The Quality of Essay Writing of Indonesian EFL Learners

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Abstract  
There is an assumption that the writing ability of the forth semester students have been improved because the students have learned about how to develop paragraph in writing I, writing II, and writing III subject, so they are expected able to develop an essay. The purposes of the study are to describe the organization of the essay developed by the students of Widyagama University and to know the grammar problems found in the sentences of the essay developed by the students of Widyagama University. Based on finding and discussion of the research, the researcher concludes that the organization of the essays that developed by the research subjects is poor. Only one essay has a complete organization. The developing paragraph of each essay is also poor. Most of the paragraphs don’t have concluding sentence. Generally, the essays had covered four types of the sentences; simple sentence, compound sentence, complex sentence, and compound-complex sentence. However, the essays are dominated by only one type of sentences, simple sentence. The grammar problems that found are fragment sentence, the errors of subject-verb agreement, and the errors in using coordinating conjunction.  
Keywords: writing, essay, sentence types.

1. Introduction  
Writing plays an important role in learning English. It said so, because writing is considered as vehicle for communicating the thought to others. Besides, writing can describe someone’s ability. Writing can demonstrate to express someone’s thoughts, feelings, and opinions to others. However, for some people writing could describe as dull activity and hard to do. Creating encouragement among students of Indonesia to write is not easy (Nurhayati, 2016). Teaching writing in the context of English as a Foreign Language (EFL) is not an easy task (Ningrum, Latief, and Sulistyo, 2016). As we can see, it’s very rare to find people that make writing as their hobby. Writing especially feels harder when writing the ideas in English. Indeed, we are non-native speaker of English, where English is a foreign language in our country. Speaking in
English sometimes feel hard, moreover if we want to write in English. In short, even though English is important, we are as non-native speakers of English often to think that develop an idea through writing in English is hard and boring.

Furthermore, writing is a written expression of idea. Macmillan and Weyers (2007) defined that writing is an expression of logic that is the product of thinking. Besides, to express an idea in writing, it has several different kind and different forms. In addition, in some writing, it cannot be done at once. It takes time and through several processes. Oshima and Hogue (1996:2) acknowledged writing is a progressive activity. When developing ideas, it is not considered done when we write all ideas that we want to write, but it needs changes and revisions where they actually need several times to do. In brief, writing is a written expression of product of thinking that has different kind and forms and also a progressive activity.

In reality, sometimes we unconsciously write English with Bahasa Indonesia rule. In fact, the writing rules between English and our language is clearly different. The differences are including grammatical structures and punctuation. Oshima and Hogue (2006:3) mention the words and grammar and also the way of organizing ideas are probably different from what we are used to. The using of punctuations is also different. We cannot use the punctuation as we use punctuation in our language. In conclusion, to write in English sometimes we unconsciously use Bahasa Indonesia rule, however the writing rule is clearly different for each of them.

Nowadays, writing is a well-known activity for the University students. Some writing activities in university are called academic writing. Academic writing is not merely an ordinary writing. There must be some detail steps and important aspects which need to put on the top of priority (Irawati, 2015). One of academic writing is essay. Zemach and Rumisek defined essay is a group of paragraphs written about a single topic and a central main idea (2003:56). The group of paragraphs in essay consists of introductory paragraph, several body paragraphs, and a concluding paragraph. In brief, essay writing is a common activity for college student to do.

Recently, essay is taught in writing IV subject for the forth semester students. Writing IV is the last level of writing subject so the students of writing IV should have passed writing I, writing II, and writing III subject before. After through those levels, we assume the writing ability of the forth semester students have been improved. The reason is that they have learned about how to develop paragraph, so they are expected capable to develop an essay.

In the students’ logic, when the students make an essay, they want to write it in the easiest way. They develop it by making simple sentence as much as possible in each paragraph because they assume it is easy to understand. However, there are four types of sentence. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence. When the students write sentences, they think that they have written the simple sentences correctly, but they are wrong. In fact, “simple sentence” that they write surprisingly is not as simple as it does. In conclusion, the “simple sentence” that they thought as their easiest way out in writing essay perhaps not a simple sentence at all.
The source of students’ thought about their sentence is from their concept of sentence types. They can achieve the concept of sentence types through reading book. If the student does not really understand by reading, they prefer to ignore it. Besides that, another way to achieve it is from the lesson by the lecturer. When they study about sentence, perhaps the lecturer only discusses about sentence types briefly in a short time. Moreover, they possibly did not learn about sentence types because the lecturer skipped about the sentence types lesson. Hence, the students did not study properly and they just slightly know. Then slowly, they will forget.

Related to this study, Setyowati (2016) conducted a study about the students’ ability in writing. The subject of her study was students of STKIP PGRI Pasuruan. She found that students were able to make thesis statement that showed their opinion, but unable to develop the essay well, and state conclusion that reflect the essay. Moreover, two thirds of the students were not able to produce the essay in at least 250 words.

