THE ANALYSIS OF STUDENTS' ABILITY IN WRITING RESEARCH PROPOSAL ON THE SEVENTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IAIN PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Language Teaching Department of S1 Tarbiyah and Teacher Training Faculty of State College Islamic Institut of IAIN Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Teaching

Composed by:

NAILUL MAROMI

Reg. Num: 13.16.3.0039

IAIN PALOPO

ENGLISH LANGUAGE TEACHING

TARBIYAH AND TEACHER TRAINING FACULTY

STATE COLLEGE OF ISLAMIC INSTITUT (IAIN) PALOPO

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2017

MOTTO AND DEDICATIONS

Many of life's failures are people who did not realize how close they were to success when they are give up

Banyak kegagalan hidup berasal dari orang yang tidak menyadari bahwa mereka sudah dekat dengan keberhasilan ketika mereka menyerah

ALLAH SWT AND RASULULLAH SAW

MY BELOVED PARENTS

MY FATHER: MUHAMMAD SHODIQ

MY MOTHER: MISI PURWATI

MY ELDER SISTER: NURUL HANIFAH, S.Pd.I.

MY YOUNGER SISTER: ANNISAA MASRUROH

ALL OF MY FAMILIES

MY GRANDFATHERS AND MY GRANDMOTHERS

MY UNCLES AND MY AUNTS

MY BROTHERS AND MY SISTERS

MY SUPERVISOR AND MY LECTURERS

AND ALL OF MY BEST FRIENDS

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PRONOUNCEMENT

I have been signature below:

Name : NAILUL MAROMI

Reg. Number : 13.16.3.0039

Study program : English Language Teaching

Department : Teacher Training

Faculty : Tarbiyah and Teacher Training

With all awareness and consciousness, the researcher who sign below, pronounces that this thesis is literary work of researcher herself. If someday it is proven this thesis is duplicated, copied or made by other people as whole or partially, so this thesis and the title researches caused this thesis invalid for law.

Palopo, on March 11th 2017

Researcher

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NAILUL MAROMI
Reg. Num: 13.16.3.0039

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

"In the name of Allah, the beneficent, and the merciful"

Assalamu'alaikum Wr.Wb.

Alhamdulillhirabbil'alamin. Praise is to Allah Swt. The lord of the world, the lord of the universe, the master of the judgement day and the creator everything of the universe. Glory to most God Highest, full of Grace and Mercy, the Sustainers of the world that because of His blessing and guidance, the researcher is finally able to finish this research which is under the title of **"The Analysis of Students' Ability in Writing Research Proposal on the Seventh Semester Students of English Department IAIN Palopo."** Peace and blessing be upon our prophet Muhammad Saw, his families, his companions and his followers. Therefore, the researcher would like to express respect and thankful to:

1. Dr. Abdul Pirol, M.Ag., as the Rector of IAIN Palopo.
2. Drs. Nurdin K., M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
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Finally, the researcher said thank you to the people who help to finish this thesis. The researcher realized that this thesis is still far from being perfect, so the researcher welcomes any criticism, suggestion, and constructive comment from anyone. She hopes this thesis would help the other researchers who are interested in studying and explore the readers' knowledge. Furthermore can be useful and give positive contribution for the readers and constructive suggestions are welcome to make the report better.

Wassalamu'alaikum Wr.Wb.

Palopo, on March 11th 2017

IAIN PALOPO

The Researcher

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ABSTRACT

Name	: Nailul Maromi
Nim	: 13.16.3.0039
Title	: The Analysis of Students' Ability in Writing Research Proposal on the Seventh Semester Students of English Department IAIN Palopo.
Key words	: Writing Ability, Research Proposal

This thesis focuses on the students' ability in writing research proposal on the seventh semester students of English Department IAIN Palopo. The problem statements of this research are: *Firs*t, how is the students' ability in writing background of research proposal on the seventh semester students of English Department IAIN Palopo? *Second*, what are the difficulties faced by the students in writing background of research proposal on the seventh semester students of English Department IAIN Palopo?

This research aims: a. To find out the ability of the students in writing background of research proposal on the seventh semester students of English Department IAIN Palopo, b. To find out the difficulties of the students in writing background of research proposal on the seventh semester students of English Department IAIN Palopo.

