

KEBUTUHAN KOMPETENSI *ACADEMIC WRITING* MAHASISWA PROGRAM STUDI MANAJEMEN BISNIS INTERNASIONAL

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Abstract

The purpose of this article is to examine the English academic writing competence of International Business Management (MBI) students of Politeknik Negeri Semarang in order to recommend an English academic course for the International Business Management Study Program of Poiteknik Negeri Semarang.

The samples taken in this research were 30 students of International Business Management Study Program of Politeknik Negeri Semarang, randomly selected from 57 students of MBI A class and MBI B class. The analysis of this research used quantitative descriptive in the form of text critics by assessing the student academic essays of four paragraphs around 200 words as conducted by both IELTS and IBT tests. The results of the essays were examined using scoring scales represented in tables to find out the competence of their academic essay writings.

It was found that the academic writing competence of most students both in MBI A and MBI B was not in accordance with the criteria of organizing an academic essay. However, the language aspects such as grammar, spelling and punctuation shows an average of 7 -8 score or above which means that they have competence in making sentences.

Based on the result, the researchers recommend the need of enhancing the students' competence in the aspects of organizing their essays so that in the future, they can improve their English thesis writing and paper writing. They can solve the language barrier if they want to continue their further study abroad.

Abstrak

Artikel ini membahas kemampuan bahasa Inggris *Academic Writing* mahasiswa Prodi Manajemen Bisnis Internasional (MBI) Politeknik Negeri Semarang sehingga dapat menjadi usulan adanya mata kuliah *Academic Writing* pada Prodi MBI Politeknik Negeri Semarang.

Sampel penelitian ini adalah mahasiswa prodi MBI A dan B Politeknik Negeri Semarang. Jumlah responden dalam penelitian ini sebanyak 30 responden yang dipilih secara random dari 57 mahasiswa. Penelitian ini menggunakan analisis deskriptif kuantitatif berupa kritik teks dengan cara menilai kompetensi *writing* mahasiswa MBI dalam bentuk essay empat paragraf sekitar 200 kata seperti yang dilaksanakan dalam tes IELTS maupun IBT. *Essay* tersebut dinilai peneliti dalam bentuk skala skoring yang disajikan dalam bentuk tabel untuk mengetahui sejauh mana kemampuan *Academic Writing* mahasiswa MBI.

Hasil penelitian menunjukkan bahwa kompetensi *Academic Writing* mahasiswa program studi MBI masih kurang memadai dalam kaidah aspek organisasi penulisan akademik. Sedangkan pada aspek bahasa, kompetensi mereka sudah memadai dari nilai rata-rata mereka baik di 3 MBI A maupun B Dengan pencapaian skor antara 7 –8 lebih.

Dari hasil penelitian ini maka tim peneliti menyarankan perlunya peningkatan kompetensi *Academic Writing* mahasiswa MBI terutama pada kaidah organisasi penulisan akademik *writing* sehingga ke depannya mahasiswa MBI dapat meningkatkan secara kuantitas dan kualitas penulisan skripsi

maupun makalah mereka dalam bahasa Inggris, juga dapat mengatasi language barrier jika kelak mereka ada yang meneruskan studinya di luar negeri untuk mencapai jenjang lebih tinggi.

PENDAHULUAN

Berdasarkan hasil test TOEIC yang diselenggarakan oleh UPT bahasa Polines, rata-rata mahasiswa Terapan Manajemen Bisnis Internasional (MBI) dapat menunjukkan capaian score TOEIC 500 ke atas. Sejak berdirinya Prodi Terapan MBI yang dalam kompetensi bahasa Inggris memang lebih tinggi dari pada prodi lainnya diperlukan adanya peninjauan kurikulum MBI yg dirasakan kurang memenuhi kebutuhan mahasiswa yg sudah pada tingkat post intermediate bahkan advanced terutama pada semester 1 dan 2 sehingga perlu diadakan peningkatan dan pengembangan materi kuliah bahasa Inggris untuk prodi MBI dari semester 1 sampai 7. Disamping itu juga melihat bahwa mahasiswa yang telah menulis skripsinya dalam bahasa Inggris dan karya ilmiahnya dalam bahasa Inggris maka perlu diusulkan materi *Academic Writing* yang nantinya dapat dilanjutkan dengan pengusulan modul *Academic Writing*.