2. Research Methodology

In this research, the researcher used descriptive qualitative as research design. Subject of the study in this research is the students of English education department of Widyagama University. Forth semester students consists of two classes, they are class A and class B. The researcher chooses class B. The researcher composes her own indicators about the required sample. The source of the data obtained from writing lecturer. The data is the sentence in the essays. The source of the data is the essays as the assessment of the students. The key instrument of the study is the researcher herself. In this study, as another necessary instrument, the researcher used the documentation of the students’ essay that they have collected to the lecturer. The data that used in this study is the document of student’s assessment. The researcher obtained the document from the lecturer of writing IV subject. First, the researcher asked the lecturer of the writing IV subject. The researcher asked to borrow the lecturer personal archive of the student’s assessment. Then the researcher copied them and selected five assessments according to the purposive sample indicators that have been stated before. After selecting the essays, the researcher identified about its organization, quality of sentence types and the grammar problems that are in the essay. This study used flow analysis from Miles and Huberman. They suggest that data analysis consist of three concurrent flows of activity: data reduction, data display, and conclusion drawing (Miles and Huberman, 1984:21). In this study, the researcher uses three basic types of triangulation. They are data triangulation, theory triangulation and investigator triangulation.

3. Finding of the Study

3.1. The Organization of the Essay

The finding of this part deal with analysis on the organization of the essay that developed by the research subject. A good organization of essay should have three main sections. They are the introductory paragraph, the supporting paragraphs or the body, and the concluding paragraph. The researcher will explain the finding of organization of the essay from each of research subject.
A. Essay A
The title of the essay is “The Smart phone Effects for the Youth”. The essay consists of the introductory paragraph, the supporting paragraphs or the body, and the concluding paragraph as follow.

Everybody has many requisites like smart phone. Smart phone is not just to communication with other people, in new era we can use that to do anything. We can find new friends, talk with other people from different place in the world. We can share anything we want and show them. Some people think smart phone is important thing to make their life more colorfull. Smart phone is very useful when we feel bored, we can search application, games, and information but, smart phone have negative effects to people especially to the youth. Every day I see the young people use smart phone every time and everywhere.

The young people are more interested to spent the time just to play games, browsing or chatting. When they use the internet in a smart phone it can make them forget about anything, and lazy to study.

Another effect from the smart phone is the bad habit witch are sleep. Usually they put the smart phone in head side, the signal of the smart phone can damage the brain, so if you fall asleep you can put your smart phone far away from you to make your sleep more tight.

So, smart phone is not have negative effects, the positive effects is we can know what happen in another right now from different place. Smart phone its good thing depend how to use that.

This essay has three sections. They are introductory paragraph, body paragraph, and concluding paragraph. Therefore, the organization of this essay is complete.

B. Essay B
The title of the essay is “The Smart phone Effects for the Youth”. The essay consists of the introductory paragraph and the supporting paragraphs or the body. The essay doesn’t have concluding paragraph. It is seen as follow.

In the all country, we know that called “technology” and most of the people know the effect from technology. In Indonesia, the technology biggest enough use especially range of the youth. Such as hand phone or smart phone. I think the smart phone maybe like an style for the youth, they felt not updat e about their style if they have no the smart phone.

Smart phone have effect for the youth maybe from positive aspect or effect; the smart phone can help to searching in the internet, and have very much application in there and this is can be to easy doing something (homework, job, and publish the business) and connection to the internet is very speed, so that we must not to waiting for long time to access internet.

The negative effect is, the smart phone makes new bad habits; such as lazy, not confidence, about their job, or their homework, if without smart phone. They lazy to reading book in the library. In the other side, the
youth perhaps just spend their time to playing game in their smart phone, they forget to study.

In other effect smart phone for the youth also make the youth spend their money. Because the smart phone is very expensive to other youth. Maybe they don’t have enough money but they perhaps can do something criminal, such as stealing, And rebellious to their parents.

In conclusion, the parents must be protect their kids before the youth do something. And always give their explanation about the effect about smart phone. So they know what can they do about smart phone, or how to use the smart phone well. If not, the youth perhaps do something bad from their smart phone. Because the youth still needs controls from the parent.

This essay only has two sections. They are introductory paragraph and body paragraph. This essay doesn’t have concluding sentence. Therefore, the organization of this essay is incomplete.

C. Essay C

The title of the essay is “The Smart phone Effects for the Youth”. The essay consists of the introductory paragraph and the supporting paragraphs or the body. The essay doesn’t have concluding paragraph. It is seen as follow.

Smart phone is very important in everybody life, many functions and benefits for the user, but many also the effects negative of smart phone especially for the youth.

Smart phone is very important in everybody life for the youth example, when they want to working they lesson in the school, they can to searching in Google maybe or they can finding something new who make they get a knowledge.