The researcher applied quantitative descriptive method. The number of population in this research was the seventh semester where consist of 100 students. The researcher used random sampling technique, and took 20 students as sample. The researcher collected data through test and questionnaire.

The result of this research based on test analysis showed that most of students had fair criteria in students' writing ability. The students obtained 70, 75 score of all components in mean score of writing test. Based on the result of the questionnaire it was found that the students have difficulties in organization aspect. Most of student difficulties in dividing the ideas into group and putting them in a logical order. The Students difficulties in organizing topic and supporting sentences. It means that most of students have some difficulties in writing because most of them chose agree around 42, 5% in the questionnaire items.

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CHAPTER I

INTRODUCTION

A. *Background of the Problem*

Language is system of communication in speech and writing used by people of a particular country. The aims of a language teaching are to improve knowledge and increase the ability of learners to communicate in English as foreign language effectively includes spoken language and written language.

English is the primary language that used in the education. English learning includes four language skills. There are productive skills (writing skill and speaking skill), and receptive skills (reading skill and listening skill). They are very important to support other skills. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, until today most students from Elementary School up to University level have difficulties in all of these skills especially writing skill.

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Writing is the most difficult skill in English; many students of the class have a problem in writing skill. The students are difficult to find the idea of writing. Most of them wrote incorrect sentences, such as incorrect grammar, and word choice. Some

students also could not finish their writing at the end of the time set because of less ideas and vocabulary.[1]

Writing is the one of skill that has to be mastered by the students in learning English. Writing in a foreign language is not easy for students. Writing needs a lot of concentration in order to get successful result or product. Writing is way for students to get information and communicate idea. They can express idea effectively in written form. It is aimed to produce and prepare as the creative generation and also radical thinker. Writing is important subject to be learnt, but most of students have problem in writing research proposal.

A research proposal can be considered a 'road map' in which one outlines the steps that will be taken during the execution of one's research project. Proposal is a scientific paper written or done in accordance with the scientific procedures and follows the guidelines or scientific principles. Writing a proposal is produced by means of research, also known as research.

Based on the background in this research, the importance and complexity of writing a research proposal and arouse the curiosity of researchers interested in conducting in-depth and know about research proposal especially in writing background of research proposal. The researcher decided to conduct research under the title of *"The Analysis of Students' Ability in Writing Research Proposal on the Seventh Semester Students of English Department IAIN Palopo"*.

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[1]Astri Yanti, *Students' Ability in Writing Descriptive Text at the Eight Grade of SMPN 3 Sawit In 2013/2014 Academic Year*, (Article Publications, 2014).

B. *Problem Statement*

Based on the problem in previous background, the researcher formulates the research questions that are:

1. How is the students' ability in writing background of research proposal on the seventh semester students of English Department IAIN Palopo?

2. What are the difficulties faced by the students in writing background of research proposal on the seventh semester students of English Department IAIN Palopo?

C. *Objective of the Research*

In relation to the problem statement, the objectives of the research are:

1. To find out the ability of the students in writing background of research proposal on the seventh semester students of English Department IAIN Palopo.

2. To find out the difficulties of the students in writing background of research proposal on the seventh semester students of English Department IAIN Palopo.

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D. *Significance of the Research*

The result of this research is expected.

Theoretically: it will useful and helpful information for the teachers who want to teach writing and it also useful to students who want to conduct research proposal on the seventh semester students of English Department IAIN Palopo.

Practically: it will be useful as guide for teachers in applying the form of research proposal. The findings make more aware in writing research proposal, especially on students' ability on the seventh semester students of English Department IAIN Palopo.

E. *Scope of the Research*

The scope of this research focuses on analysis the students' ability in writing background of research proposal on the seventh semester students of English Department IAIN Palopo.