Mata kuliah *Academic Writing* ini juga dibutuhkan oleh para lulusan MBI yang akan melanjutkan studinya ke Luar Negeri untuk mengambil gelar pasca sarjana vokasi. Dari evaluasi seorang dosen yang memantau beberapa lulusan yg belajar ke Taiwan diketahui bahwa para lulusan MBI ini banyak mengalami kendala bahasa (*language barrier*) dalam menuliskan karya ilmiah mereka. Hal ini juga dikemukakan para dosen mereka bahwa mahasiswa MBI cenderung melakukan *plagiarism* dengan cara *copy-paste* daripada memparafrase kutipan-kutipan baik yang diambil dari

textbook maupun artikel dari internet. Jadi walau secara tes *TOEIC score* mereka tinggi tapi di sisi penulisan tidaklah demikian karena memang tes TOIEC tidak mengadakan tes menulis *Academic essay*

Dengan pertimbangan di atas maka kami para dosen jurusan Administrasi Bisnis bersepakat mengadakan penelitian dengan responden mahasiswa Terapan MBI yang belum menulis skripsinya pada semester 6 untuk melihat dahulu kemampuan menulis bahasa Inggris akademik mereka dengan asumsi bahwa mahasiswa MBI Politeknik Negeri Semarang perlu mendapatkan kompetensi *Academic Writing*. Tujuan khususnya adalah mengusulkan adanya mata kuliah *Academic Writing* yang dapat menunjang penyusunan modul *Academic writing* kelak sehingga diharapkan mahasiswa MBI dapat menulis skripsi mereka juga makalah-makalah mereka dengan teknis penulisan akademis secara standar internasional.

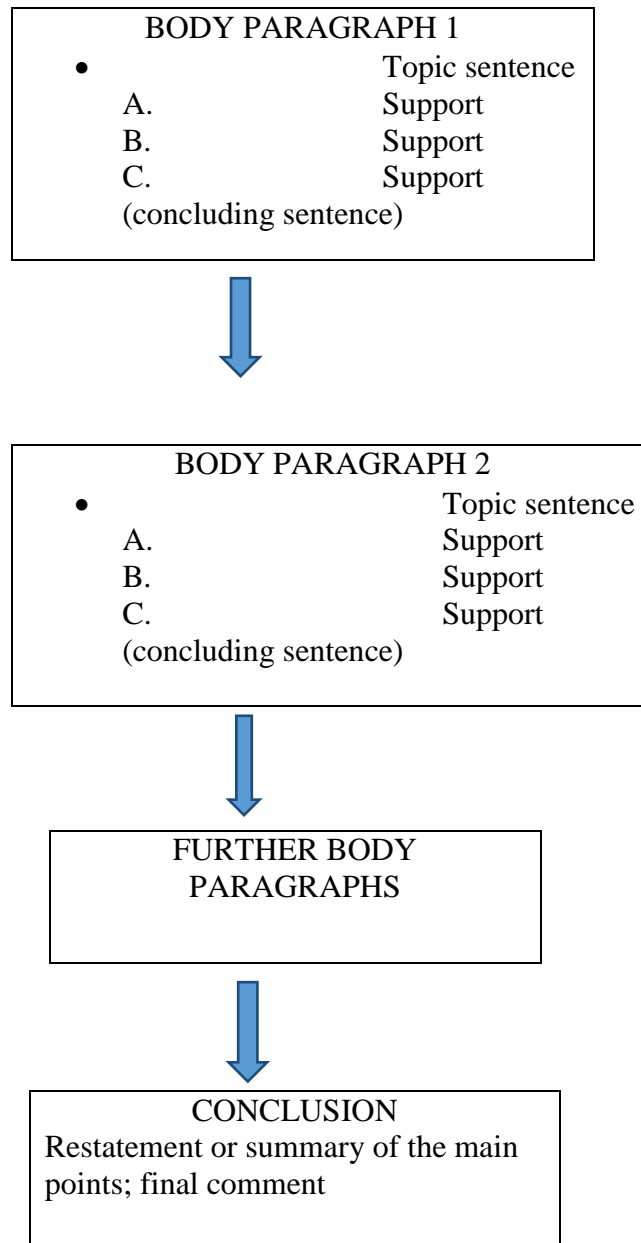
KAIDAH DALAM PENULISAN *ACADEMIC WRITING*

Alice Oshima dan Ann Hogue (2006:57); juga Janina Tucker dan Eric van Bemmel (2002:31), menyatakan bahwa penulisan *academic writing* memiliki kaidah aspek-aspek organisasi penulisan yang dapat digambarkan dalam bagan berikut:

