

**THE EFFORT OF THAI STUDENTS TO ACHIEVE ACADEMIC
WRITING OF ENGLISH EDUCATION DEPARTMENT AT IAIN
SURAKARTA**

THESIS

Submitted as A Partial Requirements
for the undergraduate Degree in English Language Education



By

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Thank you for the attention.

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I hereby sincerely state that the entitle **“The Effort of Thai Students to Achieve Academic Writing of English Education Department at IAIN Surakarta”** is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis are has discrepancies, I am would take the academic sanction in from of repealing my thesis and academic degree.

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DEDICATION

This thesis is dedication to:

1. My beloved parent (Muhammad and Kholiyoh)
2. My beloved brother and sister who always give spirit to me
3. My almamater, State Islam Institute of Surakarta

MOTTO

**Do not dream our success. We have to work for it. Success needs
effort and suffering
(Mark Zuckerberg)**

**“Which is it, of the favors of your Lord that ye deny?”
(Q.S. Ar-Rahman: 13)**

**“Be Like flower that gives its fragrance even to the hand that crushes
it”
(Ali Ibn Abi Talib)**

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Finally, the researcher realizes that this thesis is far from being perfect. Therefore, any suggestion and comments for this thesis who be highly accepted. Hopefully, this thesis could give contribution for future researcher.

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Surakarta, February 17th, 2020

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ABSTRACT

Paisal Minadaoh. 2020. *The Effort of Thai Student to Achieve Academic Writing of English Education Department at IAIN Surakarta*. Thesis, English Language Education, Cultures and Languages Faculty. The State Islamic Institute of Surakarta.

Advisor : Dr. Imroatus Solikhah, M.Pd

Keywords : Effort, Problem, Solution, Thai student in Academic Writing

The purpose of this study was to determine the efforts, problems and solutions of Thai students to achieve academic writing of English. Therefore this study has the formulation of the problem, among others: How does the efforts of Thai Students to achieve academic writing in the English Department of IAIN Surakarta? and How does the problems and the solutions of Thai Students to achieve academic writing in the English Education Department of IAIN Surakarta?

In this thesis, researcher used descriptive qualitative research. The subjects of this study were two Thai students of third semester study at IAIN Surakarta. Because in that semester, Thai students found the effort and problem solving related to academic writing. Researcher used interviews, questionnaires and documentation to collect data. Interviews were used to determine the efforts of Thai students to achieve academic writing of English, while the questionnaires were used to find out the problems and solutions of Thai students to achieve academic writing of English. Data analysis techniques using data collection, reduction, display, and drawing conclusions. This study used data triangulation to check the validity of data using Sugiyono Theory.

From the results of the analysis, based on the results of data from interviews and questionnaires, the researcher had found that there were three of efforts that Thai students used to achieve in academic writing. The problems and solutions faced by Thai students were different; TS2 had no basic English language problem, so she did not memorize vocabulary much. The TS2 solution did achieve that was memorizing much vocabulary. While TS1 has a problem with the grammar, so she has difficulty when writing a sentence. So the solution TS1 did was to achieve that did read a lot of English books to be able to help when making sentences. The TS1 and TS2 had the same problem, they lack confidence, so the solution they did it for achieving that was to replace writing into Thai first then they translated or changed into English. Thai students had to make every effort ranging from additional learning using social media, forming habits so that is easy to make writing and trying to actively asked the lecturer. In addition to the effort that had been done by Thai students, the role of a lecturer in providing scaffolding in the form of activities and feedback was very much needed, the aim was to achieve good academic writing.

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, limitation of the problem, problem formulation, and the objective of the study, the benefit of the study and the definition of the key terms. The explanations of each part are presented below.

A. Background of study

Language in written and spoken way took an important communication tool to unite the whole world for communicate by doing speaking, listening, reading writing. Language is the place where the human life and power come from, when we know a language we can speak and able to be understood by others who know the language (Victoria, Robert and Nina, 2013: 1). It's the heart of communication for human life in the world which can find more information through language. So, language is require of human life and it can use language the people can understand about what we explained.

English is the world's most important language (Wierzbicka, 2006:3). It is one of the foreign languages that must be learned as obligatory requirement to reach specific purpose. English language is international language that very important for people who want to get more information. English language is the major language which is used by people in some sectors. It is used for obtaining successful jobs, promotions, academic function and business interactions. So, English language is a convenient

language for communicate on because almost country using as education. Even though people all the world have been using English language in formal or informal situation in some countries in the world such as America, England, Canada, India, Australia, etc. The countries which use English language such as foreign language are Indonesia, Thailand, Philippine, Myanmar else. Thus, English language is very essential for everyone and now, there are the many ways to learn about English language easily.

Thailand has always been a country with one official language; Thai having only one language is the concept of Thai national stability. However, there have been proposals to make Thailand a country with two languages, Thai and English, throughout the country but this has never emerged due to the reasons that mentioned above. Nevertheless, English is the first foreign language that students must study in Thai schools. Hence, the level of English proficiency of Thai students is low in comparison with many countries in Asia (e.g. Malaysia, Philippines, and Singapore). According to the speech given by the Minister of the Ministry of University Affairs on March 6th, 2000, the average TOEFL scores of Thais are the same as for Mongolians but higher than for North Koreans and Japanese (Wiriyaচিত্র, 2002).

According to Khamkhien (2006), English language is taught as the first foreign language since the government had recognized that it is the global language. Even though trends globally in teaching English had

been focusing on the communicative approach, unfortunately English teaching in Thai schools has, in most cases, continued to emphasize the Grammar-Translation method adopted since the beginning of the 19th Century. Almost all Thai schools teach reading and writing skills more than listening and speaking skills. Also, the environment inside and outside of school, including the community and homes has not promoted development of students' communicative English skills. In addition, Thai students have little opportunity to practice English on a daily basis and most Thai students did not have a high level of English competency despite learning English for 9-12 years in basic education as well as at the university level. Thai Government had recognized the vital roles of English that play in the global society and allows the Ministry of Education to elevate the English language competency among the students as well as the teachers. The policies and strategic plans in promoting English Language learning and teaching had been announced in each government. The Ministry of Education also viewed that the process on elevating the effectiveness of English language learning and teaching should include in 2 all developmental elements involved, that is to say-the clarity of language learning policy, the interpretation of policy into practices, the development of curriculum, the quality of teachers, the teaching and learning process, and the plans for materials provided. (Prasongporn, 2009: 1).

Thailand offered children twelve years of free public education, although only nine years are mandatory. School consisted of six years of primary school, three years of secondary school and three years of upper secondary school. National exams are given at the end of the third, sixth and ninth years. Children started primary school at the age of six and study eight courses. English classes are taught nationwide starting from grade one. At the end of the sixth year, students received the Certificate of Primary Education. In order to attend secondary school, students must have completed primary school. Both the top secondary schools and private schools required an exam in order to be accepted. Upper secondary school also required an exam for entrance and students can study either a general, vocational or comprehensive path.

Panthumasen (2007) stated struggle of Thai students has low performance in English because several reasons such as; 1) Most of students do not prefer to learn English because they found the subject matter is boring. The subject matter is not familiar, and it was presented in a strange language, which they have to try very hard to understand or express ideas effectively. 2) Teaching Methods are not attractive or engaging for students. Most of teachers still use grammar and rote learning methods for teaching English. They focus on reading and writing skills, not listening and speaking skills. They seldom set up interesting activities to encourage their students to have fun learning English. 3) The environment in school does not facilitate students in practicing their

English every day. 4) There are not enough attractive textbooks, novels and cartoons or materials in English, which can engage the students' interest in self-initiated learning. 5) There is not enough technology support for language learning, such as ICT (Information Communication Technology) as well as language laboratories, particularly for schools in rural or remote areas throughout the country.

According to baker (2012) Thailand as a country that never been colonized by any foreign country, has both advantage and weakness in term of international language. One of the shortages is that insufficient skills and knowledge in learning other languages such as English as the international lingua franca (Baker, 2012). Now Thailand is focusing on improving their English language because English language is number one all of language in ASEAN. So, they want to develop in integrating students' English education skill because about English education in Thailand still low ostensibly. So, Thailand still has been a minor about English language with other countries. Thailand entering ASEAN English community and then English language is the tool of communication for everyday life. It is inevitable of Thai education to urge students to have communication skill in English about writing, speaking, reading and listening.

Thailand is now entering the ASEAN English Community, therefore English is practically a medium tool for everyday communication and for careers. As a consequence, English is the key for all the member countries

developing their human resources so as to compete in the local, national, or international job market in Asia. It is inevitable for Thai universities to urge students to have communication skills in English: Writing, Speaking, Reading, and Listening. Writing is a skill used in everyday life as well e.g. filling forms, taking messages, writing emails, or conducting business correspondence. Moreover, such skill is vital when some of the students participate in international environments such as studying overseas to further their education. Writing is seen as the most challenging skill for a significant number of Thai students (Sangiamchit, 2017).

Many of Thai students came to Indonesia without strong English knowledge because almost all of them cannot communicate in English. However, some of them entering in English department in IAIN Surakarta and then all of them has a difficulty to adjust for new environment and faced culture aspects of Java in Indonesia. The environment of education in Indonesia where teaching style and learning context are different from former experience is the problems which led to high disappointment, confusing and stress for Thai student in Indonesia which the country is non-Thai language. However, Thai students are trying study hard and improving their Indonesia language and English language in the same time. Communication barriers in the form of language and social norms can hamper international student's ability to acculturate and poses a great barrier to academic success, which was usually one of the key objectives of the international students (Kim, 1995, in Ward et al., 2001).

Alexander (1975) stated that all of four basic language skills are Listening, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. “Speaking and writing are the most important of these skills, since to some extent they presuppose the other two”. In this section, the writer focused on writing skill. Writing was one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill. It aimed at assisting students in expressing their idea written.

In fact, the majority of students usually refused to write. It caused by they did not know what to write. The writing skill is considered to be the most difficult of the language skills for Thai students. This data is taken from interview; the first stage in learning language is by hearing it. The students are able to understand what they heard but they did not know how to write it. They might be familiar with English listening and speaking language such as from the English songs or watching the Hollywood movies. Then, some general signs are easy to find in public area which is related with the use of their reading comprehension of language context, for example ‘push and pull’ at the door of one store, ‘no smoking’, ‘parking area’, etc. In contrast, the writing skill could be both new and difficult things used in daily life. Not all of students wrote in English to send a text. In spite of the fact that writing was very important, especially for Thai students who should master four language skills that have to be

mastered since junior high schools, the writing skill was considered as a difficult assignment.

There were still many reasons why writing English is so difficult. Elbow (1998) said that there are many peoples cannot write. They feel confused when they have to write because they do not even know how to get started to write. Rigg (2011) also stated that getting started to write could be very difficult. Similar with Rigg's statement, Doucette (2009) also found that getting started is the hardest part of writing. Students need effort to achieve academic writing ability. According to Merriam Webster, effort is the total work done to achieve a particular end. So, effort in achieving academic writing ability is the total work to improve the skills of academic writing.

In research, the researcher will be focus on the third semester that study writing subject about academic writing and the kind of writing that student study about essay writing. Essay has become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and essays are often used by universities in selecting applicants. In both secondary and tertiary education, essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. During a course, university students would often be required to complete.

In IAIN Surakarta, Thai students had been entered there since 2013 until now they had many faculties to be as the options for every students such as FAB (fakultas Adab and Bahasa), FUD (Fakultas Usuluddeen and Dahwah), FEBI (Fakultas Ekonomi dan Bisnis Islam) and FS (Fakultas Syariah). The famous faculties that Thai students took in IAIN Surakarta were FAB (fakultas adab and bahasa) and FUD (Fakultas Usuluddeen and Dahwah). In this research, researcher focused on English education department of FAB faculty about the effort of Thai student. English Education Department had many Thai students in difference semester. They are from the first semester, third semester, fifth semester and eleventh semester. In this research, the researcher focused on third semester because the third semester has subject about academic writing and the third semester they, have high effort to understand from it, the researcher can see how the efforts that they do.