Many functions and benefits for the user (youth) smart phone like the user Blackberry smart phone, in Blackberry be found a application BBM, and in application BBM the youth can to be fast get a information example, information about they schedule or anything and they also can to giving to they friends information about homework maybe and many functions.

In smart phone, the youth can found many something good, but in the smart phone they can also get effect negative from that example when they searching pornography maybe and so on in the smart phone the youth will can to found many things is not good for them.

For the user smart phone especially the youth, when they use a smart phone, use it wisely because the smart phone if they are wrong then it will be detrimental to their use as well but if they are use it well the smart phone will be very helpful them.

This essay only has two sections. They are introductory paragraph and body paragraph. This essay doesn’t have concluding sentence. Therefore, the organization of this essay is incomplete.
D. Essay D
The title of the essay is “The Online Shopping in Modern Society”. The essay consists of the introductory paragraph and the supporting paragraphs or the body. The essay doesn’t have concluding paragraph. It is seen as follow.

The online shopping in modern society now very many who run the business. It is no doubt more and more people are relying more on online shopping rather than having to go to the store directly. Online shopping is indeed a new phenomenon that continued to increase over time. Especially with the advancement of technology is now becoming one of the driving factors. Of online business is progressing very rapidly and enjoyed by many people.

But on the online shopping the people have some advantages and disadvantages of shopping online. And maybe some advantages on the online shopping the process online shopping very easy, because just to order on the internet and can be paid by internet banking, savings of time and there is a selection of shops. And then disadvantages on the online shopping like frequent cases of fraud, the quality of the goods and requires time.

For the advantages on the online shopping are, the process online shopping very easy because just to order on the internet and can be paid by internet banking and with it we don’t necessarily have to go far afraid to shop for the things we want. And than savings of the time it is usually a person who is busy and no time to go to the store or mall, and than there is a selection of shops which offers many products that we want without having to surround the place want to go shopping.

For the disadvantages of shopping online likely frequent cases of fraud online shopping fraud cases is often the case after the payment transaction in goods but nothing sent we ordered. And the quality of the goods because it often happens that we see things online good quality but after the good are in the hands we don’t match those in the picture. And than requires time because on the online shopping we have time two until three days for get the goods that we order.

So, on the online shopping we must be careful on the choice goods to our order, and better than If we online shopping, we shopping with the someone we have done be familiar in order that to happened matter nothing want.

This essay only has two sections. They are introductory paragraph and body paragraph. This essay doesn’t have concluding sentence. Therefore, the organization of this essay is incomplete.

E. Essay of subject “E”
The title of the essay is “The Online Shopping in Modern Society”. The essay consists of the introductory paragraph and the supporting paragraphs or the body. The essay doesn’t have concluding paragraph. It is seen as follow.
Online shopping is a fast and easy shopping for everyone in nowadays. Seller will upload all pictures of their stuff to sell to everyone. They usually upload their picture to social media like facebook, twitter, path, instagram, so on. From all their social media, customer more easy to look what things that seller sell, without come to their real shop.

Many people choose buy from online shopping because they don’t need to go out from their home to looking for what they want buy. They just open their social media, look for many picture things and choose which one they one, when they will buy, they just transfer their money to the seller and a seller will send their thing to costumer’s house as soon as possible. So, customer not need busy to go to mall or many shop for shopping.

But, online shopping has many disadvantages. First, you must smart to choose things on online shop before you buy it. Because it can not 100% same with the picture you see. When you buy and your order come to your house and its not 100% same like the picture you see on the online shop, you cant request to give back your money or to change that order.

You must be careful to choose the real online shop. There are many fake online shops nowadays. They offer many good things with cheap cost, when you order and transfer your money to the fake online shop, you never accept your order. Never.

So, if you like to shopping on online shop, you must be smart to choose which one the real online shop and which one is the fake online shop. You can see from another customers’s testimonial to that online shop, and look to their picture, if they upload their picture not real from their shop, you must be careful. My suggestion is you must check that online shop detail to knowing if that is the real online shop.

This essay only has two sections. They are introductory paragraph and body paragraph. This essay doesn’t have concluding sentence. Therefore, the organization of this essay is incomplete.

3.2. Parts of Paragraphs in the Essays

A. Essay A
Subject A developed a five-paragraph essay. However, each paragraph only consists of topic sentence and supporting sentence. In each paragraph, it doesn’t have concluding sentence. Hence, it means the paragraphs are not developed well.

B. Essay B
Subject B developed a five-paragraph essay. However, paragraph 1, 3, 4, and 5 only consists of topic sentence and supporting sentence. These paragraphs don’t have concluding sentence. Then, paragraph two only consists of topic sentence, so it lacks of supporting sentence and concluding sentence. Hence, it means the paragraphs are not developed well.