INTRODUCTION

- General Statements
- Thesis Statement





Paragraf pertama adalah Introduction yang berisi *General statements* dari subyek yang akan ditulis untuk menarik perhatian pembaca, hingga mengerucut pada *Thesis statement* yang merupakan ide utama yang akan dijelaskan pada body paragraphs berikutnya. Suatu *thesis* terdiri dari tujuan yang spesifik atau subdivisi-

subdivisi utama dari suatu topik. Menurut Oshima dan Hogue (2006:57) suatu *thesis statement* : 1. states the main topic, 2. Lists the subdivisions of the topic, 3 may indicate the method of organization of the entire paper, 4. is usually the last sentence in the introductory paragraph

Body paragraph berisi paragraf-paragraf yang menjabarkan *thesis statement* nya. Pada setiap paragraf diawali dengan suatu *topic sentence* yang menguraikan *thesis statement* pada *academic essay* tsb. Suatu *Academic essay* dalam standard IELTS atau IBT dapat terdiri dari empat sampai lima paragraf. Pada *academic paper* jumlah paragraf dapat lebih banyak yang dapat ditambah subtopik-- sub topik. Setelah *topic sentence*, suatu paragraf akan diikuti *supporting sentences* yang menjelaskan *topic sentence* dari *academic writing* tsb.

Conclusion berisi *summary* atau *review* dari ide-ide utama (*main ideas*) yang dijelaskan pada paragraf-paragraf di atasnya; dapat pula berupa *restatement* dari *thesis academic essay* tsb yang diparafrasekan Kemudian dapat ditambahkan usulan-usulan pada akhir *conclusion*.

Untuk menulis suatu *academic essay* yang terorganisasi dengan baik (*well - organized*) sehingga suatu *academic essay* mudah dipahami oleh pembacanya, maka diperlukan kriteria aspek-aspek berikut yang juga digunakan dalam penilaian (*assessment*) di dalam penulisan *academic essay* :

1. Menurut Oshima dan Hogue (2006:18) suatu *academic essay* harus mengandung *Unity* dalam tiap paragrafnya yang menjelaskan ide utama pada *topic sentence* nya, jadi setiap *supporting sentences* nya harus menjelaskan *topic sentence* nya. Misal jika *topic sentence* nya mendiskusikan dua karakteristik yang penting dari emas, diskusikan hanya dua karakteristik dari emas saja tidak menjelaskan tentang harga emas, sejarah emas ataupun penambangan emas dll.

2. Suatu *academic essay* harus memiliki *Coherence* (Oshima dan Hogue, 2006:21) atau keruntutan, artinya suatu paragraf harus memiliki *logical order* (urut secara logis) yang mana ide-ide dalam paragraf itu dihubungkan dengan *transition signals*

dan *linking words* yang tepat. Misalnya, First of all..., The second characteristic is..., for example, In conclusion, however, despite, nevertheless, dll, dapat pula berbentuk frase, misal In spite of that...Juga dapat berbentuk kalimat, misal, Although flexitime has produced positive results it is not as advantageous in all types of businesses. *Transition signals* dapat menghubungkan baik antar kalimat maupun antar paragraf

3. Untuk menghindari *plagiarism*, penulis *academic essay* harus memiliki kemampuan *paraphrasing* (Oshima dan Hogue, 2006:67) yaitu kemampuan untuk mengubah kutipan dengan menggunakan kata-kata atau kalimat sendiri. Ada beberapa teknik yang dapat dipakai dalam memparafrase suatu kutipan, misalnya dengan menggunakan sinonim, merubah jenis kata sifat menjadi kata benda, kata benda menjadi kata kerja, kalimat aktif menjadi kalimat pasif, mengubah kutipan langsung menjadi tidak langsung dll.

4. Menurut Cameron dan Tood (2008:164) *Range of Sentence Structures* (simple dan complex sentences) perlu diperhatikan dalam academic writing. Juga *Grammatical Accuracy*.

5. Juga Cameron dan Tood (2008:164) menyatakan bahwa dalam *academic writing*, *correct spelling* dan *punctuation* harus juga menjadi factor penilaian.

Dari uraian di atas dapat diringkas bahwa suatu penulisan *academic essay* yang standar harus memenuhi kriteria aspek-aspek berikut:

1. General statement
2. Thesis statement
3. Topic sentences
4. Supporting sentences
5. Unity of ideas
6. Coherence
7. Paraphrasing
8. Conclusion

9. Complex sentences
10. Grammatical accuracy
11. Academic vocabularies
12. Spelling and punctuation

METODE PENELITIAN

Penelitian ini dilakukan di Politeknik Negeri Semarang dengan subyek penelitian Mahasiswa Program studi Manajemen Bisnis Terapan (D4) pada semester 6.