There are two students from third semester is the first one is Husna Lateh, she was born on May 31st, 2000, in Malaysia, her father name is Nasruddeen Sa-mae, her mother's name is Masruene Sa-mae and she is the first child of four sibling. In education, she was graduated primary school from Bannapradu school Patani Thailand and then she graduated junior high school from Azizstan Foundation School in Patani Thailand and then she continued her senior high school in Azizstan Foundation school in Patani Thailand and the she came to continue her study in IAIN Surakarta in 2018. She has been studying in IAIN Surakarta for 1 year and

now she is in the third semester. The second one is Sumaiya Ni-ma, she was born on November 7th, 1998, in Thailand, her father's name is Niloh Nima, her mother's name is Halimah Hayeeuma and she is the fourth child of five. In education, she was graduated primary Klolokawae School in Naratiwat Thailand and then she was graduated junior high school from Sengtam Witya foundation school in Naratiwat Thailand and then she was graduated senior high school from Islam Sat Witya in Naratiwat Thailand and she came to continue her study in IAIN Surakarta in 2017. She has been studying in IAIN Surakarta for 2 years and now she is in the third semester because she joined BIPA (*Bahasa Indonesia bagi Penuntut Asing*) for 1 year before. Two students above took English language education of culture and Language faculty.

According to Bungin (2007:11) detailed interview is a process to find information for the purpose of research by face to face questioning between the uses of an interview guide. The researcher took interview to ask question about the effort in writing English. The researcher has five questions for asking Thai students who took English Department at IAIN Surakarta they were from third semester, the questions were (1) how did you feel when you studied writing in class? They answered: we still confused little bit what teacher was teaching in the class. The reason was they had not understood about writing when teacher taught in class yet. (2) What did you think about when you wanted to begin writing something or a paragraph? They answered: we still confused because it was very

difficult for us how to start writing. (3) Did you study again after you had finished studying in class? They answered: yes, we do, after we have finished in class we find out to learn again with YouTube, Facebook and Google. (4) Why did you think that all basic subjects writing was very difficult for you all? Their answered: writing was very difficult because there were many subjects in writing and it made us confused to understand. (5) Why did you feel so difficult when you studied English language? They answered: it was so much difficult because we had to learn two languages in the same time, they were Indonesian language and English language.

IAIN Surakarta has a program to support new international students, namely BIPA (*Bahasa Indonesia bagi Penutur Asing*) which is aimed to help new students to prepare for their studies in basic communication and writing in the classroom in order for all of international students are able to study. Not only study before the semester, but also during the semester, the campus organized the system and the rules of the study to be suitable. Nevertheless, Gunawan said that the failure factor of Thai student in general life is the lack of English language and Indonesia language skills although they had been studying Indonesia language for several months in their country before they came to Indonesia and studied Indonesia language in Indonesia as well. The point is that character of BIPA for student English department is to help facilitate in using language in their

class and it can help the foreign students to know and learn Indonesian culture, social and politics.

On the contrary, there were many individuals' traits that contribute to success, especially the ways of learning a foreign language. As Stated (Rubin & Thompson, 1994) the learner is the most important factor in the language learning process. Success or failure in the end will be determined by what the students themselves contributed. SS (2018) stated that the problem of learning English in IAIN Surakarta had several obstacles such as English is not mother language of Thai, many Thai students have lack of vocabularies, faced difficulties in transferring meaning from English language to Bahasa Indonesia then from Bahasa Indonesia to Thai language. However, to help the students improve their English, it is necessary to find ways to help them overcome their problems, their flawed of their difficulties in the learning. Additionally, Indonesian teachers need to know what problems and difficulties that make their Thai students could not learn well, so that these matters can be dealt effectively to help the students improving their English language. Moreover, building Thai students' awareness of how their type of learning is influential for their success in learning English.

According to Fisher, Rothenberg & Frey, (2008) language learning in the classroom is designed as a tool to guide English teachers in designing purposeful and powerful lessons that accelerate the achievement of students who learn English. However, those Thai students are seeking for

extra English course for improving their English skill. Thai students try to learn in the same time about culture. This is the easy way to learn language. Rubin & Thompson (1994) stated that the learner is the most important factor in the language learning process. So, Indonesian teacher needed to know what problem and difficulties that make Thai student cannot learn well, so that matters can be dealt effectively to help students improving English language to be successful in their learning English language.

This research will be focus on the effort and problem solving to convey the reason of their difficulties in improving their academic writing in English language while they are learning English at IAIN Surakarta. The subjects of the research are Thai English students at IAIN Surakarta. Then, the researcher wanted to conduct a research entitled **“THE EFFORT OF THAI STUDENTS TO ACHIEVE ACADEMIC WRITING OF ENGLISH EDUCATION DEPARTMENT AT IAIN SURAKARTA”**.

The researcher chose this title because the research is very interesting with university that have Thai students entered in English Education Department.

B. Identification of the Problem

From the explanation on background above, it can be identified some problem of this research. The identifications were as follow:

1. Thai students have low knowledge to study English and it made the students felt so difficult to study English language in classroom.
2. Thai students study not only English language but also Bahasa Indonesia in the same time.
3. Thai students felt that writing is very difficult that it makes Thai students have low motivation.
4. The culture aspect was influenced to Thai students in learning English language, so the learner should seek to know about culture of human life in the class.

C. Limitation of the Problem

In this research, the researcher makes the limitation of the study. The researcher makes the limitation of the subject and object of study. The subject of this research is Thai students entered at IAIN Surakarta who study in English Education Department. There are two students on the third semester.

D. Research Problems

The research formulated the problem as follows:

1. How does the problems and the solutions of Thai Students to achieve academic writing skill in English Education Department of IAIN Surakarta?

2. How does the efforts of Thai Students to achieve academic writing skills in English Department of IAIN Surakarta?

E. Objectives of the Study

There are some objectives of this study. They were mentioned below:

1. To find out how does the solutions of the problem of Thai Students to achieve academic writing skills in English Education Department of IAIN Surakarta?
2. To find out how does the efforts of Thai Students to achieve academic writing skills in English Department of IAIN Surakarta?

F. Benefit of the Study

The results of this action research are expected to give benefit both theoretically and practically.

1. Theoretically
 - a. The results of this research can be used as a reference for further research.
 - b. The results of this research can give a description the problem and the solution of Thai students who studied in English Education Department.

2. Practically

a. Reader

Reader can get more information about the effort of Thai Students to achieve academic writing skills in English Education Department of IAIN Surakarta.

b. Thai students

Students will learn English language appropriately, especially for the Thai students. They will be able to improve their English language skill to achieve the appropriate university level.

G. Definition of Key Terms

1. Effort in achieve writing ability

Pass (2013) stated that the intensity of student effort is conceptualized as the student's perception of how hard he or she works on activity. They study hard of learner for getting the destination in learning English although during the learning process they have some difficulties.

2. Academic Writing

Writing academic papers is a common learning situation at university. Writing not only requires knowledge about grammar, genre, and vocabulary but also the ability to self-regulate one's own learning (Graham & Harris, 2000; Zimmerman & Risemberg, 1997). So, students want to be a good writer face academic writing, they must have complete English knowledge.

3. Thai students

Thai learners need their English to sound as native-like as possible which is a prestige. Thai students tend to adopt negative characteristics which involve negative attitudes towards English, specially, being afraid of making mistakes.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter, the research explained about; review on student's effort, motivation, academic writing and previous study.

A. Definition of Effort

Writing is one of the four main skills in learning English which is included in the category of productive skills (abilities that focus on language production). To be able to produce a scientific work, you need the ability to convey information or messages effectively using meaningful sentences. Therefore, writing activities require a variety of efforts to become good and true writing. (Spratt, 2005: 26)

Effort is the activity of moving the body, energy and mind to achieve a work goal (actions, initiatives, efforts) to achieve something (Aziz Erwati, 2013: 20). A person could be said to make an effort if he exerted his energy and mind to solve a case by accomplishing a solution to produce a goal. So, that the effort can be interpreted as something that is part of the person had to response to an event will be an effort to exert effort and mind to achieve a goal to influence and direct. As for the intent of the effort here is an effort that must be done by students to achieve goals with quality.

According to Suriyato (2010: 100) stated that writing is one of the language skills besides listening, speaking and reading. Writing is an

effort in developing written language in addition to the ability of spoken language; written language is a form of communication between writer and reader. One of the efforts to improve writing skills is the use of tools or media in the learning process. In writing learning the role of the media is very central because the function of the media is also as teaching material.

In the process of the learning activities, every student had different efforts in learning English and it would give different progress, because it held in different ways, experiences and facilities, and it represent the condition of the students in the class today that they are tend to be passive in learning process. Therefore, students need specific effort to support and to improve their skill in learning English especially students in English education study program. The activities of students' effort can be done in everywhere; in University. The students' effort is the motivation process of actions and goals design to achieve their need. Effort was a kind of behavior activities in learning process. Effort rose from the motivation process.

From the definition above, it can be conclude that an effort is a reaction or response to solve a problem by finding a way out of a problem. This paper is the answer to the challenges in this research. Writing is a critical thinking process in producing text, this activity is not only a process of producing text that requires the need for linguistic language but also involves the context and educational background.

According to Schunk, Pintrich & Meece (2008: 4) motivation is a process rather than a product. In the process of the learning activities, every student has different efforts in learning English and it would give different progress, because it held in different ways, experiences and facilities, and it represented the condition of the students in the class today that they were tend to be passive in learning process. Therefore, students needed specific effort to support and to improve their skill in learning English especially students in English education study program. The activities of students' effort could be done in everywhere; in school or neighborhoods. The students' effort was the motivation process of actions and goals design to achieve their need. Effort was a kind of behavior activities in learning process. Effort rose from the motivation process.

Students' effort in learning activities referred to the action of the behavior that the students did in improving their skill. According to Pace (1998) in Pass (2013: 44) that quality of student effort is defined as how much voluntary behavior or personal investment a student makes for their education. It has been examined as how often students carried out learning activities, such as taking detailed notes during class. Students adapted to improve their understanding. Therefore, effort is allocated to learning activities and the students have a chance higher level of mastery may be achieved. Pass (2013) that the intensity of student effort is

conceptualized as the student's perception of how hard he or she works on activity.

B. Definition of Motivation

Motivation has been central in both educational and psychological research. It played a significant role in several theories of human development and learning. There are some experts who defined the word motivation. According to Krause, Bochner, & Duchesne, (2003), the word motivation referred to getting someone are moving. When we motivated ourselves or someone else, we develop incentives or we set up conditions that started or stopped the behavior. David Myers (1996: 297) stated that "motivation as a need or desire that serves to energize behavior and to direct it towards a goal." Hamer (1988: 51) state that motivation is some kind of internal drive which pushes someone to do some things in order to achieve something or to reach the goal.

According Jennifer George (2000: 427) motivation is "psychological force that determines the direction of a person's behavior, a person's level of effort and a person's level of persistence in the face of obstacles". Brown (2001: 75) stated that motivation is a factor of high or low of the goal.

Based on the definition above, it can be concluded that motivation is an arousal, impulse, emoticon or desire that consciously drove one doing particular action and ordered to achieve goal. In short, motivation is

concerned with the factors that stimulate or inhibit the desire to engage in behavior.