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CHAPTER II

REVIEW OF RELATED LITERATURE

F. *Review of Previous Research*

Sri Widiastuti the title *The Students' Ability and Problems in Writing a Research Proposal*. The study reveals three findings related to the three research questions formulated in this study, i.e. the students' ability and problems in writing research proposal, the possible cause of the problems faced by the students, and the possible solutions that can be proposed to solve the problems. It is thus recommended all the subjects related to writing and research should allow students to have the capacity needed in writing a research proposal.[2]

Junita Siahaan the title *An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts in One Class of One Senior High School in Bandung.* It is revealed that the students from middle and high achievers have good control about the schematic structure of descriptive text. In terms of linguistic features, almost all the students have ability in implementing the linguistic features in the text they wrote. In terms of transitivity process, all the students showed their good ability in applying it, but middle and high achievers showed better ability in using processes.[3]

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[2]Sri Widiastuti, "*The Students' Ability and Problems in Writing a Research Proposal".* (S2 Thesis, Universitas Pendidikan Indonesia, 2010. Pdf.).

[3]Junita Siahaan, "*An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts"*, (Journal of English and Education; Universitas Pendidikan Indonesia, 2013. Pdf.).

Tabah Ghifary Diniya the title *An Analysis on Students' Ability and Difficulty in Writing Narrative Text.* The findings of this study show that the students' errors on their writing are verb pattern error, sentence, and punctuation. These errors are mainly caused by over-generalization and ignorance of rule restriction that students do. Material and mental processes are spotted to be the most appearing processes in the students' works, whereas the occurrences of circumstances tend to be equal.[4]

Based on the previous of related findings above, there are similarities and differences with the title by conducting of researcher. As for the equation that is the same as analysis the students' ability in writing, then the differences that is applying quantitative descriptive method in conducting by the researcher.

G. *Writing*

1. Definition of Writing

Writing is a way of expressing the thought in order the reader can understand what we have in our mind in the written form. Writing is indirect communication which we transfer in our thought and felling grammatical and vocabulary with symbol written. It means that writing is the result of thought and felling by explore of our mind.

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[4]Tabah Ghifary Diniya, "*An Analysis on Students' Ability and Difficulty in Writing Narrative Text (A Research Study Concerning on Writing Skill of Eleventh Grade Students)*". (Universitas Pendidikan Indonesia, 2013. Pdf.).

Writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgements elements. It means that the teacher must bring the skills of grammatical rule and other skill in the teaching of writing.[5]

Writing is not like speech. When students are talking to another student in the give and take of dialogue, students always have the possibility of seeking clarification, and students often know the person you are talking to and so can guess at what students want to say. As a writer, students need to do everything you can make sure that the reader will be able to understand the message without the possibility of confusion or misinterpretation. In the other words, students need to adhere to the normal conventions of spelling, grammar and punctuation in order not to obscure the message.[6]

Writing is the one of the skill that has to be mastered by the students in learning English. Writing gives influences to the students in accomplish their study in the university. It is have a big contribution in the education and business. In writing that must be interesting, informative, important and easy to understand. Writing is a way in sending message to the reader.

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Writing is nothing more than thought on paper considered, organized thought. Many people are protective of their thoughts and therefore, prefer to keep

[5]J.B. Heaton, *Writing English Language Tests*, (New York: Longman, 1998), p. 138.

[6]Howard Jackson, *Good Grammar for Students*, (First Published; New Delhi: SAGE Publications India Pvt Ltd 2005), p. 86.

them hidden inside their heads. Many great ideas and observation are never born because their creators won't express them.[7]

2. Components of Writing

Component of writing is needed in written text. The component of writing is very important to product a good writing. It is give way systematically to convey the message that the mattered in written text. There are five basic components of writing as follows:

a. Content

Content is the main important of writing. Content explain the main idea with detail and fact. The content is strong when the message is clear. The researcher chooses details that are interesting, important and informative.

The element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize the material. It includes selecting subordinate ideas that support and reinforce the central idea.

An important component of a strong essay is the presence of well-developed ideas in the essay's body paragraphs. Essays often receive poor grades because the ideas are not developed enough. Students develop an idea by supporting it, discussing its significance, and showing how it connects to the rest of the essay and thesis statement. If people can do all three of these things consistently, students will find the writing strong, well-developed paragraphs and papers.

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[7]Judith F Olson, *Writing Skills Success in 20 Minutes a Day*, (Fourth Edition; New York: Learning Express, LLC, 2009), p. 7.

b. Organization

Organization is the key of good writing. Different languages organize their ideas differently. Organization means dividing the idea into group in a logical order. Students should clarify the idea and make it clear.

The element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material.