Populasi penelitian ini adalah mahasiswa Program Studi Sarjana Terapan MBI Semester 6 Tahun Akademik 2020/2021 yang berjumlah 57 mahasiswa. Sampel penelitian adalah 30 mahasiswa Program Studi Sarjana Terapan MBI yang dipilih secara random.

Penelitian ini menggunakan analisis deskriptif kuantitatif dengan menganalisa kompetensi writing mahasiswa MBI dalam bentuk *essay* empat paragraf sekitar 200 kata yang harus seperti yang dilaksanakan dalam tes IELTS maupun IBT yang harus dikerjakan dalam waktu 1 jam walaupun dalam test IELTS maupun IBT harus dikerjakan dalam waktu hanya 30 menit. Pertimbangannya adalah karena mereka belum pernah mendapatkan latihan-latihan penulisan akademik. *Essay* tsb akan dinilai peneliti dalam bentuk skala skoring yang akan disajikan dalam bentuk tabel untuk mengetahui sejauh mana kemampuan *Academic Writiing* Mahasiswa prodi MBI.

Ke 30 mahasiswa diberikan tugas untuk menulis satu *academic essay* dengan memilih salah satu topik dari empat judul yang akan diberikan. Penulisan *academic essay* dibatasi sekitar empat atau lima paragraf sesuai dengan penulisan *academic essay* pada ujian IELTS. maupun IBT. Mahasiswa diberikan waktu sekitar 60 menit unuk menulis *essay* tsb. Adapun topik-topik itu adalah sbb:

1. Advances in communication such as mobile phone/ cell phone/ smart phone have changed the way that people interact to each other in a global society. Discuss the

advantages and disadvantages in communicating using mobile phone/cell phone/smart phone. Use specific reasons and example to support your answer.

2. Are computers an essential feature of modern education? What subjects can be better taught using computers? Are there aspects of a good education that can not be taught using computers? Use specific reasons and examples from your own knowledge or experience.

3. Some people say that living in a small town has many advantages. Others say that large cities offer more opportunities. Which view point do you agree with? Use specific examples to support your opinion?

4. Some people believe that the earth is being harmed (damaged) by human activity. Others feel that human activity makes the earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer.

Penelitian ini menggunakan analisis deskriptif kuantitatif dalam bentuk kritik teks dengan cara menilai kompetensi mahasiswa sesuai dengan kriteria aspek-aspek penulisan *academic writing* pada Tinjauan Pustaka di atas dengan menggunakan skala interval (Umar, 2003:76) dengan skore:

1. Sangat kurang (0 – 40)

2. Kurang (41 – 69)

3. Baik (70 – 84)

4. Sangat baik (85 – 100)

Adapun kaidah aspek-aspek yang dinilai adalah:

1. General Statements
2. Thesis Statement
3. Topic sentence
4. Supporting sentences
5. Unity of ideas
6. Coherence
7. Paraphrasing
8. Conclusion
9. Complex sentences

10. Grammatical Accuracy
11. Academic Vocabularies
12. Spelling and Punctuations

HASIL DAN PEMBAHASAN

Dua tabel di bawah ini merupakan hasil penilaian dari tes *academic writing* kelas: MBI A dan MBI B

Tabel 1

PEROLEHAN NILAI RESPONDEN KELAS 3 MBIA

No	Initials	1	2	3	4	5	6	7	8	9	10	11	12	Jumlah	Rerata
1	Z	90	72	20	60	50	60	80	70	70	85	90	80	827	68.9
2	E	75	0	50	70	50	60	80	75	65	84	85	83	777	64.8
3	FI	65	70	30	60	60	60	85	76	80	85	88	87	846	70.5
4	ZS	45	85	90	90	78	90	64	85	80	90	83	85	965	80.4
5	DW	0	0	0	85	40	40	0	20	45	80	72	76	458	38.2
6	MI	50	60	30	70	70	66	0	0	55	72	65	70	608	50.7
7	PA	76	40	90	90	84	86	90	90	74	80	80	85	965	80.4
8	AS	90	90	65	76	77	76	40	0	74	80	78	85	831	69.3
9	MS	90	0	75	85	72	75	85	90	72	74	70	85	873	72.8
10	PW	40	65	20	45	42	35	50	42	75	78	77	80	649	54.1
11	FN	65	63	47	60	66	71	72	67	65	82	80	80	818	68.2
12	YA	70	0	30	72	40	40	50	60	63	75	77	65	642	53.5
13	BS	72	75	81	85	80	84	82	87	73	72	73	70A	864	72.0
14	AA	67	0	62	62	64	73	70	70	67	77	76	67	755	62.9
15	FW	80	0	45	63	50	42	75	40	78	80	80	78	711	59.3
Jumlah		975	620	735	1073	923	958	923	872	1036	1194	1174	1106		
Rerata		65.0	41.3	49.0	71.5	61.5	63.9	61.5	58.1	69.1	79.6	78.3	73.7		64.8