1. Kinds of Motivation

According to Gardner and Lambert (1996: 275) there are two kinds of motivation based on the purpose, namely instrumental, and integrative motivation.

a. Instrumental motivation

Instrumental motivation suggested and implied that a learner learns the language in support of a purpose relating to occupation or further useful motive. Instrumental goals, such as career promotion or furthering a career, reading technical material, translation, good job, position and status.

b. Integrative motivation

Integrative motivation meant learning the language with the intention of participating in the culture of its people. Culture is to identify with and to make learners become a part of that society. In the integrative motivation, students need to be attracted by the culture of target language community. Harmer (2001: 4) added that integrative motivation referred the desire to integrate in to the target language and in the strong of integrative motivation. They wish to integrate themselves into that culture. There is also another in the field of motivation introduced by Ryan & Deci (2000) as self-determination. They said that self-determination theory

categorized and told apart diverse kinds of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. They divide motivation into two kinds based on the source of motivation, intrinsic and extrinsic motivation.

c. Intrinsic motivation

Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual felt that they are attractive and pleasant. According to Brown (1994: 155) intrinsically motivated activities are ones for which there is not apparent reward except the activity itself. People seemed to engage in the activities for their own sake and not because they led to an extrinsic reward. Intrinsically motivation behaviors are aimed at bringing about certain internally reward, consequences, namely, feeling of competence and determination. Another psychologist, Dorney (2001: 27) stated that intrinsic motivation dealt with the behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity.

d. Extrinsic motivation

Extrinsic motivation is the propensity to take part in activities because of the reasons which did not link to the activity. These reasons can be the anticipation of reward or punishment, like being

successful in the exam or getting a good score mark (Ryan & Deci, 2000). Maisto (2002) stated that extrinsic motivation referred to rewards and praises that are obtained not from the activity but as a consequence of the activity. It use extrinsic motivation to stimulate learning or encourage students to perform in a particular way. It is one of the most powerful motivations. It was operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged.

C. Writing

1. Writing Skill

In Brown (as cited in Emelie and Nathalie, 2007 p.335) stated that a simplistic view of writing would assume that written language was simply the graphic representation of spoken language. This was supported and developed by Hedge, (as cited in Emelie and Nathalie, 2007: 10) who stated that “writing is more than producing accurate and complete sentences and phrases. That writing was about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.” Therefore, to produce a complete sentence teacher must be guiding students to get effective writing.

Writing is a complex activity. The writers must make decisions about the purpose, context, and content beside at the same time trying

to conform to the conventions of grammar, structure, punctuation, and style in writing text.

In teaching writing, teachers should provide their students with a range of native writing opportunities across all genres of writing. Teachers should give the students the time to write and a purpose to write at every opportunity. Students needed to write to express themselves in meaningful ways. The students who had positive writing experiences would want to write.

Writing is one of important skills that language learners need to learn. Writing is one of the four language skills besides listening, speaking, and reading. Writing is an activity in arranging words, sentences, and phrases to make a good writing.

Many experts defined writing variously. According to Nunan (2003:88) writing is both physical and mental activities. At the most basic level it is physical activities of committing words or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. He defined writing as both a process and a product. The writer imagined, organized, drafted, edited, read, and reread. This process of writing is often cyclical and sometimes disorderly. Ultimately, what the audience saw, whether it is an instructor or a

wider audience is a product. It can be an essay, letter and story or research report.

According to Kay in Westwood (2004:100) writing is a highly complex process involving multiple brain mechanisms and specific abilities. The act of writing required the writer to formulate ideas, organize, and sequence points in logical order, select vocabulary, checking for grammatical correctness, spell words correctly, punctuate, and write legibly.

Meanwhile, Lyon et al in Westwood (2004:100), stated that writing is a complex problem solving process reflecting the writer's declarative knowledge, procedural knowledge, and conditional knowledge, all of which are subserved by a network of neuropsychological factors, personality factors, and other conditions (including teacher-student relationships, amount of writing instruction, and the teacher's knowledge of the writing process). Within this context, "declarative knowledge" referred to the specific writing and spelling sub skills that the learner has acquired, whereas 'procedural knowledge' referred to the learner's competence in using such knowledge while writing for meaning.

According to Keir (2009:7) writing is a process involving the steps of gathering ideas and/or information, organizing those ideas, then making a draft which would later be edited and revised.

Another definition of writing is proposed by Harmer (2004:31) who state that writing (as one of the four skills of listening, speaking, reading, and writing) had always formed part of the syllabus in the teaching of English. According to Nation (2009:112) writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

According to Welty in Ruggles (1944:9) writing is one way of discovering sequence in experience, of stumbling upon cause and effect in the happenings of a writer's own life. Whereas Jozsef (2001:5) stated that writing is among the most complex human activities. It involved the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy.

From the definition above, it can be concluded that writing is process of generating ideas, person's ability to communicate information to someone or others. Writing is not only an activity of arranging words into forms and sentences, but also thinking about how to express and organize them into statements and paragraphs.

2. Aspect of Writing

Mastropieri and Scruggs in Westwood (2004:109) provided some useful suggestions on aspects of written work that should be appraised.

These aspects included:

- a. Mechanics of writing: spelling; punctuation; capitalization; handwriting; format. Error analysis in spelling was often needed to help identify the types of difficulty a student is having.
- b. Grammar: subject-verb agreement; verb tense; pronouns; singular plural forms.
- c. Content: relevant focus; detail; accuracy; breadth and depth; originality; supporting evidence.
- d. Organization: sequence of content; paragraphing.
- e. Sophistication: vocabulary; sentence length; sentence complexity; variety; interest.

3. Process of writing

If we want to make a good paragraph, we need to construct a good topic sentence, starting the point, standard aspects in writing, and the process of writing. The writing process is the stages a writer goes through in order to produce something in a final written form. This process might, of course, be affected by the content of writing, the type of writing, and the medium it is written in (pen, paper, computer, live chat, etc.). According to Harmer (2004:4) the process of writing has four main elements:

a. Planning

Experienced writers planned what they are going to write. Before starting to write or type, they tried and decided what it is they are going to say. For some writers this might involve making detailed notes. When planning, writers had to think about three main issues. In the first place they have to consider the purpose of writing. Secondly, experienced writers thought of the audience they are writing for. Thirdly, writers have to consider the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeded into editing, a number of drafts might be produced on the way to the final version.

c. Editing (reflecting and revising)

When the order of the information is not clear, something in written is ambiguous or confusing. They may have to move paragraphs around or write a new statement.

Reflecting and revising were often helped by other readers (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. Sometimes the first three stages of the process will take almost no time at all and we would plan, (re-)draft, and (re-)edit very quickly in our heads as we write. Nevertheless, however casually we approach the process, we will still try and plan what to write, check what we have written, and revise it before sending. This might look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is ready to send the written to its intended audience.

4. Characteristics of Writing

In addition to organization, writing in English must also have the characteristics of coherence, cohesion, and unity.

a. Coherence

A paragraph had coherence when the supporting sentences are ordered according to a principle. The principles for ordering depended on the type of paragraph you were writing.

b. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connected to each other in their support of the topic sentence.

c. Unity

The final characteristic of a well-written paragraph is unity.

All the supporting sentences should relate to the topic sentence.

(Boardman & Frydenberg, 2008:18)

5. Approaches to Student Writing

However, there were three influential approaches to the teaching of student writing that it was useful to consider. We refer to these approaches in the following way: writing as text, writing as process and writing as social practice.

a. Text approaches

Historically, when writing has been explicitly taught in higher education, the emphasis has been on students' writing as final texts or 'products'. The focus instead is on specific features of the written texts, for example, spelling, text structure, vocabulary, style. In addition, little attention was typically paid to the process of writing, including the conscious and unconscious decisions that writers make in order to communicate for different purposes and to different audiences

b. Process approaches

Attention in process approaches to writing is paid to the steps and stages of writing that an individual writer may work through. The emphasis in process writing is chiefly on how students

could express their identities, rather than on writing as something that occurs in a social context.

c. Writing as a social practice

Here the focus is on writing as an activity that always occurred in a social context, at both a more local, immediate level and at a broader social and cultural level. In the context of higher education, there are different ways in which student writing can be understood as a 'social practice'.

This focus on identity in academic writing had been emphasized in recent times; educational background, ethnicity, cultural expectation and gender had all been shown to influence how students read academic texts and respond in writing. (Caroline et al, 2003:9)

D. Academic Writing

1. Definition of Academic Writing

Academic writing is a compulsory subject curriculum for English Language Education students. The type of academic writing in question is an essay scientific text commonly used in scientific activities. This subject taught in third semester aims to provide learning experiences in the process of writing research in the form of articles and theses.

Writing academic papers is a common learning situation at university. Writing is not only requiring knowledge about grammar, genre, and vocabulary, but also the ability to self-regulate one's own learning (Graham & Harris, 2000; Zimmerman & Risemberg, 1997). So, students who want to be a good writer to face academic writing, they must have complete English knowledge.

Academic writing was a particular style used in formal essays and other assessments for your course. It required formal language, a logical structure and should be supported by evidence. It is a skill that you will need to learn and develop across your time at University. Make sure you use the information in your module guides and feedback from your lecturers to improve, you might also have workshops included as part of your course. So this had increased the demand for academic development programmers as a viable strategy to enhance the academic writing skills and other soft skills required by students (Reda, 2011; Jacobs, 2007; Layer, 2006).

2. Types of academic writing

The four main types of academic writing are descriptive, analytical, persuasive and critical. Each of these types of writing has specific language features and purposes as follow:

a. Descriptive

The simplest type of academic writing is descriptive. Its purpose is to provide facts or information. An example would be a summary of an article or a report of the results of an experiment.

b. Analytical

It is rare for a university-level text to be purely descriptive. Most academic writing is also analytical. Analytical writing included descriptive writing, but you also re-organized the facts and information you described into categories, groups, parts, types or relationships.

c. Persuasive

In most academic writing, you are required to go at least one step further than analytical writing, to persuasive writing. Persuasive writing has all the features of analytical writing (that is, information plus re-organizing the information), with the addition of your own point of view. Most essays are persuasive, and there is a persuasive element in at least the discussion and conclusion of a research article.

Points of view in academic writing can include an argument, a recommendation, and interpretation of findings or evaluation of the work of others. In persuasive writing, each claim you make needed to be supported by some evidence, for example a reference to research findings or published sources.

d. Critical

Critical writing is common for research, postgraduate and advanced undergraduate writing. It has all the features of persuasive writing, with the added feature of at least one other point of view. While persuasive writing require you to have your own point of view on an issue or topic, critical writing require you to consider at least two points of view, including your own.

Critical writing required strong writing skills. You need to thoroughly understand the topic and the issues. You need to develop an essay structure and paragraph structure that allow you to analyze different interpretations and develop your own argument, supported by evidence.

E. The Previous Study

This section provided background information relevant to Thai English students struggled and problem in achieving undergraduate degree of English education department.

The first with the title “Effort to improve student English writing ability through information technology-based learning at the second grade of SMAN 8 Jogjakarta academic year of 2010/2011 written by Novitasari. In this thesis, the researcher found that Information Technology-based learning could help the teacher to deliver the materials in the classroom. With reference to the obtained data, the students were more enthusiastic

and had good motivation to write. This thesis have the similarities are used descriptive qualitative research and then this thesis focus the effort to achieve in writing and this researcher of this thesis used interview and questionnaire for collecting the data. The difference of this research, the researcher focus on the effort to writing ability and then the effort of this thesis focus on local students in SMAN 8 Jogjakarta

The second with the title “a case study on Thai English students Linguistics and Non Linguistics learning Problems and Their Learning Strategies at IAIN Salatiga Indonesia in The Academic year 2017/2018” written by Hakimee Samalee. In this thesis, the researcher found result of this thesis showed that the participants had lack of motivation in practicing for improving the English language skills, hardly be practiced. The similarity is this researcher focus Thai students and motivation for Thai student to achieve students learning English language. The different is this research focus on linguistics and non-linguistics learning.