Organization is the structural framework for that writing. Organization is important to effective writing because it provides readers with a framework to help them fulfil the expectations for the text. Instruction in organization focuses on two areas: text structures specific to the particular genre and the cohesive elements that tie clauses, sentences, and paragraphs together into a cohesive whole.

c. Grammar

Grammar is the form of grammatical structure of written. It has influence to determine the meaning of the sentence. The writer cannot write the paper, if do not have the concept of structure in grammar. It means that grammar is the factor important to result a good meaning in the writing.

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Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students

who are native speakers of English already know English grammar. Students recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, while students may be effective speakers of English, students need guidance to become effective writers. Students need to learn how to transfer the knowledge of grammatical concepts from oral language to written language.[8]

d. Mechanics

There are two parts of mechanic in writing, namely function and capitalization. Function important as the way to clarify meaning. In English writing capital latter have to participation first people used to distinguish between particular and thing second, it used adjective, act. This aspect is very important since it leads reader to understanding or recognize immediately what the writer means to express definitely.[9]

Mechanic is the used to convey the meaning in a good order. Students have to pay attention the use of the punctuation and applying of the word in sentence. Punctuation is mechanism of writing to enable the reader to interpret the structure, meaning of the writing. It means that the mechanic determine the clarity of text.

Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs. Because students do

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[8]http://www.wikihow.com/improve-your-grammar (Access on June 1st 2017)

[9]J.B. Heaton, *Writing English Language Tests*, (New York language: 1998), p. 148.

not exist in oral language, students have to consciously learn how mechanics function in written language.

e. Vocabulary

The effective use the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of component in writing. Students can express ideas deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a language, list of the meaning especially in book for learning a foreign language.[10]

Vocabulary is the most important aspect in component of writing. It means that vocabulary is the source of word to expression the language. Students can write the text use vocabulary and explore our idea in writing.

A great vocabulary is just one essential tool in a writer's toolbox, along with punctuation, grammar, and many others. Vocabulary can make the writing more powerful and more effective and help students say exactly what students mean. This indispensable tool will help students choose the best word for every job and avoid vague words that do not give the readers a good sense of the meaning.

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Building your vocabulary is one of the easiest ways to improve the power of the writing and make any writing task that much easier, as students will have several synonyms in the repertoire to pull from every time. Developing the vocabulary need not be difficult or painful.

[10]Oxford University Press. *Oxford learner's Pocket Dictionary*, (New York; 2003), p. 482.

3. Basic Rules of Writing

Writing is an effective means of communication and self expression; good writing requires certain criteria like clarity, coherence, simplicity and brevity.

a. Clarity

It is the basic rule in writing and without it communication will be impossible. By clarity is meant to avoid ambiguous words and sentences that may convey more than one meaning or multiple interpretations. The key to achieve clarity is to make sentences short and to the point.

b. Coherence

Coherence is an important element in any kind of writing. Kane, Game, and Lea among others Coherence has a great role in making a good piece of writing according to them, coherence has to do with arranging and linking one's ideas in a way that makes them most easily understood by the learner.

c. Brevity and simplicity

It is necessary to convey the maximum information with minimum words, for instance, instead of expressing one idea in five sentences, it is better to state it in one meaningful sentence. All this insists that brevity is an elementary rule because it saves the reader's patience and time, and helps to communicate effectively; in addition, some writers like to show themselves while writing through using pompous words which may not be understandable for the reader since any piece of writing's goal is to express a particular thought or ideas, it is useful to be as simple as possible as the saying goes: "write to express, not to impress".

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In addition to all this basic rules of writing there are some convention of writing the writer should take into consideration; for instance, the sentence should begin with capital letters and ends with full stop punctuation (period, question mark, exclamation point).[11]

4. Stages of Writing

The most of people when write, students are afraid to make mistake, and so students edit themselves word by word, inhibiting the natural flow of ideas and sentences. But professional writers know that writing is a process consisting of numerous drafts, rewrites, deletions, and revisions. Rarely does a writer produce a perfect manuscript on the first try. The task ideally should be divided into three steps: writing, rewriting and polishing.

1). Writing

Most professional writers go through a minimum of three drafts. The first is this initial "go with the flow" draft where the words are going tumbling out.

2). Rewriting

In the second draft the rewriting step students take a critical look at what students have written. Students edit for organization, logic, content, and persuasiveness.