Tabel 2

PEROLEHAN NILAI RESPONDEN KELAS 3 MBIB

No	Initials	1	2	3	4	5	6	7	8	9	10	11	12	Jumlah	Rerata
1	SC	42	0	30	40	45	45	72	50	70	65	72	70	601	50.1
2	ER	97	100	85	95	85	75	50	0	78	73	80	80	898	74.8
3	MA	80	0	0	0	0	0	0	0	87	90	85	86	428	35.7
4	QI	80	0	76	70	78	73	0	0	80	78	75	80	690	57.5
5	AS	78	73	74	75	76	76	70	40	85	90	80	85	902	75.2
6	EE	72	60	72	65	40	50	71	45	67	83	76	85	786	65.5
7	MP	92	0	82	90	75	73	86	85	83	87	85	87	925	77.1
8	AH	80	50	63	75	72	76	72	67	62	72	75	82	846	70.5
9	SM	76	0	63	82	74	76	70	0	85	82	80	83	771	64.3
10	RN	82	0	40	74	70	72	70	72	82	83	80	85	810	67.5
11	MAN	75	0	0	0	0	0	0	25	76	87	86	86	435	36.3
12	NA	80	25	30	20	35	40	40	0	90	90	87	88	625	52.1
13	NF	90	100	100	90	95	90	90	92	76	78	83	85	1069	89.1
14	AS	30	0	65	55	45	42	80	67	70	85	80	85	704	58.7
15	PN	77	0	30	40	30	30	50	40	72	85	83	85	622	51.8
Jumlah		1131	408	810	871	820	818	821	583	1163	1228	1207	1252		
Rerata		75.4	27.2	54.0	58.1	54.7	54.5	54.7	38.9	77.5	81.9	80.5	83.5		61.7

Keterangan :

Initials : Nama inisial responden

1. General statement
2. Thesis statement
3. Topic sentences
4. Supporting sentences
5. Unity of ideas
6. Coherence
7. Paraphrasing
8. Conclusion
9. Complex sentences
10. Grammatical accuracy
11. Academic vocabularies
12. Spelling and punctuation

Aspek 1 sampai 8 menunjukkan kompetensi organisasi penulisan *academic essay* yang meliputi *General statement* (penulisan pembukaan), *thesis statement* (ide utama), *topic sentence* (kalimat topik pada tiap paragraf), *supporting sentences* (kalimat-kalimat pendukung kalimat topik), *unity of ideas* (kesatuan ide dalam paragraph maupun essay), *coherence* (keruntutan logika), *paraphrase*, (paraphrase) dan *conclusion* (penulisan kesimpulan) sedangkan aspek 9 sampai 12 menunjukkan kompetensi bahasa yang meliputi *complex sentences* (kalimat kompleks), *grammatical accuracy* (ketepatan grammar), *academic vocabularies* (kosa kata ilmiah), penulisan *spelling* (ejaan) dan *punctuation* (tanda baca)

Pada dua table di atas terlihat bahwa kelemahan yg signifikan penulisan *academic essay* pada mahasiswa MBI adalah pada kompetensi aspek organisasi suatu *academic essay* mereka yaitu pada aspek *thesis statement*, *topic sentences*, *unity of ideas*, *coherence*, *paraphrase* dan *conclusion*.

Aspek ke 1, *General Statement* merupakan pembukaan yang masih umum yang mengerucut pada *thesis statement* (ide utama) yang akan dibahas dalam paragraf-paragraf di bawahnya. Pada kelas MBI B penulisan *general statement* sudah cukup baik dengan nilai 75.4 sedangkan di kelas MBI A masih kurang dengan nilai 65.0.

Pada aspek ke2 yaitu *theiss statement* terdapat *academic essay* yang tidak ada *thesis statement*-nya sampai kurang sempurna penulisan *thesis statement*. Nilai rata-rata penulisan *thesis statement* pada mahasiswa MBI A adalah 41.3 sedang MBI B nilai rata ratanya 27.2. Jadi dapat dikatakan kurang dan sangat kurang.

Pada aspek ke 3 yaitu *topic sentences*, rata-rata nilai penulisan *topic sentences* pada mahasiswa MBI A adalah 49.0 sedang nilai rata-rata mahasiswa MBI B adalah 54.0. jadi dapat dikatakan kurang. Penulisan *topic sentences* terlihat dari paragraf yang tidak ada *topicsentence* nya sampai kurang sempurna penulisan *topic sentence* nya.