The third with the title “Anxiety among Thai Students in English Speaking of English Department” written by Mareeyah Aleemasa. In this thesis, the researcher found the result of this thesis is the problem that researcher found that Thai students nervous when their speaking. The students needed some motivations for their courage in speaking English language confidently. The similarity of this thesis are using motivation for support Thai students in learning because Thai students lack confident in learning and this thesis using interview and questionnaire method for

collecting the data. The difference of this thesis is the thesis focus on motivation for Thai students to improve speaking skill.

The fourth with the title “Language Learning Strategies, Motivation, and Writing Achievement of Indonesian EFL Students” written by Mutiatun Nasihah and Bambang Yudi Cahyono. In the journal, the researcher found the results of this journal revealed that the null hypotheses for the three correlational analyses were rejected. In other words, there was a significant correlation between language learning strategies (LLS) and writing achievement; there was a significant correlation between motivation and writing achievement; and there was a significant correlation between language learning strategies (LLSs) combined with motivation and writing achievement. The similarity of this journal is focus on writing that writing and then motivation support it. The difference is from journal that subject of this research is Indonesian student.

The fifth with the title “Study on Students' Motivation in Joining An English Course” written by Thongma Souriyawongsa, Ismail Raob and Mohamad Jafre Zainol Abidin. In the journal, the researcher found of this the results showed that the students' motivation which considered from factor of personal reasons section in applying studying English as Foreign Language (EFL) indicated that the arithmetic mean was in high level including the items such as students want to study English. The similarity is this research focus on motivation to learning English. The difference of

this research focus the teacher gives motivation to students and this research conducted this study quantitative survey method.

The sixth with the title “International Students Motivation and Learning Approach: A Comparison with Local Students” written by Kah Loong Chue and Youyan Nie. In this journal, the researcher found this results from this study indicated that international students had a higher level of self-determined motivation and used a deep and surface learning approach more extensively than local students. Perceived psychological needed support positively predicted intrinsic motivation, identified regulation and a deep learning approach for both groups. There were also differences in the effects of motivation on learning approach between the two groups. The similarity is this research focus on motivation in learning English and the research focus on international students learning English language as foreign language and environment influent for study English language. The difference is this research compare between international students and local students and this research using quantitative for the research.

Seventh with the title “The Correlation between the Students’ Writing Motivation and the Writing Ability” written by Septa Aryanika. In this journal, the researcher found the results from this study was writing motivation was an impulse or support that comes from inside and outside of a person and it could change of a person to be better than before in writing ability. Moreover, writing was an activity and productive activity

to transfer messages by arranging the words in written form. Therefore, to make a good writing, the students needed motivation. The similarity of this study is used motivation for improving writing and the difference is this research focus on writing ability.

Based on all researches above, the researcher wanted to conduct the similar research but the researcher conduct in surrounding. The researcher conducted a research and the effort of Thai students to achieve academic writing of English Education Department of IAIN Surakarta. Their problems about effort in writing skill and motivation in learning English would be shown in this study.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.

Most of researchers seek to use strong design to strengthen the validity of their studies and ensure that data to be collected properly address the research topic to being studies (Yin, 2011). In the research, the research used descriptive qualitative research design. Qualitative research had more method in focus involving and interpretive, naturalistic approach to subject matter.

It means that qualitative researcher study in their natural setting attempting to make sense of interpret some phenomena (Denzin and Lincoln, 1994). Descriptive qualitative research is a research that put forwards the data collecting or the problem reality based on the things that explored by respondents and the data collection are words and pictures, no number (Bogdan and Taylor, 1976) and (Moleong,1989:3). It means that this research does not deal with numerical measurement or statistic procedures, instead it include sentence or description of the subject as a result.

Patton & Cochran (2002: 2) said “Qualitative research is characterized by its aim, which relate to understand some aspect of social life, and it’s methods which (in general) general words, rather than number, as data for analysis”.

Crewell (1998) states that qualitative study is Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyzes words, reports detailed views of information and conducted the study in natural setting.

B. Research Setting

1. Place

It is important for the researcher to limit the place in conducting the research to make the researcher easier in this research. This research was hold at The State Islamic Institute of Surakarta which is located at JL. Pandawa, Pucangan, Kartasura, Sukoharjo, Jawa Tengah, Indonesia.

2. Time

The research was conducted for five months, started from October 2019 until December 2019.

C. Subject of Research

The subjects of this research were two Thai students of English Language Education Department in IAIN Surakarta in academic year 2018/ 2019. The instrument of this research are two students of third semester; they were 1) Husna Lateh 2) Sumaiyah Nima.

D. Techniques of Collecting Data

According to Wolcott (1994), qualitative data are data that qualitative researchers generate, or with a slight refinement, qualitative data are whatever data qualitatively oriented researchers collect. Qualitative data cannot be expressed as a number. Data that represents nominal scales such as gender, social economic status, and religious preference are usually considered qualitative data (Wolcott, 1994).

Sugiyono (2015: 142) said that the questionnaire is a technique of collecting the data which is done by giving some question or written declaration to respondent. The questionnaire have two types are open questionnaire and closed questionnaire. Open questionnaire is a question that hopes the respondent to write own word or about something descriptively. Closed questionnaire is questionnaire use for helping the responder to answer quickly because the researcher give an alternative answers to them.

This research was using closed questionnaire with 17 items. The purpose of the questionnaire in this research is to find out various problems and solutions from the subject. So, the results of this questionnaire will be used by the researcher to answer related problems and solutions.

1. Interview

Interview is one of technique to collect the data. In data collection of this research, the interview is easy method of data collection. All of

the interview questions were translated into Thai language to see problem in learning. In order to assess the difficulties in the learning, the researcher used face-to-face interview with in-depth interview to Thai students one by one and then described the finding from the interview procedures in collecting data as follows:

- a. The researcher conducted the interview, which process of recording with an audio recorder by mobile phone with permission of the interviewee, and the interviewee's confidentiality, voluntary status, and the interviewee had a right to stop the process of recording at any time. The interview setting and interruptions. The researcher also prepared note taking in order to note something might happen during the interview and then the researcher started interview.
- b. The researcher listened to the recorded interview a number of times in order to immerse the researcher mind in the words and thoughts of the interviewee to clarify, check for validity, draw out the interviewee of opinions, and experiences.
- c. The researcher started the process of making the transcripts immediately after getting data from the interview by translating from Thai language into English language.

This research was using interview which based on Thai students of English Department at IAIN Surakarta. The purpose of the interview that the researcher did with the Thai students was to look for the efforts

made by the subject towards the learning process of writing. Because the questions asked to informants about their efforts to achieve writing.

2. Document

Documentation is method for collecting qualitative data by looking or analyzing the documents which created by the researcher or someone about subject. Moleong (2000: 143) stated that there are two kind of document for study; they daily document and official document. The document is the one of important in this research. Through the document the researcher would get some of data for support this research. Here, the researcher got some data from *siakad.iain-surakarta.ac.id* to know the score of student's academic writing.

This research used the documentation which constitutes a grade to see development of Thai student of English Department at IAIN Surakarta

E. Technique of Analysis Data

For analysis the data of research, the researcher used qualitative data analysis. Sugiyono (2015:246) stated that an activity in qualitative data analysis is done by interactive and continued by continuously and complete. He said that the activity on analysis the data collection, data reduction, data display, and drawing conclusion. Step of data analyzing are as follows:

1. Data Collection.

The research collected the data by having questionnaire, interview and documentation. From these methods the researcher would be easier to get the data. The researcher collected the data which shows the problem solving face by Thai students in learning English language education.

2. Data Reduction

After having the data, the researcher reduced the data by selecting focusing, simplifying, and arranging the data.

3. Data Display

The researcher displayed the source of the data, and the researcher found the result of this research.

4. Drawing Conclusion

Last step was drawing the conclusion. Drawing conclusion involved moving back to consider what analyzed data mean and to assess whether the data findings fit the objective of the study. The researcher drew the conclusion based on the data result of research in problem solved by Thai students at IAIN Surakarta who enter English language education.

5. Coding

To facilitate the study, the researcher encodes data after identify. According to (Moelong, 2009:288) coding is giving a code to very collected data in order to facilitate the researcher in investigating data

and knowing the score of data. Coding could be found in a form of lettering, numbering, symbol ling, and other. In this researcher used the numbers and letters. Here is the coding of the gaind data;

No	Name	Codes
1	Husna Lateh	TS1
2	Sumaiyah Nima	TS2

Table 2: Coding subject

F. The Trustworthiness of the Data

To determine the trustworthiness of the data, the researcher needed some techniques of examining data. In this research, the researcher used triangulation by using resources. Sugiyono (2015:241) said that technique of triangulation means as a technique of collecting the data that combine from different data for get the data from some resource. The purpose of triangulation was not about look for the truth of some phenomena, but more than increase the understanding of research toward what they finding. In this way, the researcher rechecked the information from observation and the data got relevant with interview, questionnaires and document.

Supoto (2002:78-79) stated that triangulation is the most common way to use for improving data facilities in qualitative research. In its connection in this thing, it was stated that there were immediate triangulation techniques, namely (1) data / source competitiveness, (2)

triangulation of methodologies, (3) researcher competitiveness, (4) theoretical competing.

In qualitative research, there are four techniques of triangulation. There are triangulations by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. Norman Denkin defined triangulation as combination or combinations of various methods used to study phenomena that different perspective. The Denkin's concept is used qualitative research in various fields. According to him, triangulation includes four kinds, method triangulation, inter-researcher triangulation, data sources triangulation and theory triangulation.

The following are the description of the tree types of triangulation;

- a. Method triangulation was done by comparing the information or data different ways, as was known in qualitative research, researcher obtain a valid data from interview, observation, questionnaire, and document to obtain a valid data.
- b. Data source triangulation was seen of certain information through various methods and source of data acquisition is seeing methods. For example, besides using interview and observation, written document, image and photo.
- c. Theory triangulation is comparing the formulation of the information/ thesis statement of relevant theoretical perspective to avoid individual bias of researcher on the finding or conclusion generated. In the theory

triangulation can increase the depth of understanding if the researcher is able to bring deep theoretical knowledge on the results of data obtained.

Interpretation involves making sense of the data as described by Lincoln, Guba (1985) and Creswell, (2002) Interpretation in qualitative research means that the research steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

Aiming to answer the research questions comprehensively, this chapter presents the result of the study. It was organized to uncover the efforts' Thai student learning problems and solution to achieve academic writing. The research finding consisted the data from the document and the interview of two Thai female students who study in English language education department of cultures and languages faculty at IAIN Surakarta. The primary goal of this case study was to examine and to describe problems and solutions of their effort for achieving academic writing skills. In other words, in order to have an in-depth understanding about those matters and problems and solution in learning academic writing.

A. RESEARCH FINDING

This chapter presents the research finding. The purpose is to answer the research problems in the first chapter. There are two objectives in this research, they are: 1) description the personal background of TS1 and TS2, 2) description the problem and solution of Thai students to achieve and academic writing, and 3) description the effort of Thai Students to achieve academic writing.

1. Description of Data

a. Personal Background of Husna Lateh (TS1)

TS1 was 19 years old and she was in the third semester. She was born in Malaysia. Her father name is Nasruddeen Sa-mae, he

was born in Patani south of Thailand and her mother name was Masruene Same, she was born in Patani south of Thailand. She had six members in her family; she was the first child of her four siblings. Her father was restaurant trader and her mother was restaurant trader. TS1 did not mention about others household income but she only mentioned that her family was not rich and not poor but medium. Her father graduated from Sakulsas high school in Patani South of Thailand. Her mother graduated from Teknologi Mara University in Shah alam Malaysia. Her family seldom went out for hanging out together (such as went traveling, went to museum, went to sporting etc). However, she mentioned that she lived with her grandfather and grandmother because her father and her mother worked in out of village.