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[11]Mohamed Khieder, *The Student Awareness of Writing Skill*, (Dissertation, University Biskra of Algeria, 2012. Pdf). p. 12.

3). Polishing

In the third draft, students give the prose a final polishing by editing for style, syntax, spelling, and punctuation. This is the step where worry about things like consistency in numbers, units of measure, equations, symbols, abbreviation, and capitalization.[12]

In writing components goals, process of writing skills are: Using invention techniques (free writing, listing, clustering etc); make an outline; write the first draft; edit and proofread (self correction, peer correction); and write the final draft.[13]

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary punctuation, spelling and letter formation. There are five stages of the writing process as follows:

1. Prewriting

Prewriting is everything students do before students begin to draft the paper. The key to a great writing is the planning. Prewriting is the first step to express an idea, concept, or theory in written form. There is the way to express the idea by used list making and questioning. There are five techniques of pre-writing that can help the writer to state and develop the ideas:

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[12]Robert W. Bly, *Webster's New World™ Letter Writing Handbook*, (Canada: Wiley Publishing, Inc, Indianopolish, Indiana, 2004), p. 7.

[13]http://www.buowl.boun.edu.tr/students/writing%20program%20for%20students.html. (Access on May, 31st 2017)

1) *Free-Writing.* In free-writing activity, the writer writes everything that he wants to write. Writer does not pay attention to the grammatical used, spelling, or punctuation. Writer lets the errors of his writing. Writer just explores the ideas that come to his mind.
2) *Questioning.* Asking WH-questions about subjects to generate ideas and details, for example "how can I deal with the problem?"
3) *Making a List.* This is also known as brainstorming which its purpose is to accumulate ideas. The writer collects the information from some references before he starts to write.
4) *Clustering.* This is also known as diagramming or mapping in which the writer classifies the ideas based on the topic.
5) *Preparing a Scratch Outline*. Before writing, the writer makes a sequel of his writing that includes the first for pre-writing techniques. A scratch outline consists of the main idea and supporting ideas which is arranged in order.

2. Drafting

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Drafting is the stage when students begin to put the writing in paragraph form. Drafting is the process of applied idea in the writing. In this stage, the writer completes the first draft. For the professional writer, the first draft is just a beginning. It needs editing, rearranging, and organizing. This statement means that completing the first draft does not mean the writing has finished. The writer needs to move to the next stage in order to produce a good writing result.

3. Revising

Revision works best when students have some time to let your writing. Students will be better able to look at the writing with a reader's eye if students can put it aside for a day or two before working on it again.

For an efficient writer, this stage typically involves writing down the ideas first without focusing too much on spelling, grammar, and punctuation, that is, the main focus at this stage is on the content or the subject matter of the intended piece of writing. In between planning and writing is the intervening stage, the rewriting/provisioning stage. Provisioning happens at the level of vocabulary, rearranging sentences and patterns, clarifying thoughts and links between them, omitting repeated ideas, filling gaps between ideas expressed and so on.

4. Editing

Editing is checking result of the writing. While revising focuses mainly on making the content clear for the readers, editing focuses on making the writing meet the conventions of stands written English.

Editing is a process of final readjustment of the text and correction of the linguistic flaws in the text to ensure maximum accessibility to the reader. They are not aware of the fact that leaving their writing for later re-thinking and reorganizing is essential to producing quality writing.

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5. Publishing

Writing is communication. If students have written something, students must have intended for someone to read it, even if that person is only students. When

students are publishing writing, students are releasing it to the public for other to read. Writing is generally considered a difficult activity since it involves a great deal of thinking, planning, drafting and revising before producing a finished text.

5. Purpose of Writing

The purpose of writing based on Penny Ur is the expression of ideas, the conveying of messages to the readers; so the ideas themselves should arguably be seen as the most important aspect of the writing.

