u> that sex education ...	Basic rule	Intralingual - Incomplete application of rules	Therefore, as a young person who cares about the future of the nation, [I]believe that ...
25.B	... I think this <u>needs to be a data</u> that needs to be considered	Basic rule	Interlingual	... I think this [is required] a data that needs to be considered
25.C	... so that the child also feel <u>she</u> has the right to express <u>his</u> opinion	Basic rule	Intralingual – Ignorance of rules restriction	... so that the child also feel [he] has the right to express his opinion
26.A	Children will feel depressed and very scared if <u>treated</u> like that	Basic rule	Interlingual	Children will feel depressed and very scared if [they are] treated like that

No.	Wrong Sentences	Mistake types	Causes of Mistakes	Reconstruction sentences
26.B	So, <u>that is the reason</u> why minors should not be imprisoned	Basic rule	Intralingual – Ignorance of rules restriction	So, [those are the reasons] why minors should not be imprisoned *refers to plural
27.A	... the number of companions of the Prophet Muhammad who preached to spread the religion of Allah in Palestine	Basic rule	Interlingual	... the number of companions of the Prophet Muhammad who preached to spread the religion of Allah [was] in Palestine
27.B	The land of Palestine <u>has also given birth</u> to hundreds to thousands of prominent Ulama ...	Basic rule	Interlingual	The land of Palestine was birthplace for hundreds to thousands of prominent Ulama ...
28.A	... many communities are smoking heavily and many manufacturers of cigarettes <u>that are</u> popular both abroad and abroad	Basic rule	Interlingual	... many communities are smoking heavily and many manufacturers of cigarettes [are] popular both domestic and abroad
28.B	Much controversy that brewing over the dangers of smoking.	Basic rule	Interlingual	Much controversy [is] brewing over the dangers of smoking.
28.C	The number of workers in the tobacco industry, the Indonesian union (kspi) also estimated about 6.1 million workers.	Basic rule	Intralingual - Ignorance of rules restriction	The number of workers in the tobacco industry [is huge], the Indonesian union (kspi) also estimated about 6.1 million workers.
29.A	Even though sex education is very important because our goal <u>in</u> communicating to children regarding sexuality <u>is</u> so that children know the right ...	Basic rule	Intralingual - False concept hypothesized	... sex education is very important because our goal [is] communicating to children regarding sexuality so that children know ...
29.B	... there are 6 benefits that can be obtained, namely, <u>opening</u> the child's mind, ..., reduce curiosity ...	Basic rule	Intralingual – Ignorance of rules restriction	... there are 6 benefits that can be obtained, namely, [open] the child's mind, ..., reduce curiosity ...

Appendix 4 The Transcript of the Interview

Ir: Interviewer

Ie: Interviewee

Transcript of Interview #1

Interview with the lecturer (June 9, 2022)

Ir: Untuk *argumentative essays*, apa kesalahan mahasiswa yang paling banyak ditemukan, Mrs?

Ie: Paling banyak?

Ir: Iya

Ie: Mereka kurang memperhatikan bagaimana membuat kalimat yang baik, ya. Kalimat yang baik, kan, minimal harus terdiri dari *subject* dan *verb*. Jadi kadang-kadang mereka lupa, nggak ada *subject*-nya. Tiba-tiba mulai dari *verb* gitu, atau nggak ada *verb*-nya gitu, ya. Jadi itu adalah kesalahan yang lumayan sering dilakukan. Ya, terkait dengan apa ... *punctuation* juga begitu penggunaan *punctuation*, kan, sesungguhnya itu saling berkaitan ya dengan pembuatan sebuah kalimat yang baik. Bahwa satu kalimat, apabila sudah selesai harus diakhiri dengan titik. Ada yang mengakhirinya dengan koma, gitu.

Ir: Tanda baca, ya?

Ie: Iya, tanda baca. Saat harus koma dikasih titik. Saat seharusnya udah titik dikasih koma. Jadi kayak *fragment*. Kemudian *fragment* itu, kan, nih ya ... seperti yang sudah saya sampaikan. Harusnya terdiri dari *subject* sama *verb* minimal. Kalau tidak ada *subject*-nya, maka itu disebut dengan *fragment*. *Fragment* itu sering sekali muncul karena kadang menurut saya tuh ada pengaruh ini yah mungkin, pengaruh Bahasa Indonesia juga. Kita terbiasa ngomong ... tanpa ... ngomong lengkap gitu, kan?