Pada aspek ke 4 yaitu *supporting sentences*, nilai rata-rata penulisan *supporting sentences* nya untuk mahasiswa MBI A adalah 71,5 sudah dikategorikan baik, sedangkan pada MBI B masih kurang baik yaitu 58.1.

Pada aspek ke 5 yaitu *unity of ideas*, baik mahasiswa MBI A maupun MBI B memperoleh nilai kurang yaitu 61.5 dan 54.7 artinya dalam paragraph-paragraph mereka kurang terdapat kesatuan ide atau idenya meloncat-loncat.

Pada aspek ke 6 yaitu *coherence* atau keruntutan. Nilai rata-rata baik pada MBI A maupun MBI B menunjukkan nilai yang kurang yaitu masing-masing 63.9 dan 54.5

Pada aspek ke 7 *Paraphrase* (parafrase) terlihat rata-rata nilai kelas MBI A 61.5 dan MBI B 54.7. Parafrese dapat dilihat pada paragraf kesimpulan yang merupakan *restatement of topic sentence* atau *summary of the main points* pada *body paragraph*

Penulisan conclusion pada aspek ke 8 juga lemah, Pada MBI A nilai rata-ratanya 58.1 dan MBI B 38.9. Ada beberapa *essay* yang bahkan tidak ada *conclusion* nya

Beberapa contoh *academic writing* mahasiswa MBI.

Contoh ke 1

How Cell Phone Changed Us Socially?

Cell phones have now become commonplace to be found in everyday life. Cell phones are mobile phones that are equipped with various features and high capabilities such as computers. Cell phones can be referred to as mini computers in the form of mobile phones. People can access various communication, educational, and social applications using only cell phones without having to use a computer. Cell phones are ubiquitous today and are used by people to make calls, send SMS, send email, search the internet, blogging, social networking, watch videos, read eBooks, listen to podcasts, use apps to shop/bank online, etc. The increasing use of cell phones around the world and the advanced technological techniques used in smartphones make it more of a trend, not a necessity. These mobile devices enable a new mobile lifestyle. No personal communication technology has impacted our lives and culture so quickly and we are only just beginning to understand the opportunities and

challenges this device brings. It is undeniable that the use of cell phones is needed by everyone, especially during a pandemic like today. With the cell phone has brought a 'big' impact on people's lives. There are positive and negative impacts of using cell phones.

There are several positive impacts or advantages of using cell phones. The first one is make communication easier. It is undeniable that today's communication is greatly facilitated by the existence of cell phone. It can reduce the risk of losing information, as was often the case before cell phone exist, the messages chain did not arrive due to various reasons, such as the absence of credit, or someone who did not receive the message because it was missed. The second is the cell phone as entertainment media. Cell phones have many entertainment features and this can be a media to help people to take a break from their daily activity. The third positive impact is increasing knowledge. With cell phones, people can get information on various subjects very easily. With the help of search engines like Google, Bing, Yahoo, etc. Everyone can access various information and check the accuracy of the information they had got. Cell phones also improve the ability to manage time. Many applications can help to be more organized in managing time. And in education field, cell phones can increase comfort in learning. Many students or teachers feel more comfortable with using cell phones while studying rather than having to spend a lot of their time looking for sources of information they need by going to the library.

Besides a positive impact, cell phones also have some negative impacts. The first one is the lack of social interaction in real life. With the existence a lot of social media, make everyone update what is happening with their life through their cell phone. It causes the social interaction in their lives to decrease. They are more busy interacting through social media which often results in disrupting relationships with friends and family because they are more focused on playing with their cell phones. The second is increasing levels of anxiety and depression. Social media has become a sharing media and people usually share their stories there, ranging from vacation photos, culinary delights, to other happy news. This can increase levels of anxiety and depression for others who do not have the opportunity to experience the happiness that their friends share on social media. The next negative impact is that it can cause cell phone addiction, which can make everyone addicted and cannot be separated from their cell phones. From waking up to going back to sleep. Cell phones also make people less empathetic to their environment. For people who are addicted to cell phones, they tend to less empathetic to what is happening around them because they are already busy with their cell phones.