Miller said some purpose of writing, they are writing to understand experience, to inform, to explain, to persuade, to amuse and to inspire to others.

a. Writing to understand experience

The writers who have this motivate of writing draw upon to help them understand who they are, how students become that way, what students like, or what students want. Even thought, the writers are writing about themselves, students are not writing for themselves alone. Students are also writing to share the experience to the readers.

b. Writing to inform

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In much of writing, it will intend simply to inform the reader about a subject. To inform means to transmit necessary information about a subject to the readers, and usually this also means telling the readers what the facts are or what happened.

c. Writing to explain

Writing to explain means to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that

the readers understand it as well. The task in explaining is to clarify a subject to the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still need explanations.

d. Writing to persuade

Persuasion is very important things in human's life. students will use persuasion an attempt to get someone to do something students want for yourself, to achieve benefits for others, or to solve the problem. For instance, when students apply for jobs try to borrow money, persuade the government to protect and endangered species. So, it can be assumed that writing to persuade others has an aim which is the need to change someone's mind.

e. Writing to inspire others

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve. Fulfilling this motive of writing involves drawing on widely held values and evoking feelings that need to be reinforced.

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f. Writing to amuse

Writing to amuse requires the writers to focus on the readers rather than him or her. The writers may enjoy the experience and take pride in what students accomplish, but she or he cannot settle for amusing alone. Writing to amuse gives an

opportunity to bring pleasure to others. Seize the opportunity and make the most of it.[14]

Based on statement above, students can conclude that writing is very useful for transferring idea in the written form. Writing has purpose and has the different in convey the meaning to the readers.

6. Problem in Writing

Writing is not easy. An experienced writer will often labour over a single paragraph for more than an hour-not counting the thought and research that went on before the actual writing. Therefore, many problems faced by teachers and students. The first problem is "the less proficient writer" problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The second problem is "I can't write English" problem. Students usually give up toward writing and believe that students cannot write. The solution is teachers should apply the writing process to the students. Teachers can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort. The last problem is "teacher response" problem. Writing teachers often spend many hours

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[14]Robert Keith Miller, *Motives for Writing, 5th Ed,* (New York: The MCGraw-Hill Comp, 2006), p. 47-97.

reading and marking students' papers. The suggestion for this problem is teachers can work with students on developing the written work through student-to-student conferences.[15]

There are some problems in writing. They are: cannot observe and collect the idea an objective; there is not planning how the start to write orderly; do not know the ability and potential ourselves; never look for information relationship with the topic which is written; and the idea not organized as systematic and give expressing to as writer.

7. Importance of Writing

Writing is one of language skill which has given an important contribution to human work. There are so many records of recent activities that students can read today, which can also be read in the future. Some important feature of writing activities that are usually done by people such as; teachers write some important thing on blackboard, or student may write some note that are dictated by the teachers, lots of people who are going to apply for job in offices write English. In academic, English department students, need to learn writing and prepare for the final academic assignment, thesis writing.[16]

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The researcher has found some references of the importance of the writing activities states, there are the reason why the writing is very important, as follows: 1)

[15]Jerry G. Gebhard, *Teaching English as a Foreign or Second Language,* p. 224

[16]http://creationbrain.blogspot.co.id/2012/11/the-definition-of-writing.html, (Access on May, 31st 2017)

Writing help us to organize our ideas, students can arrange them into the coherent form. 2) Writing down ideas allows us to distance ourselves when we write the topic. 3) Writing is a tool of discovery, students stimulate our though process by act of writing into information and image who have our unconscious mind. Writing can generate new ideas by helping us to make connecting and relationship.[17]

8. Genres of Written Languages

The same classification scheme is reformulated here to include the most common genders that a second language writer might produce. Genres of writing are:

1. Academic writing such as papers and general subject reports; essays, compositions; academically focused journals; short-answer test responses; technical reports; theses, and dissertation.
2. Job-related writing such as messages; letters/emails; memos; reports; schedules, labels, signs; advertisements, announcements; and manuals.
3. Personal writing such as letters, emails, greeting cards, invitations; messages, notes; calendar entries, shopping list, reminders; financial documents; forms, questionnaire, medical reports, immigration documents; diaries, personal journals; and fictions.[18]

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[17]Suriani Banna, *Teaching Simple Past Tense At the Tenth Year Students of PMDS Putri Through Writing Personal Experience*, (Unpublished Thesis S1: STAIN Palopo; 2011), p. 26-27.

[18]Douglas Brown, *Language Assessment Principles and Classroom* Practices, (San Francisco California: Longman, 2003), p. 219.