C. Essay C
Subject C developed a five-paragraph essay. However, each of the paragraphs only is developed by one sentence. It means the paragraph only has topic sentence, while
supporting sentence and concluding sentence are missing. Hence, it means the paragraphs are not developed well.

D. Essay D
Subject D developed a five-paragraph essay. However, each paragraph only consists of topic sentence and supporting sentence. In each paragraph, it doesn’t have concluding sentence. Hence, it means the paragraphs are not developed well.

E. Essay E
Subject E developed a five-paragraph essay. Paragraph 2 is a good paragraph because it consists of topic sentence, supporting sentence, and concluding sentence. However, paragraph 1, 3, 4, and 5 only consists of topic sentence and supporting sentence. These paragraphs don’t have concluding sentence. Hence, it means the paragraphs are not developed well.

3.3. Sentence Types of the Essays
The finding of this part deal with analysis on the sentence types of the essay that developed by the research subject. The writes finds out the sentence types that used by the research’s subjects in their essays. The data finding presents in table as following.

A. Essay A
Table 1: Sentence types in essay A

| No | Sentence Types           | Frequency |
|----|--------------------------|-----------|
| 1  | Simple sentence          | 14        |
| 2  | Compound sentence        | 2         |
| 3  | Complex sentence         | 3         |
| 4  | Compound-complex sentence| 0         |
|    | **TOTAL**                | **19**    |

From the table above, the researcher concludes that the most used sentence in subject A essay is simple sentence. Then, the least used sentence is compound-complex sentence.

B. Essay B
Table 2: Sentence types in essay B

| No | Sentence Types           | Frequency |
|----|--------------------------|-----------|
| 1  | Simple sentence          | 10        |
| 2  | Compound sentence        | 3         |
| 3  | Complex sentence         | 3         |
| 4  | Compound-complex sentence| 1         |
|    | **TOTAL**                | **17**    |
From the table above, the researcher concludes that the most used sentence in subject B essay is simple sentence. Then, the least used sentence is compound-complex sentence.

C. Essay C

Table 3: Sentence types in essay C

| No | Sentence Types                  | Frequency |
|----|---------------------------------|-----------|
| 1  | Simple sentence                 | 11        |
| 2  | Compound sentence               | 1         |
| 3  | Complex sentence                | 4         |
| 4  | Compound-complex sentence       | 0         |
|    | TOTAL                            | 16        |

From the table above, the researcher concludes that the most used sentence in subject C essay is simple sentence. Then, the least used sentence is compound-complex sentence.

D. Essay D

Table 4: Sentence types in essay D

| No | Sentence Types                  | Frequency |
|----|---------------------------------|-----------|
| 1  | Simple sentence                 | 15        |
| 2  | Compound sentence               | 0         |
| 3  | Complex sentence                | 3         |
| 4  | Compound-complex sentence       | 2         |
|    | TOTAL                            | 20        |

From the table above, the researcher concludes that the most used sentence in subject D essay is simple sentence. Then, the least used sentence is compound sentence.

E. Essay E

Table 5: Sentence types in essay E

| No | Sentence Types                  | Frequency |
|----|---------------------------------|-----------|
| 1  | Simple sentence                 | 15        |
| 2  | Compound sentence               | 0         |
| 3  | Complex sentence                | 7         |
| 4  | Compound-complex sentence       | 0         |
|    | TOTAL                            | 22        |
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From the table above, the researcher concludes that the most used sentence in subject E essay is simple sentence. Then, the least used sentence is compound sentence.

To sum up the findings, the researcher presents the finding of each research subject in one table.

Table 6: The summary of the sentence types finding

| No | Research subject | Simple sentence | Compound sentence | Complex sentence | Compound-complex sentence |
|----|------------------|-----------------|-------------------|-----------------|----------------------------|
| 1  | A                | 14              | 2                 | 3               | 0                          |
| 2  | B                | 10              | 3                 | 3               | 1                          |
| 3  | C                | 11              | 1                 | 4               | 0                          |
| 4  | D                | 15              | 0                 | 3               | 2                          |
| 5  | E                | 15              | 0                 | 7               | 0                          |

3.4. Grammar Problems of the Essays

Finding on this part deal with the grammar problems are in the essays. The finding of the grammar problems in the essays are following.

3.4.1 Fragment sentence

e.g:
Wrong grammar: Because the youth still needs controls from the parent. (Extract B17)
Alternative grammar: The youth still need control from the parent.
Wrong grammar: And than requires time because on the online shopping we have time two until three days for get the goods that we order. (Extract D11)
Alternative grammar: Then, online shopping requires time because we have to wait two until three days to get the goods that we order.
Wrong grammar: So, customer not need busy to go to mall or many shop for shopping. (Extract E7)
Alternative grammar: Therefore, customer doesn’t have to be busy to go to mall or many shop for shopping.