Ir: Tanpa *subject* kadang.

Ie: Iya, kurang lengkap. Kadang tanpa *subject*. Jadi itu yang saya lihat banyak masih terjadi kesalahan seperti itu.

Ir: Apakah Anda selalu memberi *feedback* kepada mahasiswa?

Ie: *Feedback*, iya. *Feedback* baik tertulis maupun lisan. Kalau *feedback* lisan ya biasanya secara klasikal. Saya hanya mengambil sample tulisan dari beberapa mahasiswa kemudian karena kemarin online kan jadi saya tampilkan di *google meet*. Kemudian saya merah-merah, bagian ini seperti itu. Kemudian mereka ada yang bertanya dan saya beri *feedback* lagi. Jadi seperti itu. *Feedback* secara tertulis, em ... mungkin ya agak *limited* karena banyak sekali tulisan mahasiswa tidak mungkin saya ngasih *feedback* satu-satu. Jadi ya lebih seringnya saya *feedback* oral langsung sehingga mereka semua bisa belajar dari sampel. Dari kesalahan temannya itu. Gitu.

Ir: Apa Mrs Maria juga merekomendasikan penggunaan *tools* saat sebelum *submit* tugas itu, Mrs?

Ie: Tools, contohnya?

Ir: Seperti *grammarly* atau yang di dokumen itu.

Ie: Betul sekali. Saya lihat masih banyak kesalahan-kesalahan kecil yang sebenarnya tidak perlu dilakukan salah *spelling*, salah *grammar*, *punctuation*. Masa seperti itu seperti itu aja salah. Jadi saya juga sering menyarankan pakai *grammarly*. *Grammarly* itu, kan, paling yang udah *popular*-lah.

Ir: Yang terakhir, bagaimana strategi anda dalam menghadapi problematika khususnya yang *subject verb agreement* itu, Mrs?

Ie: *Students* saya?

Ir: Ya, Mrs.

Ie: Ya, saya biasanya selalu saya sampaikan. Saya ulang-ulang biar masuk gitu ya ke ingatan mereka bahwa ingat kalau buat kalimat itu harus minimal terdiri dari *subject* dan *verb*, dan itu selalu saya ulas ya. Maksudnya hampir di setiap pertemuan. Ya *you should remember the principle of a good sentence, creating a good sentence. You should have the minimum subject and verb*. Karena kalau nggak diingatkan terus polanya itu suka ini ya kurang, kadang-kadang. Jadi em, seharusnya bisa lengkap itu kadang masih selalu aja ada yang kurang. Harus diingatkan terus.

Ir: Baik, Mrs.

Ie: Sudah?

Ir: Sudah, Mrs. Terima kasih, Mrs. Maria

Transcript of Interview #2

Interview with F.R via WhatsApp chat on June 5, 2022

Ir: Assalamualaikum dek. Sudah bisa untuk wawancara sekarang?

Ie: Ok kak

Ir: Oke kita mulai ya. Silakan dijawab sesuai kondisi

Ie: Baik kak

Ir: Apakah kamu mengalami kesulitan dalam menulis Argumentative Essays?

Ie: Sedikit kesulitan kak dalam merangkai kata2nya dan dlm grammar

Ir: Terkait grammar, apa yang kamu ketahui soal subject verb agreement?

Ie: penyesuaian dari suatu verb atau kata kerja dengan subjek dalam sebuah kalimat, baik dalam hal tunggal (singular) maupun jamak (plural). Subject bisa berupa kata benda kak atau kata ganti

Ir: Apakah kamu mengalami kesulitan dalam penggunaan subject verb agreement?

Ie: Iya kak

Ir: Apakah kamu mengetahui aturan penambahan s/es pada verb?

Ie: Sedikit kakk

Ir: Menurutmu, apa yang membuat sulit dalam menggunakan subject verb agreement?

Ie: Lupa degan rumus2nya kak

Ir: Apakah kamu selalu mengecek ulang tugasmu sebelum dikumpulkan?

Ie: Iya kak

Ir: Dalam menulis argumentative essay, seberapa sering kamu menerjemahkan kata per kata dari bahasa Indonesia ke bahasa Inggris?

Ie: Lumayan sering kak

Ir: Bagaimana caramu mengatasi kesulitan yang telah kamu sebutkan?