9. Types of Writing Performance

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1. *Imitative*. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuations, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2. *Intensive (controlled)*. Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

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3. *Responsive*. Here, assessment tasks require learners to perform at the limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief

responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternatives forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

4. *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in my cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form in limited to occasional editing or proofreading of a draft.[19]

H. *Research Proposal*

1. Definition of Research Proposal

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A research proposal is intended to convince others that students have a worthwhile research project and that students have the competence and the work plan to complete it. Generally, a research proposal should contain all the key elements involved in the research process and include sufficient information for the readers to

[19]Douglas Brown, *Language Assessment Principles and Classroom* Practices, (San Francisco California: Longman, 2003), p. 220.

evaluate the proposed study.[20] The research proposal provides a coherent and concise outline of the intended research. This allows selectors to assess the originality of the proposed topic, its viability as a scholar research project, as well as potential supervisors if the application is accepted.

The research proposal must make clear the relevance and significance of the project. Research proposal will not adequate simply to describe an interesting issue or point of research (indeed, such as a proposal may in reality describe merely a research paper rather than a sustained research project). As well as identifying the important topic for research, the outline must demonstrate how that research might be achieved. It is the ability to communicate an effective and coherent strategy for an original and insightful topic of research that will distinguish outstanding proposal documents.[21]

Research proposal is a written plan for a project that will be submitted to others for evaluation. Writing the research proposal can be the most crucial and exciting step in the research process. At this stage, the whole project crystallizes into concrete form. The researcher's inspirations and insights are translated into step by step plans for discovering new knowledge. In a well organized and well written proposal, researchers demonstrate that students know what students are seeking and that students will know how to successfully complete the planned project. The reader

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[20]Paul T.P. Wong, *How To Write A Research Proposal* , (Canada; Trinity Western University Langley, BC), http://www.meaning.ca/archives/archive/art_how_to_write_P_Wong.htm, (Access on November 16th 2016).

[21]Johanna Gibson, *Guidelines for Writing a Research Proposal,* (Centre for Commercial Law Studies Queen Mary University of London; 2006).

will evaluate the worth of the proposed study and may make suggestions for improving it.[22]

2. Components of Research Proposal

There are some components of research proposal:

a. Cover

The important thing to note in the cover is the shape of the title is usually in reverse pyramid shape, although the word cut becomes less interesting. If there is no provision of this, the author is free to make compositions and pieces of the title in accordance with his wishes. Another thing that should also not be forgotten is that the title should not be too long because it will make it difficult for readers to grasp the ideas presented.

b. Background

There are several models of background writing. Some start with the problem at hand and become anxiety (inductive), or even start with an overview that ends with problem solving (deductive). But the thing is certain; the background of the problem should show the concrete reason behind the emergence of the research idea.

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c. Problem Statement

Problem formulation is a compass in research. If the study does not have a good problem, then the research will be out of focus and will not solve the problem thoroughly and convincingly. Note to note in the problem formulation is the need to

[22]Donald Ary, etc, *Introduction Research in Education*, (Wadsworth CENGAGE Learning, USA: 2010).

use the word 'why' and 'how' in the question (especially qualitative research). This will add to the analytical value of a study.

d. Research Objectives

Purpose of the study was made to explain the direction of the study. Objectives must be in line with the formulation of the problem. The presentation of these objectives might take a form as simple as a list, with each objective consisting of just a few sentences to include only enough technical detail necessary for explanation of what will be done. Arrangement of the list might be in chronological order as to when objectives would be fulfilled or it might be in order of importance as to those objectives offering a solution to the defined problem.

e. Research Benefits

Research benefits are divided into two kinds: theoretical benefits and practical benefits. Theoretical benefits are the usefulness of research in scientific construction, for example, provide the benefit of theory or answer the problem that has not been solved. The practical benefits are the benefits of direct action-related research that can be used easily by the needy, for example, to be one policy advice for the government or practitioner.

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f. Previous Research

Previous research will be very meaningful if the titles of the research used for consideration are closely related to the research to be performed. Usually the previous research used is research that is directly related to the research being conducted.

g. Research Methods

This section is one of the core proposals. Many students are good research topics but problematic in research methods so have to repeat the research process from the beginning. The composition of research methods are: Type of research; Paradigm (positivistic, interpretive, and critical) and approach (quantitative and qualitative); Research location (in accordance with the sampling site for field research); Methods of data collection (observation, interview, documentation, or questionnaire); Data processing methods and data analysis.

h. References

The standard books that will be the references in the research must be included in the bibliography with the recommended model. The bibliography should be a short list of the key relevant literature in the area. Some proposals may also include a brief annotation on key primary texts.