3.4.2 Grammar errors in subject-verb agreement

e.g:
Wrong grammar: So, smart phone is not have negative effects, the positive effects is we can know what happen in another right now from different place. (Extract A13)
Alternative grammar: Therefore, smart phone doesn’t only have negative effects, but also the positive effects. The positive effect is we can know what happen in another right now from different place.
3.4.3 Grammar errors in coordinating conjunction using e.g:

Wrong grammar : And then disadvantages on the online shopping like frequent cases of fraud, the quality of the goods and requires time. (Extract D6)

Alternative grammar : Then disadvantages on the online shopping are frequent cases of fraud, the quality of the goods and requires time.

Wrong grammar : So, if you like to shopping on online shop, you must be smart to choose which one the real online shop and which one is the fake online shop. (Extract E15)

Alternative grammar : Therefore, when you shop on online shop, you must be smart to choose which online shop is the real or the fake online shop.

4. Discussion

4.1. The Organization of the Essays

As the organization of essay, an essay should have introductory paragraph, supporting paragraphs or the body, and the concluding paragraph. In this research, all of the subject write a five paragraphs essay. A five-paragraph essay is a common in academic writing as Zemach and Rumisek (2003:56) states an essay must have at least three paragraphs, but a five-paragraph essay is a common assignment for academic writing. Therefore, based on the finding of the research above, the researcher interpret that the first paragraph is the introductory paragraph, then paragraph two until four are the body paragraph, and last paragraph is the concluding paragraph.

In the introductory paragraph, the researcher notices that the essays don’t have a good introductory paragraph. The researcher had mention in the previous chapter that Oshima and Hogue (2005:59) states that an introductory paragraph has two parts, general statements and the thesis statement. However, the researcher found out that most of the subjects didn’t write the thesis statement in the first paragraph. From all of the subject, the researcher only found one essay that have thesis statement in the first paragraph. The essay is written by “C”. The following paragraph is from C’s essay.

*Smart phone is very important in everybody life, many functions and benefits for the user, but many also the effects negative of smart phone especially for the youth.* (Extract C1)

The paragraph above show that “C” indicates that entire of the essay explains about benefits and negative effects of smart phone. However, even though the essay has thesis statement, it still lack of general statements. Besides, the paragraph only consists of one sentence.
In contrast, the rest of the subject don’t consist any thesis statement in the essay. In fact, thesis statement has several purposes as Oshima and Hogue (2006:150) state that thesis statement has three purposes: (1) It states the specific topic of the essay, (2) It may list the subtopics of the main topic (3) It may also mention the method of organization. They essay that don’t have thesis statement are A, B, D, and E. The example from subject “D” can be seen as follow:

*The online shopping in modern society now very many who run the business it is no doubt more and more people are relying more on online shopping rather than having to go to the store directly. Online shopping is indeed a new phenomenon that continued to increase over time. Especially with the advancement of technology is now becoming one of the driving factors. Of online business is progressing very rapidly and enjoyed by many people.* (Extract D1 - D4)

In the essay, D explains about the advantage and disadvantage of online shopping. However, in introductory paragraph, “D” doesn’t state anything about advantage and disadvantage. “D” only explains about the situation of online shopping in modern society now. The researcher suggests “D” make another supporting sentence that explain sentence about advantage and disadvantage of online shopping. Then, for concluding sentence, “D” writes a thesis statement about advantage and disadvantage of online shopping.

As a five-paragraph essay, paragraph two until four are the body paragraph of the essay. After analyzing the data, the researcher found out that the subjects tend to write a paragraph without concluding sentence. However, a good paragraph consists of three parts, as Boardman and Frydenberg (2008:18) explain that a well written paragraph has three separate parts: a topic sentence, supporting sentences, and a concluding sentence.

The concluding sentence supposes to tell the readers that the paragraph is finished. The essays that has concluding sentence are paragraph four of C’s essay and paragraph two of E’s essay. The paragraphs are shown below:

*In smart phone, the youth can found many something good, but in the smart phone they can also get effect negative from that example when they searching pornography maybe and so on in the smart phone the youth will can to found many things is not good for them.* (Extract C4)

*Many people choose buy from online shopping because they don’t need to go out from their home to looking for what they want buy. They just open their social media, look for many picture things and choose which one they one, when they will buy, they just transfer their money to the seller and a seller will send their thing to costumer's house as soon as possible. So, customer not need busy to go to mall or many shop for shopping.* (Extract E5-E7)
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In contrast, the rest of essay from subject A-E, except paragraph four of C’s essay and paragraph two of E’s essay, lack of concluding sentence in the body paragraph. The example in paragraph 3 from subject “A” can be seen as follow:

*The young people are more interested to spent the time just to play games, browsing or chatting. When they use the internet in a Smart phone it can make them forget about anything, and lazy to study.* (Extract A8)

Therefore, it means that the paragraph above considered as unfinished paragraph. An unfinished paragraph will leave the reader in confuse because the paragraph suddenly end. Then, to avoid confusing, the subject can restate the topic sentence to make a concluding sentence. Hence, the paragraph completes its parts.