She graduated from Bannapradu primary school and she graduated from Azizstan foundation junior high school in Patani south of Thailand and she graduated from Azizstan foundation senior high school in Patani south of Thailand and she came to study in IAIN Surakarta in 2018. She had been studying English for 13 years but at her senior and junior high school she seldom spoke English, because her friends spoke Thai language and folk language with her. She seldom had joined English activities but she had been in Pare for 1 time for studying English speaking, writing, pronunciation, grammar, and joined English camp in Pare.

b. Personal Background of Sumaiyah Nima (TS2)

TS2 was 21 years old and she was in the third semester. She was born in Naratiwat south of Thailand. Her father's name was Niloh Nima, he was born in Naratiwas South of Thailand and her mother's name was Halimah Hayeeuma, she was born in Patani South of Thailand. She had seven members in family; she was the fourth child of her five siblings. Her parent was gardener. The highest level of education completed by her parent was graduated from Sampan Witya Senior High School and her parent was grad 10 of Sanawi. She mentioned that family was medium and her parent spoke folk language at home and her family went out for hanging out together (such as for traveling, went to museum, sporting etc) every holiday.

She graduated from Kholokawae primary school in Naratiwat south of Thailand and she graduated from Sengtam Witya Foundation Junior High School in Naratiwat south of Thailand and the she graduated from Islam Sat Witya Senior High School in Naratiwat South of Thailand and she came to study in IAIN Surakarta in 2017. Thus, she had been studying in IAIN Surakarta for 2 year. She had been studying English for 14 years but at her senior and junior high school she seldom spoke English, because her friends spoke Thai language and folk language with her. She seldom had joined English activities but she had been in Pare for 2

times for studying English speaking, writing, pronunciation, grammar, and joined English camp in holiday in Pare.

To see the data more clearly, the researcher illustrated the data by presenting the view of the data within table. Table 1 is the demographic data of the participants;

Demographic Data	TS1	TS2
Age	19	21
Semester	3	3
Student born	Malaysia	Thailand
Mother born	Thailand	Thailand
Father born	Thailand	Thailand
Family member	6	7
Their father's work	Restaurant trader	Gardener
Their mother's work	Restaurant trader	Gardener
Their father's education	Sakulas high school in Patani South of Thailand and grad 10 of sanawi	Sampan witya senior high school and grad 10 of sanawi
Their mother's education	Teknology Mara University of Shah alam in Malaysia	Sampan witya senior high school and grad 10 of sanawi
Language speak at home	Patanian	Patanian
They had been studying English for	13 years	14 years
Studied in pare	2 months of 1 time	2 month of 2 times
Won any prize relate to English activity	Never	Never

Table 2: Demographic Data of Pparticipants

2. The problem and solution of Thai students to achieve and academic writing of English education department at IAIN Surakarta.

The questionnaire was done TS1 and TS2. The researcher gave the question usually required that responses, which reflected the opinion from the respondents. The researcher used questionnaire for collecting and analysing the data.

NO	Pertanyaan	Husna lateh (TS1)					Sumai-yah Nima (TS2)				
		TP	J	T	S	PS	TP	J	T	S	PS
1	Saya menyiapkan diri sebelum pelajaran academic writing.			✓				✓			
2	Saya selalu mengerjakan tugas tepat waktu					✓			✓		
3	Saya sering mendapat banyak kesulitan ketika menulis					✓				✓	
4	Saya merasa percaya diri ketika menulis academic writing			✓				✓			
5	Saya memperhatikan dengan sungguh-sungguh saat pembelajaran academic writing.			✓				✓			
6	Saya mudah menyerah dalam menyelesaikan tugas-tugas menulis academic writing yang diberikan dosen				✓				✓		
7	Saya cenderung diam meskipun belum memahami materi academic writing yang dijelaskan dosen.					✓				✓	
8	Saya membutuhkan waktu yang lama untuk menulis academic writing					✓					✓

NO	Pertanyaan	Husna lateh (TS1)					Sumai-yah Nima (TS2)				
		TP	J	T	S	PS	TP	J	T	S	PS
9	Nilai menulis saya lebih bagus daripada nilai mendengarkan membaca / berbicara.			✓				✓			
10	Tugas dapat membantu saya untuk lebih memahami pelajaran academic writing dan mempraktikannya				✓			✓			
11	Saya selalu meluangkan waktu untuk belajar academic writing diluar kampus			✓				✓			
12	Saya selalu bertanya ketika kurang memahami academic writing		✓					✓			
13	Saya bersemangat dalam mengikuti pembelajaran academic writing khususnya pada saat kegiatan menulis				✓					✓	
14	Ketika ada tugas menulis, saya berusaha mengerjakan sendiri meskipun sulit.					✓			✓		
15	Saya menggunakan berbagai kosakata dalam menulis academic writing			✓				✓			
16	Saya selalu belajar tambahan tentang academic writing melalui internet ketika tidak paham di kelas.					✓			✓		
17	Saya selalu meBaca buku bahasa inggris.		✓					✓			

NOTE: TP = *Tidak Pernah*, J = *Jarang*, T = *Terkadang*,

S = *Sering*, P = *Paling Sering*.

The subjects prepared themselves before there was a lecture of writing for academic purpose was needed. Especially for foreign students, it could help or train student's abilities. From the results of the questionnaire that the researcher did with Thai students, they were less prepared before. So that when there was an assignment from the lecturer, they had difficulty working on it and were more active in asking friends than lecturers.

Listening intensively when in class was also an obstacle for Thai students, from the results of the questionnaire they rarely listened carefully because their ability to understand lecturers' explanations was not good enough. This affected their self-confidence when in the classroom or outside the classroom.

Additional learning both via the internet and reading English books greatly affected the quality of Thai students in their mastery in writing scientific papers, because if they only rely on learning in the classroom, it certainly would not be enough. Reading books or learning through social media could help correcting their mistakes in writing academic.

3. The effort of Thai Students to achieve academic writing of English department at IAIN Surakarta

Every Thai students had their effort to achieve their study academic writing not only in class but also out class that means their effort in activity could help them achieve academic writing, the researcher get data from interview such as:

a. Through social media

Social media influenced how we live, how we work, and now more than ever and how we learn. Social network tools afforded students and institutions with multiple opportunities to improve learning methods. Based on interviewed interviewer to TS1 and TS2, TS1 said that:

ผู้สัมภาษณ์:

อะไรที่ทำให้คุณสามารถพิชิตปัญหาในการเรียนวิชาเกี่ยวกับการเขียนเชิงวิชาการ?

Interviewer: What effort made you able to overcome problems in learning about academic writing?

ผู้ให้สัมภาษณ์ TS1:

สิ่งที่ผมทำเพื่อจะพิชิตปัญหาที่กล่าวมานั้นคือผมเรียนรู้จากจากยูทูปเพื่อที่ว่าก่อนเข้าเรียนในห้องหนูได้ทำความเข้าใจแล้วไม่มากก็น้อยและทำให้ผมมีความพร้อมมากขึ้นในการเรียนรู้การเขียนเชิงวิชาการและที่ดีกว่านั้นคือตอนที่ผมฝึกฝนหรือตอนที่ผมเรียนที่มหาวิทยาลัยไม่เข้าใจ ผมก็จะกลับบ้านไปเรียนเพิ่มกับยูทูปอีก

Interviewee TS1: What I had done to overcome the problems was to learn from YouTube so that before entering my class, it made me more prepared to learn academic writing and even better, when doing practice sessions or when I did not understand while I

studied at the campus, I would go back home to study with YouTube again.

ผู้ให้สัมภาษณ์ TS2: ที่เคยใช้บ่อยในการเรียนรู้ของเดาคือ อินเทอร์เน็ต เพื่อเป็นตัวช่วยในการสร้างความเข้าใจต่อตัวตัวเอง และแอปที่เดาชอบใช้ในการเรียนรู้คือ ยูทูป, เฟสบุคและกูเกิล.

Interviewee TS2: The most common thing in my learning was the internet helped me understanding and the favorite apps for learning were YouTube, Facebook and Google.

(Interviewed with TS1 and TS2 on Friday, November 1st, 2019).

Besed on interviewee's answer, the researcher got explanation that TS1 and TS2 are they had problems in academic writing. They used the internet to help their learning to increase for their understanding of learning. . Which is a large garden, they used YouTube to help them more understand.

b. Through asking

Asking is the way for every to know the answer and also asking to know something clear. Everyone can ask to other that has more knowledge that you. Based on interviewed that interviewer to TS1 and TS2, TS1 said that

*ผู้สัมภาษณ์:
เดามีความพยายามอย่างไรเพื่อที่จะทำให้เดาบรรลุในการเขียนเชิงวิชาการ?*

Interviewer: What were your efforts to achieve writing of academic writing?

ผู้ให้สัมภาษณ์ TS1: ความพยายามของเดาคือ ตอนที่เดาไม่เข้าใจอะไรสักอย่างเกี่ยวกับการเขียน

เดะจะถามเพื่อนเป็นอันดับแรกเพราะเพื่อนกับเดะใช้ภาษาในการสื่อสารเป็นภาษาที่ง่ายและเข้าใจง่ายกว่าในการเขียนเชิงวิชาการ แต่ถ้าเดะไม่เข้าใจมันอีกเดะก็จะไปถามอาจารย์.

IntervieweeTS1: My effort was when I did not understand anything about writing I would ask my friend first because my friend used language of communication which was easier and easier to understand in academic writing. But if I did not understand it again, I would ask the lecturer.

ผู้ให้สัมภาษณ์TS2: ในตอนที่เดะไม่เข้าใจหรือไม่รู้หรือไม่เข้าใจ เดะจะถามเพื่อนเป็นอันดับแรกเพื่อให้อธิบายในสิ่งที่เดะไม่รู้หรือไม่เข้าใจ และถ้าเดะไม่เข้าใจอีกเดะจะรวบรวมความกล้าเพื่อจะเข้าไปถามอาจารย์.

Interviewee TS2: When I did not understand or did not know I would ask my friend first to explain what i did not know or understand. If I did not understand again, I would gather courage to ask the lecturer.

(Interviewed with TS1 and TS2 on Friday, November 1st, 2019).

Based on interviewee's answer, the researcher got explanation that TS1 and TS2, they ask when they did not understand their study and then they asked friends more than lecturer, because they were more interested in friends than lecturer, but if they asked friends they still did not understand. They would asked the lecturer immediately.

c. Though a lot practice

The practice is the act of rehearsing behaviour over and over, or engaging in an activity again and again, for the purpose of improving or mastering it, as in the phrase "practice makes perfect". Based on interview TS1 and TS2, TS1 said that

ผู้สัมภาษณ์:

เคยมีการฝึกฝนในการเขียนเชิงวิชาการบ่อยแค่ไหนต่อสัปดาห์?

Interviewer: How often did you practice writing of academic writing every week?

ผู้ให้สัมภาษณ์TS1:

*ในหนึ่งสัปดาห์เดะจะฝึกเขียนเชิงวิชาการอย่างน้อยเกือบทุกวันเพราะ
เดะพักที่ Mahad Al-jamiah IAIN Surakarta
แล้วก็ที่นี่จะมีการเรียนการเขียน วารสาร
ฉนั้นเลยทำให้เดะได้ฝึกฝนในการเขียนบ่อย.*

Interviewee TS1: In a week, I would practice at least writing academic every day because I stayed at Mahad Al-Jamiah IAIN Surakarta and then there would be study journal writing so, I would practice writing a lot.