An example of the bad impact of cell phones in everyday life is selfies in appropriate place and ambience. The sophisticated the selfie camera on the cell phone also has a negative impact on social life. The selfie phenomenon has poisoned some people's way of life. Selfie addicts often take selfies in unusual places such as on the

highway, in public places which sometimes annoy others and tend to be impolite. Even sometimes there are also selfie photos at the time of mourning which are actually unethical. Not only that, many people take selfies taking poses in dangerous places such as in cliff, bridges, on top of buildings or towers. Many selfie fans don't care about the environment around them and a lot of them do crazy things just to get recognition on social media. Another example of the bad impact of using cell phones is that many people use cell phones and social media for things that are deemed inappropriate and tend to lead to negative things such as fighting on social media. For examples such as political fans or soccer teams who often blaspheme each other on social media. it is not an adult action. Smart cell phone users should be able to use social media to share positive things such as quotes, information, and so on. (ER)

Essay di atas telah memiliki thesis statement yang sudah sesuai dengan kaidah penulisan akademik. Topic sentences pada paragraf dua dan tiga juga telah sesuai dengan kaidah penulisan akademik yang menjelaskan thesis statement nya. Essay tersebut juga telah memiliki coherence dengan menggunakan transition signal seperti: The first one is, The second is..., The next negative impact is.... Hanya pada paragraf ke empat terdapat kesalahan penulisan topic sentence. Seharusnya Another example of the bad impact of cell phones in everyday life is

Kekurangan lain yaitu tidak adanya conclusion yang seharusnya ditulis pada paragraf ke lima.

Contoh ke 2

The advantages and disadvantages of the advances in communication of using cell phone.

In this global era, there is a huge development in terms of communication using cell phone/smartphone. We can hold the world with this one little thing. Almost all people in the world have a smartphone. There are many advantages and disadvantages that we can get in communication using smartphones.

First, the advantages, with smartphones we can interact and get information easily and quickly even from abroad, no borders between countries. It is certainly very useful. For example, if we want to greet our friends/relatives who are in Europe, we can directly contact them via telephone or even video calls using a smartphone.

But there are disadvantages that we get, like there are many hoaxes, fraud and crime. The hoax that's spreading is very detrimental, for example, during this pandemic, there are many hoax news that are spreading about the Covid-19 which finally makes people panic. Then, there are many crimes happen easily. Many trickeries over the

phone which asking for much money and saying that his family had an accident, even though he only lied to get money.

With those advantages and disadvantages of the advances communication using smartphone, we have to using that wisely. So we can get the advantages maximally.
(NF)

Penulisan thesis statement pada paragraph pertama essay yang ke dua ini juga telah sesuai dengan kaidah penulisan akademik. Pada paragraf ke dua penggunaan transition signal dan penulisan topic sentence sudah sesuai dengan kaidah. Hanya jika transition signal dimulai dengan bilangan urut First, paragraf berikutnya harus ada Second

.Pada paragraf ke 3 supporting sentences nya kurang yaitu tidak ada penjelasan tentang kata "fraud"

Pada paragraph conclusion sebaiknya diberikan transition signal : In conclusion with those advantages and disadvantages,.....

Contoh ke 3

Large City Offer More Opportunities

Small or large city always has advantages nor disadvantages. But i prefer large city has more opportunities than small city. Life in a big city always have modern and super busy lifestyles, as known as metropolitan. Many people especially job seeker, want to be able to get their life in a large city.

First advantages of large city is medical facility. Medical facilities in a large cities will be easier to get than a small city or village. Such as health centers, midwives, clinics, general practitioner practices, dentists, pediatricians, and large hospitals. The equipment can also be ascertained to have used state-of-the-art (modern) medical equipment.

Second advantages is employment opportunity. Big city are the center of the economic for small city or village. Vacancies and job opportunities are certainly bigger from higher education even lower education has the same opportunity. Income in big cities has been able to meet the needs, this is also due to the "Upah Kerja Minimum" which has been set by the government for every big city.

Public Facilities is the third opportunity. Public facilities such as means of transportation, markets, malls, terminals, stations, public toilets, restaurant, mini-markets, supermarkets, school, university, are also very easy to find. It's not like in the small city which requires a long distance if we want to use public facilities.

Fourth advantages is Breaking News update. Any news regarding government, social issues, politics, the latest public figure news, the latest fashion, etc., will know

the latest news fastest than small cities. Print media such as newspapers, tabloids, magazines, many TV stations, the latest social media will be easier to obtain.

Last advantages is Rapid Technological Development. The development of technology in big cities is like a wind, small city has never follow it. That can make it easier for people to carry out all activities. For example, the latest transportation technology will be more profitable and make it easier for us to get to our destination quickly, and can save time.