The last part of essay organization is concluding paragraph. According to Oshima and Hogue, concluding paragraph has two parts, the concluding sentences and the final thoughts (1996:121). This means that concluding paragraph is not only concludes whole essay, but also suggestion, comment, and critics are in concluding paragraph. Then, as the last paragraph, a concluding paragraph should end the essay. Therefore, in concluding paragraph we shouldn’t introduce new information that will indicates that the essay is not end yet.

Among the subjects, the researcher found that only subject A that write down the concluding paragraph. While the rest didn’t. However, even thought “A” write down the concluding paragraph, it is still lack of development because the paragraph only consist of two sentences. The concluding paragraph from subject “A” can be seen as follow:

*So, smart phone is not have negative effects, the positive effects is we can know what happen in another right now from different place. Smart phone its good thing depend how to use that.* (Extract A12-A13)

Then the rest of subject, subject B, C, D and E, didn’t write down the concluding paragraph. Therefore, their essays considered as unfinished essay. The concluding paragraph can be seen as follow:

*In conclusion, the parents must be protect their kids before the youth do something. And always give their explanation about the effect about smart phone. So they know what can they do about smart phone, or how to use the smart phone well. If not, the youth perhaps do something bad from their smart phone. Because the youth still needs controls from the parent.* (Extract B13-B17)

*For the user smart phone, especially the youth, when they use a smart phone, use it wisely because the smart phone if they are wrong then it will be detrimental to their use as well but if they are use it well the smart phone will be very helpful them.* (Extract C5)

*So, on the online shopping we must be careful on the choice goods to our order, and better than if we online shopping, we shopping with the
someone we have done be familiar in order that to happened matter nothing want. (Extract D12)

So, if you like to shopping on online shop, you must be smart to choose which one the real online shop and which one is the fake online shop. You can see from another customers’s testimonial to that online shop, and look to their picture, if they upload their picture not real from their shop, you must be careful. My suggestion is you must check that online shop detail to knowing if that is the real online shop. (Extract E15-E17)

In paragraph 1-4, subject B and C explain about the effects of Smart phone towards the youth. Then, D and E explain about the advantages and disadvantages of online shopping. The effects of Smart phone towards the youth, and the advantages and disadvantages of online shopping are the main point of the essay. Therefore, in paragraph five, subject B, C, D and E should write the conclusion of the topic that has been discussed. However, subject B, C, D and E only give comments and suggestions without concluding sentence as a sign that the essay will end. The paragraph didn’t even mention a sentence about the effects of Smart phone towards the youth, or about advantages and disadvantages of online shopping.

The researcher also concern about the wrong transition signal. It can be seen that paragraph five of B’s essay using “In conclusion” to start the paragraph. The word “In conclusion” is a sign to conclude something. However, the sentence doesn’t show that it conclude the essay. Instead, it is only suggestion of B. The paragraph is seen as following.

In conclusion, the parents must be protect their kids before the youth do something. And always give their explanation about the effect about smart phone. So they know what can they do about smart phone, or how to use the smart phone well. If not, the youth perhaps do something bad from their smart phone. Because the youth still needs controls from the parent. (Extract B13-B17)

The researcher suggests that B removes “In conclusion” from the sentence to avoid confusing. Then, to make good essay, subject B, C, D and E should write the concluding sentence. It is used as reminder for the reader about the main point of the essay. Oshima and Hogue (2005:72) state that there are two ways, they are: summarize the subtopics or paraphrase the thesis.

4.2. Paragraph Parts

4.2.1. The Paragraphs in Essay A

Paragraph 1 has a good topic sentence. It has two parts; a topic and a controlling idea. According to Oshima and Hogue (2006:39), the topic names the subject of the paragraph. Then, the controlling idea is the main point, opinion, or feeling that the researcher has about the subject and it controls or limits what will be written in the paragraph. According to Boardman and Frydenberg (2008:18) a well written paragraph has three separate parts: a topic sentence, supporting sentences, and a concluding sentence. Paragraph 2 has a good topic sentence. However, the
supporting sentence is not related to the topic sentence. Oshima and Hogue state that supporting point sentences list the main points of the paragraph (2006: 44). A good paragraph consist at least three sentences. They are one sentence of topic sentence, one sentence of supporting sentence, and one sentence of concluding sentence. However, paragraph 3 only consists of topic sentence and supporting sentence. The paragraph doesn’t have concluding sentence. Therefore, to make a good paragraph, a concluding sentence should be added. Paragraph 4 is consists of two sentences. It means that the paragraph only consist of topic sentence and supporting sentence. Therefore, the paragraph doesn’t have concluding sentence. Actually, the paragraph may have a concluding paragraph, if only the supporting sentence split its sentence by using period. Paragraph 5 is the last paragraph of the essay. It means that paragraph five is the concluding paragraph of the essay. It has been explained before that essay A has concluding paragraph. However, the paragraph doesn’t have concluding sentence.