ผู้ให้สัมภาษณ์TS2:

*ประมาณ3-5
ครั้งต่อสัปดาห์ที่เดะได้ฝึกในการเขียนเชิงวิชาการแต่บ่อยเหมือนกัน
เดะฝึกฝนผ่านการดูยูทูปและก็ฝึกฝนจากการทำการบ้านที่อาจารย์ได้
มอบหมายให้
ถึงแม้ว่าเดะจะไม่ค่อยเข้าใจเท่าไรแต่เดะก็พยายามทำมันให้ดีที่สุด
เพื่อที่จะได้พัฒนาในทักษะการเขียนของเดะ.*

Interviewee TS2: for about 3-5 times a week that I had practiced in academic writing. But also often I practiced through YouTube and practiced from the homework assigned by teacher. Although I did

not understand much, I tried my best to improve my writing skills.
(Interviewed with TS1 and TS2 on Friday, November 1st, 2019).

Based on interviewee' answer, the resarecher got explanation that TS1 and TS2, TS1 was more trained than TS2 because TS1 was staying at Mahad Hahad Al-jamiah, which was the university's dormitory, and there was extra teaching programs in the dormitory and the dormitory had Teaching about academic writing and TS2 stay in a rental place with Thai student friends Which made TS2 to train less than TS2. However, they were fully trained in wrote academic writing.

The efforts of TS1 (Husna Lateh) and TS2 (Sumai-yah Nima) were similar. They used the internet or YouTube as their learning options. Aside from studying in their classrooms, learning through the internet or YouTube was their best option and it could be the choice that made them the easiest to understand. And when they studied in the classroom and did not understand what the lecture taught they would try to ask their friends to explain what they did not understand not only in class but also out of the classroom they would try to ask friends first. If their friends could not explain clear, they would ask the lecturer. The difference TS1 and TS2 was TS1, her academic writing was better than TS2 because TS1 was staying at Mahad Al-Jamiah IAIN Surakarta and in there were learning English such as writing practice for example

writing Journals, etc. Therefore, TS1 was practicing academic writing often because it was practiced almost every day. TS2 stayed at rented and she practiced her writing work by her own 3-5 times every week.

After knowing the efforts made by Thai students while studying academic writing, the following are the results of their achievements from the assignments given by the lecturer when receiving the course for academic writing.

In the first assignments, the expected final ability was that students could to know and understand the elements of academic writing, and could determine the topic or title of an academic essay on a theme determined by the lecturer. In this assignment 1, TS1 got a value of 3 while TS2 got a value of 2.75. This was because the capabilities possessed between TS1 and TS2 are different, so the results obtained by TS1 were better than TS2.

The second assignments, the final ability expected from the Writing for Academic Purpose course was students were could to write an introduction from the title chosen by them. In assignment 2, TS1 only got score 2.75 while TS2 got 3. This was due to TS2 who lived in a rented house with a senior English major, so TS2 sought to consult or discuss with senior who had studied Writing for Academic Purpose.

The third assignments, the expected final ability is the student is able to develop the introduction that had been done, into an academic essay. This assignment was given three weeks by the lecturer, so that students could to maximize their academic essay assignments. TS1 got a score of 3.25 while TS2 only got a score of 2.5. The difference in score was due to TS1 stay in boarding campus, while TS2 stay in rented houses. In boarding campus always guides their students to study hard. So that the effort of TS1 to develop the title that she had obtained could be maximized properly, because she was guided directly by the teacher in the boarding school so she learned every day, besides that she was also utilizes YouTube as a learning tool. While the effort of TS2 that only discuss with her senior, it could be said to be less optimal.

The fourth assignment, this task was the last task before students take the midterm exam. The final ability that was expected was that students could to make conclusions from academic essays that had been made. TS1 got score of 3 and TS2 got score of 2.75. Because TS1 was able to maximize well the assignment that she has done, it would be very easy for her to make conclusions.

Student' characteristics in study TS1 and TS2 are TS1 was a person who would speak a lot and be cheerful and having a bit of a sense of speech. She would have a lot of effort in the hallucination study and she would immediately felt stress when she

did not understand. She did not like to read books in English. She would like to go to school early in the morning to wait for the lecturer and preparing to study. She would be a very punctual person. If there was any home works, it will hurry immediately.

TS2 She was a quiet person in the classroom because she was shy. She was a person who liked to worry about studying in the room with her friends because of fear of not understanding or unable to do the homework that the lecturer had ordered. She did not really like reading English books because she likes to read in Indonesia. When studying in a room, she liked to sit with her Indonesian friends so that when she did not understand, she would ask her friends immediately. She would be very punctual. Such as going to school on time and delivering homework on time.

B. DISCUSSION

1. The problem and solution of Thai students to achieve and academic writing of English education department at IAIN Surakarta

According to Kim (2005) which states that there are four common problems that occur when learning to write, namely: a very large emphasis on the grammar aspect, a large emphasis on the end result, a lack of emphasis on genre-specific writing, and a lack of feedback processes.

The problem found by TS1 (Husna Lateh) and TS2 (Sumai-yah Nima) were not so much difference. For TS1 was the problem about grammar, she was worried about the grammar of her writing of academic writing or she did not have the confident in her writing of academic writing. It made her need a lot of time to write and she might not be able to catch her friends. For TS2 was still lack the basics of academic writing, and she was inferior in academic vocabulary and her grammar was not very skillful.

Academic writing needed vocabulary to be perfect. Therefore, she needed a lot of time for write of academic writing because she had to check to make sure that her writing was good. The main problem with TS1 and TS2 were that they need a lot of time for writing academic writing in order to do their best writing. They did not really like reading English books and when studied in the classroom. Beside that they did not really understand when lectures taught or explained it because they did not have strong Indonesia language and English language.

The solution of TS1 and TS2 were almost similar, that was when they wrote of academic writing they would start writing in Thai first and then translate into English again. It really helped making them easier, especially foreign students in composing a sentence. And then the other solution is that they used social media like YouTube and Facebook to learn English vocabulary and practice their grammar.

Based on Suriyanto (2010: 111) state that social media is very benefit when using in the right way. Social media have many options for learner to learning to improve their skill. TS1 used the Alejandra Knowz program on YouTube, the media can help TS1 learned to improve her grammar, to know past tense, present tense, future tense, or passive voice sentences, and helping how to make the right sentence. While TS2 used the Lougolf's English Room program on YouTube, the media was used to learn vocabulary training, because Sumai-yah admitted there were still many mistakes when writing acadmic vocabulary. While the Facebook application was used TS1 and TS2 to add vocabulary. Through the Facebook group, they often read posts to add their insight to vocabulary

There was a difference in learning to use YouTube, which TS1 was learning more about grammar, because the problem of her experienced was lack of confidence in making a paragraph. While TS2 prioritizes more vocabularies. In addition to differences in learning to use social, there was differences related to their study time, because TS1 stayed in Mahad al-Jamiah IAIN Surakarta while TS2 stayed in rented, because in Mahad al-Jamiah IAIN Surakarta, the students must learn English again. It could help TS1 in developing their understanding related to sentence structure. So that it made TS1 better in arranging a sentence correctly.

2. The effort of Thai Students to achieve academic writing of English Education department at IAIN Surakarta

As the author has explained that the effort is a reaction or response to solve the problem by finding a way out of a problem. Therefore, it can be said that the emergence of efforts because there is a problem. Also, the efforts made by Thai students in facing academic writing. Their efforts depend on the problem encountered.

Based on the research conducted by the writer, there were at least three effort made by Thai students in facing academic writing. The first effort is Thai students were utilizing social media to help in the learning process. In accordance to Suriyato (2010: 100) which states that one effort to improve writing skills was the use of tools or media in the learning process. Suriyato continued that in learning to write, the role of the media was very central because the function of the media is also as learning material.

Another effort undertaken by Thai students in facing academic writing was to increase training. In accordance with Pass (2013: 44) that the principles of developing writing activities must involve various exercises to produce good and correct writing, that the intensity of student effort is conceptualized as the student's perception of how hard he or she works on activity. The quality of effort produced for someone who has a large portion of practice will produce better writing than someone who rarely practices writing.

In facing academic writing, Husna Lateh (TS1) has a greater portion of training than Sumai-yah Nima (TS2). So the score produced by them is different. From the assignments given by the lecturer especially to TS1 and TS2, in general TS1 was superior to TS2. According to the researcher, the environment greatly affects the ability of Thai students. TS1, who was in the boarding campus, every day certainly gets direct guidance from the lecture. While TS2 was in a comfortable environment is certainly very rare to learn.

The last effort made by Thai students in facing academic writing was active asking friends or lecturers related academic writing to explanations or assignment. While writing, they also tried to translate into Thai in order to make good writing easier. Based on Aziz Erwati (2013: 20) states that, a person can be said to make an effort if she exerted her energy and mind to solve a case by finding a way out to produce a certain goal.

Thai students have made every effort ranging from additional learning using social media, forming habits so that it is easy to make writing and trying to actively ask the lecturer. In addition to the effort that has been done by Thai students, the role of a lecturer in providing scaffolding in the form of activities and feedback is very much needed, the aim is to achieve good academic writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion of researcher and suggestion about the effort of Thai student to achieve academic writing of English department on the third semester at IAIN Surakarta

A. CONCLUSION

Based on result of research, the researcher found some effort and problem solved by Thai student on third semester

1. The researcher also found the problem and solution of Thai students to achieve academic writing skill in English education department of IAIN Surakarta. In this research, the researcher had found that there were three of problem that Thai student used to achieve in academic writing. That are they did not read much English books, they lacked basic in English lessons, and they lacked confidence in writing academic writing. So they also have three solutions to solve their problems, the solution they did for achieve that was read a lot of English books to could help when writing academic writing, they did for achieve that was memorizing much vocabulary, and finally they did for achieve that was to replace writing into Thai first then they translate or change into English.
2. The researcher found the effort of Thai students to achieve academic writing skill in English department of IAIN Surakarta. In this research, the researcher had found that there were three of efforts that Thai

students used to achieve in academic writing. First Thai students were utilizing social media to prepare their assignments that given by lecturer. The Second the efforts of Thai students was active asking friends or lecturers related academic writing to explanations or assignment given by the lecturers and The Third was Thai students studying additionally outside the classroom with seniors and then they a lots of practice to write academic writing.

Thai students have made every effort ranging from additional learning using social media, forming habits so that it is easy to make writing and trying to actively ask the lecturer. In addition to the effort that had been done by Thai students, the role of a lecturer in providing scaffolding in the form of activities and feedback was very much needed, the aim is to achieve good academic writing.

B. SUGGESTION

After researcher draws concluding of the effort of Thai students to achieve academic writing at IAIN Surakarta, the researcher would to give some suggestions for some parts as follows;

1. For Teachers

- a. The teacher should be able to make the student learn actively during learning in class.
- b. The teacher should use easily language when teaching in class, so that can more understand when learning.

- c. The teacher should technique and creative in teaching, so students do not get bored in studying.

2. For Students

- a. Student should encourage themselves to learn more, ask more and practice more in writing. Students should give writing ability and increase it as best as possible.
- b. Students should be more active, creative, having high effort and having high confidence in learning academic writing English.
- c. Students should practice writing English in their everyday life and their ability in good writing.

d. For Other Researchers

This research can be used as a reference to the other researcher. The researcher knows that this research especially in effort of academic writing. This research hopefully can be developed by the other researchers in conducting the same research. The researcher legalizes that this researcher paper is not perfect. There are many weakness of this research because of the limited skills of the research, and the time of research. Hopefully, this researcher can be used as the reference for other researchers who want complete the research in different point.

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Gambar 1 : Memberi kertas angket kepada TS1



Gambar 2 : Wawancara bersama TS1



Gambar 3 : Memberi angket kepada TS2



Gambar 4 : Wawancara bersama TS2



Gambar 5 : Foto Bersama TS1 dan TS2

QUESTIONNAIRE

Nman: Husna Lateh (TS1)

Nim : 183221321

Petunjuk pengisian: berilah tanda (✓) pada salah satu jawaban yang sesuai dengan pendapat adik mahasiswi Thailand semester 3 di IAIN Surakarta 2019.