Ie: Membuka materi atau dgn browsing kak

Ir: Baik dek, terima kasih sudah meluangkan waktu

Ie : Baik kak terimakasih kembali

Transcript of Interview #3

Interview with A.S.R. via WhatsApp chat on June 5, 2022

Ie: Oke dek, kita mulai ya

Ie: Siap kak

Ir: Apakah kamu mengalami kesulitan dalam menulis Argumentative Essay?

Ie: Untuk kesulitan dalam menulis argumentative essay masih ada kesulitan kak

Ir: Apa saja kesulitan tersebut?

Ie: Biasanya kesulitan terdapat pada suatu materi kak, misal materi essay comparison contrast, nah itu masih ada beberapa kesulitan dalam menulis essay dengan ketentuan aturan yang harus ada dalam membuat essay tersebut. Lalu kesulitan selanjutnya dalam penggunaan grammar untuk menulis essay, masih sedikit mengalami kesulitan

Ir: Terkait grammar, apa yang kamu ketahui soal subject verb agreement?

Ie: Subject verb agreement yaitu penggunaan kata kerja/verb untuk menyesuaikan dengan subjek dalam sebuah kalimat

Ir: Apakah kamu mengalami kesulitan dalam penggunaan subject verb agreement?

Ie: Terkadang masih terbalik penggunaan subject verb agreement bila subjek nya berupa objek/benda. Tetapi sejauh ini tidak mengalami kesulitan yg lebih

Ir: Apakah kamu mengetahui aturan penambahan s/es pada verb?

Ie: Mengetahui

Ie: Menurutmu, apa yang membuatmu mengalami kesulitan yang sudah kamu sebutkan?

Ie: Semisal penggunaan dua benda yg disebutkan tidak menggunakan s

Ir: Apakah kamu selalu mengecek ulang tugasmu sebelum dikumpulkan?

Ie: Bila masih ada waktu untuk mengecek tugas, saya selalu mengecek

Ir: Dalam menulis argumentative essay, seberapa sering kamu menerjemahkan kata per kata dari bahasa Indonesia ke bahasa Inggris?

Ie: Cukup sering bila ada kata kata dalam suatu kalimat yang masih terdengar asing atau sulit untuk diterjemahkan

Ie: Bagaimana caramu mengatasi kesulitan yang telah kamu sebutkan?

Ir: Saya mencoba untuk menambah kosakata baru inggris tersebut lalu dicatat, dan berusaha mempelajari lagi tentang penggunaan grammar terutama, agar lebih bisa kedepannya

Ir: Baik dek, terima kasih sudah meluangkan waktu

Ie: Sama sama, terimakasih kembali ya kak, semoga penelitiannya lancar dan sukses, aamiin

Transcript of Interview #4

Interview with N.A.P via WhatsApp chat on June 5, 2022

Ir: Untuk wawancaranya bisa sekarang? Atau ingin reschedule?

Ie: bisa mbak, silakan

Ir: Oke, kita mulai ya. Silakan dijawab sesuai dengan kondisi

Ie: baik mbakk

Ir: Apakah kamu mengalami kesulitan dalam menulis Argumentative Essay?

Ie: sampai sejauh ini tidak mbak

Ir: Untuk grammar sendiri, apakah kamu mengalami kesulitan?

Ie: iya mbak, kalau untuk grammar saya mengalami beberapa kesulitan saat menulis esai

Ir: Nah, terkait grammar, apa yang kamu ketahui soal subject verb agreement?

Ie: subject verb agreement itu kesesuaian verb dengan dengan subjek disuatu kalimat mbak

Ir: Apakah kamu mengalami kesulitan dalam penggunaan subject verb agreement?

Ie: engga terlalu mbak, kalau dari 1-10 tingkat kesulitannya di angka 3

Ir: Apakah kamu mengetahui aturan penambahan s/es pada verb?

Ie: tau mbak

Ir: Dalam menulis argumentative essay, seberapa sering kamu menerjemahkan kata per kata dari bahasa Indonesia ke bahasa Inggris?

Ie: sering mbak, kalau dari skala 1-10 jawabannya 8

Ie: Bagaimana caramu mengatasi kesulitan yang telah kamu sebutkan?