4.2.2. The Paragraphs in Essay B

The first sentence of paragraph 1 is the topic sentence. It consists of topic and controlling idea. However, the supporting sentence of the paragraph doesn’t support the topic sentence at all. In addition, the paragraph doesn’t have concluding sentence. The paragraph can be seen as following.

In the all country, we know that called “technology” and most of the people know the effect from technology. In Indonesia, the technology biggest enough use especially range of the youth. Such as hand phone or smart phone. I think the smart phone maybe like a style for the youth, they felt not update about their style if they have no the smart phone. (Extract B1-B4)

It shown from the paragraph above that the paragraph is suppose to explained about the effect of smart phone as it stated by its controlling idea. However, in the supporting sentences, B argues about the technology user and the meaning of smart phone on youth’s perspective. Therefore, the researcher suggests B to change the controlling idea, from “most of the people know the effect from technology” to be “technology such as smart phone has its own meaning to the youth”. Then, B should write the concluding sentence in the last sentence.

Paragraph 2 of B’s essay consists of one sentence. It means that the paragraph only has a topic sentence. The first thing to fix from the paragraph is its grammatical structure. After fixing its grammatical structure, the paragraph will have several supporting sentences. In paragraph 3, the paragraph has a good topic sentence. The topic sentence is explained very well in the supporting sentences. However, the paragraph doesn’t have concluding sentence. Then to make a good and complete paragraph, a concluding sentence should be made. In paragraph 4, the paragraph has a good topic sentence. The topic sentence is explained very well by giving examples in the supporting sentences. However, the paragraph doesn’t have concluding sentence. Therefore, the researcher suggests the concluding sentence. Paragraph 5 is the last paragraph of the essay. It means that paragraph five is the concluding
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paragraph of the essay. Nevertheless, the paragraph doesn’t have concluding sentence.

4.2.3. The Paragraphs in Essay C

In paragraph 1, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. The paragraph 2 has a good topic sentence. However, the supporting sentence doesn’t support the topic sentence. In addition, the paragraph also doesn’t have concluding sentence. The controlling idea of the topic is about the importance of smart phone in daily life of the youth. However, the given example in supporting sentence doesn’t show that it is about the importance but about “how useful” or “how helpful” of the smart phone is. After that, the researcher suggests C to complete the paragraph with concluding sentence. In paragraph 3, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. In paragraph 4, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. Paragraph 5 is the last paragraph in the essay. In paragraph five, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence.

4.2.4. The Paragraphs in Essay D

In paragraph 1, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. In paragraph 2, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. In paragraph 3, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. In paragraph 4, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. Paragraph 5 is the last paragraph in the essay. In paragraph five, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence.

4.2.5. The Paragraphs in Essay E

In paragraph 1, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. Paragraph 2 is a good paragraph because it has a complete part. It is consist of topic sentence, supporting sentences, and concluding sentence. In paragraph 3, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. In paragraph 4, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence. Paragraph 5 is the last paragraph in the essay. In paragraph five, it is consist of topic sentence and supporting sentences. The paragraph doesn’t have concluding sentence.

4.3. Sentence Types

According to Frank (1990:1) types of sentence can be classified into four parts. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence. Then, based on previous findings of the research that presented, it shows the frequent sentence that the students often used.
However, the sentences of presented data in the finding section have change structurally. The reason is the researcher finds difficulties when classifying the sentences. The researcher found out that the research subjects developed their essay with Bahasa Indonesia grammatical structure. Because it is hard to classify, the researcher should restructure the sentences to be a good English sentence. Then, it makes the classification easier.

4.3.1. Simple sentence

Simple sentence is the most used sentence in the research subjects’ essays. However, in some sentences, the research subjects join 2-4 simple sentences incorrectly. These errors called run-on and comma splice. Both are similar error. However, there are three ways to correct run-on and comma splice error (Oshima and Hogue, 2006:87). The researcher found some errors of comma splice. The example from subject A can be seen as following.

Smart phone is not just to communication with other people, in new era we can use that to do anything. (Extract A2)

Subject A joins two simple sentences by comma into one sentence. It makes a grammatical error called comma splice. Oshima and Hogue (2006:87) state that comma splice error happens when you join two simple sentences with a comma alone. The research subjects also join 2-3 simple sentences into one sentence. It makes a grammatical error called run-on sentence. Oshima and Hogue (2006:87) state that a run-on happens when you join two simple sentences without a comma and without a connecting word.