I think that's all that i can write. The conclusion of my opinion is Big cities are more has opportunities than small city. (SL)

Pada contoh essay ke 3 di atas, letak thesis statement nya tidak sesuai dengan kaidah.. Thesis statement seharusnya diletakkan pada kalimat terakhir pada paragraf pertama. Keseluruhan paragraf pada essay di atas sudah coherent, tapi sebaiknya advantages diganti opportunities sesuai dengan thesis statement nya. Supporting sentences yang berupa contoh-contoh juga sudah baik.

Pada paragraf terakhir yaitu conclusion juga sudah sesuai dengan kaidah penulisan akademik

Contoh ke 4

Advances in communication like cell phone have changed the way that people interact with each other in a global society. Discuss the advantages and disadvantages of the advances in communication of using cell phone. Use specific reasons and examples to support your opinion. In my opinion, with the development of technology, it will increase broad knowledge and connect all people in the world easily and of course easily and disseminate information from any country. In my personal opinion, with the development of this technology, it does not have a negative impact on society, but there are many benefits, for example, the advancement of the world of education, namely the rapid development of communication technology which also supports the progress of the world of education. Now people who live in remote areas or remote villages can also enjoy the internet. Therefore, the information they get at this time does not rely on book

sources alone. Through the internet, students get additional knowledge and new insights very easily and quickly. Equitable education is now impossible considering that communication technology can now be useful even in remote places. In addition to the advantages and benefits mentioned above. There is also a loss that is felt by the community regarding this very rapid technology, namely the community, especially teenagers, during meetings will definitely focus more on their respective cellphones than interacting with their surroundings. it is not done because it will reduce the social value in us. It's good that we appreciate the meeting more, don't be busy with each other's cellphones. (DW)

Contoh essay ke 4 ini adalah contoh essay yang tidak terorganisasi dengan baik atau tidak sesuai dengan kaidah penulisan essay akademik menurut alur logika sehingga pembaca perlu membaca beberapa kali untuk memahami maksud dari essay tsb. Pada paragraf tsb di awalny penulis hanya menulis kembali topiknya dan menegaskan pendapat pribadinya bahwa penggunaan cell phone hanya memberikan keuntungan bagi penggunya tanpa ada dampak negatifnya, tetapi pada kalimat-kalimat terakhir dituliskan juga pengaruh negative nya. Jadi isi essay itu dpat dikatakan membingungkan pembacanya tentang prinsip penulisnya tentang cellphone

Contoh ke 5

Cellphone

A mobile phone, handphone, or hand phone, sometimes shortened to simply mobile, cell or just phone, is a portable telephone that can make and receive calls over a radio frequency link while the user is moving within a telephone service area. Modern mobile telephone services use a cellular network architecture and, therefore, mobile telephones are called cellular telephones or cell phones in North America. In addition to telephony, digital mobile phones (2G) support a variety of other services, such as text messaging, MMS, email, Internet access, short-range wireless communications (infrared, Bluetooth), business applications, video games and digital photography. Mobile phones offering only those capabilities are known as feature phones; mobile phones which offer greatly advanced computing capabilities are referred to as smartphones. Mobile phones are used for a variety of purposes, such as keeping in touch with family members, for conducting business, and in order to have access to a telephone in the event of an emergency. Some people carry more than one mobile phone for different purposes, such as for business and personal use. Multiple SIM cards may be used to take advantage of the benefits of different calling plans. For example, a particular plan might provide for cheaper local calls, long-distance calls, international calls, or roaming. (MA)

Essay di atas sama sekali tidak menjawab topik yang diberikan, juga tidak sesuai dengan organisai kaidah penulisan essay.

KESIMPULAN DAN SARAN

1. Kesimpulan

Berdasarkan hasil analisis yang dilakukan dalam penelitian ini maka dapat disimpulkan bahwa kompetensi *academic wrting* mahasiswa program studi Manajemen Bisnis Internasional masih kurang memadai jika diukur sesuai dengan kaidah organisasi penulisan akademik. Sedangkan pada sisi Bahasa yaitu grammar, spelling dan *academic vocabularies*, kompetensi mereka sudah memadai jika dilihat dari nilai rata-rata mereka baik di kelas 3 MBI A maupun 3 MBI B.

2. Saran

Berdasarkan kesimpulan dari penelitian ini maka tim peneliti menyarankan perlunya peningkatan kompetensi *academic writing* mahasiswa MBI terutama pada kaidah organisasi penulisan *academic essay* sehingga ke depannya dapat meningkatkan penulisan skripsi maupun makalah mereka dalam Bahasa Inggris, juga mengatasi language barrier jika mereka kelak ada yang meneruskan studinya di luar negeri untuk mencapai jenjang yang lebih tinggi.

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