Petunjuk :

TP : Tidak Pernah
 J : Jarang
 T : Terkadang
 S : Sering
 PS : Paling Sering

NO	Pertanyaan	Husna lateh (TS1)				
		TP	J	T	S	PS
1	Saya menyiapkan diri sebelum pelajaran academic writing.			✓		
2	Saya selalu mengerjakan tugas tepat waktu					✓
3	Saya sering mendapat banyak kesulitan ketika menulis					✓
4	Saya merasa percaya diri ketika menulis academic writing			✓		
5	Saya memperhatikan dengan sungguh-sungguh saat pembelajaran academic writing.			✓		
6	Saya mudah menyerah dalam menyelesaikan tugas-tugas menulis academic writing yang diberikan dosen				✓	
7	Saya cenderung diam meskipun belum memahami materi academic writing yang dijelaskan dosen.					✓
8	Saya membutuhkan waktu yang lama untuk menulis academic writing					✓
9	Nilai menulis saya lebih bagus dari pada nilai membaca, mendengarkan ataupun berbicara.			✓		
10	Tugas dapat membantu saya untuk lebih memahami pelajaran academic writing dan mempraktikannya				✓	

11	Saya selalu meluangkan waktu untuk belajar academic writing diluar kampus			✓		
12	Saya selalu bertanya ketika kurang memahami academic writing		✓			
13	Saya bersemangat dalam mengikuti pembelajaran academic writing khususnya pada saat kegiatan menulis				✓	
14	Ketika ada tugas menulis, saya berusaha mengerjakan sendiri meskipun sulit.					✓
15	Saya selalu menggunakan berbagai kosa kata dalam menulis academic writing			✓		
16	Saya selalu belajar tambahan tentang academic writing melalui internet ketika tidak paham di dalam kelas.					✓
17	Saya selalu membaca buku bahasa inggris.		✓			

QUESTIONNAIRE

Nama : Suamai- yah Nima (TS2)

Nim : 183221324

Petunjuk pengisian: berilah tanda (✓) pada salah satu jawaban yang sesuai dengan pendapat adik mahasiswi Thailand semester 3 di IAIN Surakarta 2019.

Petunjuk :

TP : Tidak Pernah
 J : Jarang
 T : Terkadang
 S : Sering
 PS : Paling Sering

NO	Pertanyaan	Sumai-yah Nima (TS2)				
		TP	J	T	S	PS
1	Saya menyiapkan diri sebelum pelajaran academic writing.		✓			
2	Saya selalu mengerjakan tugas tepat waktu			✓		
3	Saya sering mendapat banyak kesulitan ketika menulis				✓	
4	Saya merasa percaya diri ketika menulis academic writing		✓			
5	Saya memperhatikan dengan sungguh-sungguh saat pembelajaran academic writing.		✓			
6	Saya mudah menyerah dalam menyelesaikan tugas-tugas menulis academic writing yang diberikan dosen			✓		
7	Saya cenderung diam meskipun belum memahami materi academic writing yang dijelaskan dosen.				✓	
8	Saya membutuhkan waktu yang lama untuk menulis academic writing					✓
9	Nilai menulis saya lebih bagus dari pada nilai membaca, mendengarkan ataupun berbicara.		✓			
10	Tugas dapat membantu saya untuk lebih memahami pelajaran academic writing dan mempraktikannya		✓			

11	Saya selalu meluangkan waktu untuk belajar academic writing diluar kampus		✓			
12	Saya selalu bertanya ketika kurang memahami academic writing		✓			
13	Saya bersemangat dalam mengikuti pembelajaran academic writing khususnya pada saat kegiatan menulis				✓	
14	Ketika ada tugas menulis, saya berusaha mengerjakan sendiri meskipun sulit.			✓		
15	Saya selalu menggunakan berbagai kosa kata dalam menulis academic writing		✓			
16	Saya selalu belajar tambahan tentang academic writing melalui internet ketika tidak paham di dalam kelas.			✓		
17	Saya selalu membaca buku bahasa inggris.		✓			

Place : IAIN Surakarta
 Time : November, 01 2019/12.30-13.40 WIB.
 Interviewer : Paisol Minadaoh
 Interviewee : Husna Lateh (TSI 1)

ผู้สัมภาษณ์ : อัลลามมุลลัยกุมอะฮ์ลุสซันนา ขอรบกวนหน่อย ว่างหรือป่าว
 ผู้ให้สัมภาษณ์ : ค่ะ อะลาลังว้างจนถึง 14.40 หลังจากนั้นอะมีคาบเรียน.
 (TS1)

Interviewer : Assalamualaikum miss Husna Lateh. sorry to disturb the time, are you busy right?

Interviewee (TS1) : Waalaikumsalam, please I'm free until 14.40 WIB. After that I have another class

ผู้สัมภาษณ์ : ผมมาที่เพื่อจะขอสัมภาษณ์กับอะฮ์ลุสซันนาได้หรือป่าว
 ผู้ให้สัมภาษณ์ : ได้สิ ถามมาได้เลย
 (TS1)

Interviewer : Could i interview with miss you?

Interviewee (TS1) : Ok, welcome

ผู้สัมภาษณ์ : อะเรียนเกี่ยวกับการเขียนการเขียนเชิงวิชาการหรือป่าว
 ผู้ให้สัมภาษณ์ : ใช่ๆ อะเรียนในเทอม3นี้
 (TS1) อะได้เรียนเกี่ยวกับกรเขียนเชิงวิชาการ

Interviewer : Has Miss Husna followed the writing course?

Interviewee (TS1) : Yes, sir, in this 3rd semester, I have attended the writing for academic purpose course

ผู้สัมภาษณ์ : อะไรคืออุปสรรคของอะในการเขียนเชิงวิชาการ?

ผู้ให้สัมภาษณ์ : อุปสรรคของอะในการเขียนเชิงวิชาการคือการใช้แกรมม่าเพราะ
 (TS1) การเขียนเชิงปริมาณนี้ต้องละเอียดแกรมม่าต้องเปะและคำศัพท์ก็ต้องเป็นที่ทางการมากขึ้น

ฉันทะเจ็งกลัวมากเลยในการเขียนเชิงวิชาการและอีกอย่างหนึ่ง
ใช้เวลาเยอะและนานในการเขียนเชิงวิชาการ
จนบางครั้งหนูก็ตามเพื่อนไม่ทัน.

- Interviewer : What was your obstacle of academic writing?
- Interviewee (TS1) : My obstacle in academic writing was the use of grammar, because this academic writing needed to be more detailed, the grammar must be more perfect, and the vocabulary must be more formal. So I was very scared of academic writing and in addition I would spend a lot of time and academic writing until sometimes I could not catch up my friends
- ผู้สัมภาษณ์ : เวลาอาจารย์สอนในห้องหรืออาจารย์อธิบาย
จะสามารถเข้าใจทุกอย่างที่อาจารย์สอนหรือป่าว?
- ผู้ให้สัมภาษณ์ (TS1) : ค่ะ,
ในบางครั้งเดาก็ไม่เข้าใจที่อาจารย์ได้สอนแต่เดจะขอช่วยจากเพื่อนให้มาอธิบายกับเด่อีกครั้ง.
- Interviewer : Could you understand everything when the teacher taught in the classroom or teaching?
- Interviewee (TS1) : Sometimes, I did not understand what the teacher had taught, but I would ask my friend to explain to me again.
- ผู้สัมภาษณ์ : เดชอบอ่านหนังสือภาษาอังกฤษบ่อยไหม?
- ผู้ให้สัมภาษณ์ (TS1) : เดอ่านบ่อยนะ
แต่ไม่ใช่หนังสือภาษาอังกฤษเพราะว่าเดชอบอ่านหนังสือที่เข้าใจง่ายแบบว่าอ่านปืปเข้าใจเลย ประมาณนี้.
- Interviewer : Did you like to read English books often?
- Interviewee (TS1) : I read often but it was not English book because I liked to read books that were easy to understand like I read and understood like this.
- ผู้สัมภาษณ์ : ผู้สัมภาษณ์:
อะไรคือปัญหาหลักๆของเดในการเขียนเชิงวิชาการ?

- ผู้ให้สัมภาษณ์ (TS1) : ปัญหาหลักของเคาะในการเขียนเชิงวิชาการก็คือก่อนที่จะจะเริ่มเขียนภาษาอังกฤษเชิงวิชาการ บ่อยครั้งเคาะจะเขียนเป็นภาษาไทยก่อนเพราะเคาะงงก็กับที่จะเริ่มเขียนภาษาอังกฤษเชิงวิชาการมาก เคาะเลยต้องเริ่มจากการเขียนเป็นภาษาไทยเลยทำให้เคาะต้องใช้เวลา นานกว่าคนอื่นในการเขียนภาษาอังกฤษเชิงวิชาการ.
- Interviewer : What were your main problems with academic writing?
- Interviewee (TS1) : My main problem with academic writing was that before I started writing academic English, I often write it in Thai first, because I was confused to start writing academic in English. So, I had to start writing in Thai first, so it took me longer than others to write in English.
- ผู้สัมภาษณ์ : ผมคิดว่าน่าครบแล้ว
ขอบคุณเคาะมากๆนะที่สละเวลาให้มาร่วมมือกับผม
- ผู้ให้สัมภาษณ์ (TS1) : ด้วยความยินดีค่ะ
- Interviewer : Maybe, that all for me and thank you so much for helping me
- Interviewee (TS1) : You are welcome
- ผู้สัมภาษณ์ : โชคดีไหนการเรียนนะ สู้ๆ
- ผู้ให้สัมภาษณ์ (TS1) : ขอบคุณมากนะคะ
- Interviewer : Good luck for your study ya and keep spirit
- Interviewee (TS1) : Thank you ya

Place : IAIN Surakarta
 Time : November 01 2019/13.45-14.30 WIB
 Interviewer : Paisol Minadaoh
 Interviewee : Miss Sumai-yah Nima (TSI 2)

ผู้สัมภาษณ์ : อัสลามมูออลัยกุมอะฮ์ลุสซันนา ขอรบกวนหน่อย ว่างหรือป่าว?

ผู้ให้สัมภาษณ์ : ค่ะ เตะกำลังว่างจนถึง 14.40 หลังจากนั้นเตะมีคาบเรียน.
 (TS2)

Interviewer : Assalamualaikum miss Sumai-yah. Excuse me to disturb the time, are you busy right?

Interviewee (TS2) : Waalaikumsalam, please I'm free until 14.40 WIB. After that I have another class

ผู้สัมภาษณ์ : ผมมาที่เพื่อจะขอสัมภาษณ์กับเตะได้หรือป่าว?

ผู้ให้สัมภาษณ์ : ได้สิ ถามาได้เลย ด้วยความยินดีที่จะตอบอยู่แล้วค่ะ
 (TS2)

Interviewer : Could i interview with miss you?

Interviewee (TS2) : Ok, welcome I,am grad to help you.

ผู้สัมภาษณ์ : เตะเรียนเกี่ยวกับการเขียนการเขียนเชิงวิชาการหรือป่าว

ผู้ให้สัมภาษณ์ : ใช่ๆ เตะเรียนในเทอม3นี้ เตะได้เรียนเกี่ยวกับกรเขียนเชิงวิชาการ
 (TS2)

Interviewer : Has Miss Sumaiyah followed the writing course?

Interviewee (TS2) : Yes, sir, in this third semester, because attended the writing for academic purpose course.

ผู้สัมภาษณ์ : เตะชอบอ่านหนังสือภาษาอังกฤษบ่อยไหม?