4.3.2. Compound sentence

The researcher found out that the research subjects are rarely write compound sentence in essays. From all of the research subjects, only subject A, B, and C that write down compound sentence. On the other hand, subject D and E don’t write compound sentence at all.

Actually, some sentences have probability to be a good compound sentence. However, the research subjects don’t really understand about the concept of compound sentence. The example from subject A is seen as following.

We can find new friends, talk with other people from different place in the world. (Extract A3)

The sentence above is a comma splice sentence. The researcher correct the sentence by join the sentences by adding a coordinating conjunction after comma. Then, the sentence will be a compound sentence as following.

We can find new friends, and talk with other people from different place in the world.

4.3.3. Complex sentence

In this research, the researcher found out that all of the research subjects use some complex sentences when developing the essay. The research subjects develop at
least three complex sentences in their essay. Some of the sentences can be seen as following example.

When they use the internet in a smart phone, it can make them forget about anything and lazy to study. (Extract A9)

Many people choose buy from online shopping because they don’t need to go out from their home to look for what they want buy. (Extract E5)

However, there are some error sentences in the some essays. Actually, these sentences can be a good complex sentence if only the research subjects develop them correctly. The example from subject B is seen as following.

Maybe they don’t have enough money but they perhaps can do something criminal, such as stealing. And rebellious to their parents. (Extract B11)

There is another sentence that can be a good complex sentence. The sentence is wrong grammatically because it is a run-on sentence. The sentence is as following.

Smart phone is very important in everybody life for the youth, example, when they want to working they lesson in the school they can to searching in Google maybe or they can finding something new who make they get a knowledge. (Extract C2)

4.3.4. Compound-complex sentence

Compound-complex sentence is the least sentence that used in the research subjects’ essays. The research subjects B and D write compound-complex sentence in their essay. The research subject B and D write one compound-complex sentence each. In contrast, research subjects A, C and E don’t write a compound-complex sentence at all.

In this research, the researcher found out that the research subject form the wrong compound-complex sentence. The example from subject D is following.

If we online shopping, we shopping with the someone we have done be familiar in order that to happened matter nothing want. (Extract D12)

The sentence above is grammatically wrong. To make a good compound-complex sentence, the researcher corrects the sentences to be following sentences.

When we shop online, we shop with someone that has been familiar to online shopping, so that any problem won’t happen.

Another compound-complex sentence was found in subject B’s essay. However, the sentence is wrong grammatically. Actually, the sentence can be a good compound-complex sentence if only the research subject develops it correctly. The example from subject B is seen as following.

If not, the youth perhaps do something bad from their smart phone. Because the youth still needs controls from the parent. (Extract B16-B17)
4.4. Grammar Problems of the Essays

In grammar problem, the researcher chooses to discuss about the errors made by the research subjects. The researcher discusses about fragment sentence, grammar error in subject-verb agreement, and in coordinating conjunction using.

According to Oshima and Hogue (2005:183), they explain sentence fragments are incomplete sentences or parts of sentences. A sentence is an independent clause that stating a complete thought. In English, a sentence consists of two components. They are subject and verb. In a sentence at least should consist of one subject and one verb. Then, it means the fragment sentence is a sentence that misses one of sentence components or the sentence is a dependent clause.

The researcher finds some sentences are grammatically errors of subject-verb agreement in the essay that developed by the research subject. The example is following.

So, smart phone is not have negative effects, the positive effects is we can know what happen in another right now from different place.

(Extract A 13)

The example has two clauses. However, both clauses don’t agree in subject and the verb. In the first clause, verb “is” is incorrect to use in the sentence. The correct verb to use is “does”. Then, in the second clause, the “subject” (the positive effects) is plural, but the following verb is the verb that use is singular verb.

According to Oshima and Hogue (1991:103) coordinators (coordinating conjunctions) make compound sentences from two independent clauses. Because its function is to combine two independent clauses then, coordinating conjunctions come in the middle of the sentence. Usually we can put a comma after the first independent clause.

The researcher found out that the research subjects use coordinating conjunction incorrectly. The researcher analyzed that the research subjects used coordinating conjunction to connect one sentence to another.

5. Conclusions

The conclusions are made in reference to the objectives of the study. Based on finding and discussion of the research, the researcher concludes the research as following. The organization of the essays that developed by the research subjects is poor. It is because out of five research subjects, only one essay that has its complete organization. Besides that, the developing paragraph in each essay is also bad. Most of the paragraphs don’t have concluding sentence. The research subjects don’t write the concluding sentence of each paragraph constantly. The researcher concludes that the essays are not good. Generally, the essays had covered four type of the sentences. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence. However, the essays are dominated by only one type of sentence. Simple sentence is the most used in the essays. A good essay is the essay that the type of sentences is written in balance amount. The grammar problems
that found are fragment sentence, the errors of subject-verb agreement, and the errors in using coordinating conjunction.

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