Ir: biasanya kalau ngerasa ga terlalu bingung, saya researh materi grammarnya dulu mbak di internet. tapi kalau udah buntu banget biasanya saya check grammar make tools

Ir: Baik dek, terima kasih sudah meluangkan waktu

Ie: baik mbak, terima kasih kembali. semoga diberikan kelancaran untuk penelitiannya ya mbak

Transcript of Interview #5

Interview with N.A.S.P via WhatsApp chat on June 5, 2022

Ir: Untuk wawancaranya bisa sekarang atau ingin reschedule?

Ie: Sekarang bisa kak

Ir: Oke kita mulai ya dek

Ie: Iya

Ir: Apakah kamu mengalami kesulitan dalam menulis Argumentative Essay?

Ie: Iya, sangat kesulitan karena saya blm terlalu menguasai grammar, dan belum memiliki banyak kosa kata dalam bahasa inggir

Ir: Terkait grammar, apa yang kamu ketahui soal subject verb agreement?

Ie: Kaya menyesuaikan katakerja dalam subjek gitu kan

Ir: Betul dek. Apakah kamu mengalami kesulitan dalam penggunaan subject verb agreement?

Ie: Kadang iya

Ir: Apakah kamu mengetahui aturan penambahan s/es pada verb?

Ie: Itu buat yg jamak kan. Jadi kalo jamak ditambah s gitu kalo g salah

Ir: enurutmu, apa yang membuat sulit dalam menggunakan subject verb agreement?

Ie: karena saya kurang paham maksud suatu kalimat itu jadi kadang saya agak kesulitan

Ir: Apakah kamu selalu mengecek ulang tugasmu sebelum dikumpulkan?

Ie: Tidak hehe

Ir: Dalam menulis argumentative essay, seberapa sering kamu menerjemahkan kata per kata dari bahasa Indonesia ke bahasa Inggris?

Ie: Kadang kadang sih kalo kurang paham gitu aja, tp karena baru sekali buat essay jadi saya minta tolong sama temen buat bantuin sih

Ir: Bagaimana caramu mengatasi kesulitan yang telah kamu sebutkan?

Ie: Harus belajar terus sih, membaca essay juga

Ir: Baik, terima kasih dek sudah meluangkan waktu

Transcript of Interview #6

Interview with E.S via WhatsApp chat on June 5, 2022

Ir: Assalamualaikum. Sekarang sudah bisa untuk wawancara?

Ie: Wa'alaikumussalam warahmatullahi wabarakatuh. Njih mbak, monggo

Ir: Baik. Untuk pertanyaan pertama. Apakah kamu mengalami kesulitan dalam menulis Argumentative Essay?

Ie: Terkadang iya, terutama bila saya belum pernah melakukan penelitian sebelumnya terkait tema yang akan saya tulis

Ir: Apa saja kesulitan tersebut?

Ie: 1. Menuangkan gagasan saya menjadi sebuah essay yang sesuai kaidah dan struktur argumentative essay (mengingat sebuah essay bukan hanya bertujuan untuk memberi informasi, tetapi juga membujuk dan mempengaruhi pembaca)
2. Grammar, saya masih belum terbiasa menulis dengan grammar yang tepat.

Ir: Terkait grammar, apa yang kamu ketahui soal subject verb agreement?

Ie: Kesesuaian antara subject dan verb dalam sebuah kalimat. Apabila subject singular, maka verb juga singular, begitu juga sebaliknya, jika subject plural maka verb juga harus plural

Ir: Apakah kamu mengalami kesulitan dalam penggunaan subject verb agreement?

Ie: Sejauh ini belum

Ie: Apakah kamu mengetahui aturan penambahan s/es pada verb?

Ie: Iya,

Ir: Apakah kamu selalu mengecek ulang tugasmu sebelum dikumpulkan?

Ie: Sejauh ini iya, Untuk sekedar memastikan

Ir: Dalam menulis argumentative essay, seberapa sering kamu menerjemahkan kata per kata dari bahasa Indonesia ke bahasa Inggris?

Ie: 50-50 mba

Ir: Bagaimana caramu mengatasi kesulitan yang telah kamu sebutkan?

Ie: 1. Membaca materi yang telah diberikan dosen beserta contoh essay yang diberikan, sebagai gambaran outline essay yang seharusnya, serta mencoba menyinkronkan gagasan saya dengan contoh. 2. Berdiskusi dengan teman yang lebih paham

Ir: Baik dek, terima kasih sudah meluangkan waktu

Ie: Baik kak, terimakasih juga. Senang bisa membantu, mohon maaf bila banyak kesalahan