ผู้ให้สัมภาษณ์ : เตะไม่ค่อยอ่านหรือหนังสือภาษาอังกฤษเพราะเตะชอบอ่านใน

- (TS2) : สื่อภาษาอื่นใดมากกว่า.
- Interviewer : Did you like to read English books often?
- Interviewee (TS2) : I seldom read English books because I liked to read Indonesia books.
- ผู้สัมภาษณ์ : เวลาอาจารย์สอนในห้องหรืออาจารย์อธิบาย
 เตะสามารถเข้าใจทุกอย่างที่อาจารย์สอนหรือป่าว?
- ผู้ให้สัมภาษณ์ (TS2) : บางครั้งเตะก็ไม่เข้าใจนะเวลาอาจารย์สอนในห้องและเตะก็ต้องไปถามเพื่อนอีกทีเพื่อที่เตะจะได้เข้าใจในสิ่งนั้น.
- Interviewer : Could you understand everything when the teacher taught in the classroom or teaching?
- Interviewee (TS2) : Sometimes, I did not understand when the teacher taught in the classroom and I had to ask friends again so I could understand it.
- ผู้สัมภาษณ์ : อะไรคืออุปสรรคของเตะในการเขียนเชิงวิชาการ?
- ผู้ให้สัมภาษณ์ (TS2) : อุปสรรคของเตะในการเขียนเชิงวิชาการคือแกรมม่า
 เพราะเตะยังไม่เข้าใจมากพอเกี่ยวกับแกรมม่าซึ่งในการเขียนนี้แกรมม่าต้องสมบูรณ์และอีกอย่างเตะมีปัญหาเกี่ยวกับคำศัพท์เพราะในการเขียนต้องเป็นคำศัพท์ที่ทางการจึงสรุปได้ว่าพื้นฐานของเตะยังไม่ดีพอ จึงทำให้เตะเจอปัญหากับการเขียนเชิงวิชาการเยอะ.
- Interviewer : What was your obstacle of academic writing?
- Interviewee (TS2) : My obstacle in academic writing was grammar because I had not got enough to understand the grammar. The grammar must be perfect and I also had problems with the vocabulary because the writing must be more formal vocabulary. Therefore, it could be concluded that my basics in writing were not good enough. So, I had a lot of problems with academic writing.
- ผู้สัมภาษณ์ : อะไรคือปัญหาหลักๆของเตะในการเขียนเชิงวิชาการ?
- ผู้ให้สัมภาษณ์ (TS2) : เวลาที่เตะต้องเขียนเชิงวิชาการเป็นภาษาอังกฤษ
 เตะต้องเขียนเป็นภาษาไทยก่อนเพราะจะเป็นการง่ายต่อตัวเตะเอง

ถ้าเดะเริ่มเขียนเชิงวิชาการก่อน เดะจะไปไม่ถูกเลย

เดะก็เลยเริ่มจากการเขียนเป็นภาษาไทยก่อนแล้วค่อยไปเรียนเป็นภาษาอังกฤษอีกที

จนนั้นเลยทำให้เดะต้องการใช้เวลาเยอะในการเขียนภาษาอังกฤษเชิงวิชาการ

- Interviewer : What were your main problems with academic writing?
- Interviewee (TS2) : When I had to write academic writing in English, I had to write in Thai first because it would be easier for me to write. If I started writing academic English first of course I would be confused. So I started by writing in Thai first and then going to write in English again. So it made me spent a lot of time writing academic English.
- ผู้สัมภาษณ์ : โอเค คำถามจากผมอาจครบแล้ว
- ผู้ให้สัมภาษณ์ (TS2) : ค่ะ
- Interviewer : Ok, maybe that all about my question.
- Interviewee (TS2) : Yaa,
- ผู้สัมภาษณ์ : ขอบคุณสำหรับคำตอบและช่วยผมเป็นอย่างมาก
- ผู้ให้สัมภาษณ์ (TS2) : ค่ะ ด้วยความยินดีค่ะ
- Interviewer : Thank you for your answer and thank you for your helping me
- Interviewee (TS2) : Ok, you are welcome
- ผู้สัมภาษณ์ : ขอตัวก่อนนะ
- ผู้ให้สัมภาษณ์ (TS2) : โชคดีนะคะ
- Interviewer : Good bye ya
- Interviewee (TS2) : Good luck ya

RENCANA PEMBELAJARAN SEMESTER

Nama dan Kode MK : Writing for Academic Purpose / PBI203	Semester : III (Tiga)
SKS : 2 (Dua)	Jurusan : Pendidikan Bahasa Inggris (PBI)
Fakultas : FITK	Dosen : Dr. Yusti Arini, M.Pd.

Capaian Pembelajaran:

- Sikap:
Mahasiswa mampu berpartisipasi secara aktif dan disiplin mengikuti semua kegiatan perkuliahan pada mata kuliah ini.
- Keterampilan:
 1. Mahasiswa dapat menjelaskan dasar-dasar *academic writing*.
 2. Mahasiswa dapat mengembangkan sebuah *academic essay* berdasarkan topik tertentu sesuai dengan sistematika yang baik dan benar.
 3. Mahasiswa dapat membuat kutipan dari berbagai jenis referensi.
 4. Mahasiswa dapat membuat abstrak.
 5. Mahasiswa dapat membuat daftar pustaka.
- Pengetahuan:
Mahasiswa memiliki pengetahuan tentang *writing for academic purpose: basic principles of academic writing, writing an introduction, writing a development section, writing a conclusion, writing citations, writing references, writing an abstract, dan revising and editing*.

Matriks Pembelajaran:

Min	Kemampuan akhir	Bahan	Metode dan	Waktu	Deskripsi	Kriteria, Indikator,	Daftar
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ggu	yang diharapkan	Kajian	Strategi Pembelajaran	ktu	si Tugas	Bobot Penilaian	Referensi
1	02	3	4	5	6	7	8
I	Mahasiswa memahami tentang dasar-dasar <i>academic writing</i>	<ul style="list-style-type: none"> - <i>Learning contract</i> - <i>Introduction to the course overview</i> - <i>Basic principles of academic writing</i> 	Ceramah Tanya jawab Pre-test	2 x 50 menit	Menyi mak Mencat at Bertanya Menjawab Mengerjakan tes	Mahasiswa dapat menjelaskan tentang <i>basic principles of academic writing</i>	
II	Mahasiswa memahami tentang cara menentukan topik dan membuat judul <i>academic essay</i>	<i>Deciding on a topic and title</i>	Ceramah Tanya jawab Pemberian tugas kelompok	2 x 50 menit	Menyi mak Mencat at Bertanya Mengerjakan tugas	Mahasiswa dapat menentukan topik sebuah <i>academic essay</i> berdasarkan tema yang diberikan dosen dan membuat judulnya	
III	Mahasiswa memahami tentang bagaimana menulis pendahuluan (<i>introduction</i>)	<i>Writing an introduction</i>	Ceramah Tanya jawab Pemberian tugas kelompok	2 x 50 menit	Menyi mak Mencat at Bertanya Mengerjakan tugas	Mahasiswa dapat membuat pendahuluan sebuah <i>academic essay</i> berdasarkan topik	

						yang sudah dipilih pada pertemuan sebelumnya	
IV	Mahasiswa memahami tentang bagaimana mengembangkan sebuah <i>academic essay</i>	<i>Writing a development section</i>	Ceramah Tanya jawab Pemberian tugas kelompok	2 x 50 menit	Menyimak Mencatat Mengerjakan tugas	Mahasiswa dapat mengembangkan pendahuluan yang sudah dibuat menjadi sebuah <i>academic essay</i>	
V	Mahasiswa memahami tentang bagaimana mengembangkan sebuah <i>academic essay</i>	<i>Writing a development section</i>	Ceramah Tanya jawab Pemberian tugas kelompok	2 x 50 menit	Menyimak Mencatat Mengerjakan tugas	Mahasiswa dapat mengembangkan pendahuluan yang sudah dibuat menjadi sebuah <i>academic essay</i>	
VI	Mahasiswa memahami tentang bagaimana mengembangkan sebuah <i>academic essay</i>	<i>Writing a development section</i>	Ceramah Tanya jawab Pemberian tugas kelompok	2 x 50 menit	Menyimak Mencatat Mengerjakan tugas	Mahasiswa dapat mengembangkan pendahuluan yang sudah dibuat menjadi sebuah <i>academic essay</i>	
VII	Mahasiswa memahami tentang	<i>Writing a conclusion</i>	Ceramah Tanya	2 x 50 menit	Menyimak Mencatat	Mahasiswa dapat membuat	

	bagaimana membuat kesimpulan (<i>conclusion</i>)		jawab Pemberian tugas kelompok	nit	at Mengerjakan tugas	membuat kesimpulan dari <i>academic essay</i> yang sudah dibuat sebelumnya	
VIII		<i>Mid-term test</i>	Pemberian tes tertulis	2 x 50 menit	Tes tertulis esai	Mahasiswa dapat mengerjakan tes tertulis (materi minggu 1-7)	
IX	Mahasiswa memahami tentang bagaimana membuat kutipan	<i>Writing citations</i>	Ceramah Tanya jawab Pemberian tugas individu	2 x 50 menit	Menyimak Mencatat Bertanya Mengerjakan tugas	Mahasiswa dapat membuat kutipan dari berbagai jenis sumber/referensi	
X	Mahasiswa memahami tentang bagaimana membuat kutipan	<i>Writing citations</i>	Ceramah Tanya jawab Pemberian tugas individu	2 x 50 menit	Menyimak Mencatat Bertanya Mengerjakan tugas	Mahasiswa dapat membuat kutipan dari berbagai jenis sumber/referensi	
XI	Mahasiswa memahami tentang bagaimana membuat kutipan	<i>Writing citations</i>	Ceramah Tanya jawab Pemberian tugas individu	2 x 50 menit	Menyimak Mencatat Bertanya Mengerjakan tugas	Mahasiswa dapat membuat kutipan dari berbagai jenis sumber/referensi	

XII	Mahasiswa memahami tentang bagaimana membuat daftar pustaka	<i>Writing references</i>	Ceramah Tanya jawab Pemberian tugas Individu	2 x 50 menit	Menyimak Mencatat Bertanya Mengerjakan tugas	Mahasiswa dapat membuat daftar pustaka berdasarkan kutipan-kutipan yang sudah dibuat sebelumnya	
XIII	Mahasiswa memahami tentang bagaimana membuat abstrak	<i>Writing an abstract</i>	Ceramah Tanya jawab Pemberian tugas individu	2 x 50 menit	Menyimak Mencatat Bertanya Mengerjakan tugas	Mahasiswa dapat membuat abstrak berdasarkan <i>academic essay</i> yang telah dibuat sebelumnya	
XIV	Mahasiswa memahami tentang bagaimana merevisi dan memperbaiki <i>academic essay</i>	<i>Revising and editing</i>	Ceramah Tanya jawab Pemberian tugas Individu	2 x 50 menit	Menyimak Mencatat Bertanya Mengerjakan tugas	Mahasiswa dapat membuat	
XV	Mahasiswa memahami tentang <i>academic writing</i> secara menyeluruh	<i>Review</i>	Ceramah Tanya jawab	2 x 50 menit	Menyimak Mencatat Bertanya Menjawab	Mahasiswa dapat menjawab pertanyaan dari dosen atau membuat pertanyaan terkait dengan materi	

						perkuliahan dari pertemuan 1 – 15 secara lisan	
XVI		<i>Final test</i>	Pemberian tes tertulis	2 x 50 menit	Tes tertulis esai	Mahasiswa dapat mengerjakan tes tertulis (materi minggu 9-15)	

Penilaian

- a. Kehadiran : 10%
- b. Tugas-tugas : 40%
- c. Mid-term test : 20%
- d. Final test : 30%

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