3. Structure of Research Proposal

There is no one set format for a research proposal. Holloway and Brown argue that a proposal generally includes the seventh main steps or sections in this list: 1) working title; 2) abstract; 3) introduction to the topic area; 4) initials literature review; 5) methodology and methods; 6) plan of the journey/ the timeline; 7) researcher's credentials.[23]

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[23]Holloway and Brown, *Essentials of a Qualitative Doctorate*, (Walnut Creek, CA: Left Coast Press; 2012).

The format of the background research proposal is clarified bellow: a) Title; b) Body of the proposal: 1) Include an introductory paragraph about the question students will be seeking to answer in the science fair experiment; 2) Include a paragraph about the hypothesis students will test to determine the answer to the question or the demonstration students plan to do; 3) Include background research paragraph that include the information students researched when I sent the background research question; c) Glossary: definitions of terms may be discussed within the background research or listed as a set of numbered definitions on a separate page; d) Bibliography or resources.[24]

4. Purpose of Research Proposal

The purpose of the proposal is to help student to focus and define the research plans. These plans are not binding, in that students may well change substantially as the progress in the research. However, students are an indication to the faculty of the direction and discipline as a researcher. Students also help y students prepare the presentation for the Ethics committee. The proposal is expected to: 1) show that students are engaging in genuine enquiry, finding out about something worthwhile in a particular context; 2) link the proposed work with the work of others, while proving students are acquainted with major schools of thought

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[24]https://wikis.engrade.com/scifairprojectexample. (Access on January 18th 2017).

relevant to the topic; 3) establish a particular theoretical orientation; 4) establish the methodological approach; 5) and show students have thought about ethnical issues.[25]

The goal of research proposal is to present and justify the need to study a research problem and to present the practical ways in which the proposed study should be conducted. The design elements and procedures for conducting the research are governed by standards within the predominant discipline in which the problem resides, so guidelines for research proposals are more exacting and less formal than a general project proposal. Research proposals contain extensive literature reviews. Students must provide persuasive evidence that a need exists for the proposal study. In addition to providing rationale, a proposal describes detailed methodology for conducting the research consistent with requirements of the professional or academic field and a statement on anticipated outcomes and benefits derived from the study's completion. An effective proposal is judged on the quality of the writing and it is important that writing is coherent, clear, and compelling.

5. How to Write Background

The background study is compilation of sufficient information based on the analysis of the proposed argument or problems and the steps required to arrive at the design and implementation of feasible solutions and the results achieved. Thus background study is the work students did to determine this is a problem, these are the methods required to solve this problem and that is the purpose of any method or

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[25]Faculty of Education, *Writing a Proposal in Education*, (Monash University Group of Eight Academic Language and Literacy Development 2014), (Access on November 16th 2016, Pdf).

experiment used. Background study requires research and proper interpretation of the research as well as citation backing the research done.

A way to write a background study is shown: 1) first students should give a general overview of the thesis topic and introduce the pivoting ideas students will be using throughout the thesis, this should take a paragraph; 2) then students provide detailed, precise information about the methodologies researched, depending on individual and thesis topic, this could take several paragraphs; 3) to avoid plagiarism, cite the sources and resources; 4) introduce the experiment after this by briefly describing the methodology used and the objective of this methodology.[26]

The research is important as little is known about how much influence media has on the minds of young people. The background section is important. Students need to write a good background as follows: 1) Introduce the topic, 2) teach the reader about the topic and provide lots of interesting information, 3) state the issue or controversy, 4) state why students are doing the research.[27]

One the preliminary steps to completing a proposal is the background study for it. The background study for a proposal includes a review of the area being researched, current information surrounding the issue, previous studies on the issue, and relevant history on the issue. Ideally, the study should effectively set forth the history and background information on the proposal problem. The purpose of a

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[26]https://www.quora.com/Theses-and-Dissertations-What-is-the-difference-between-background-of-study-and-literature-review. (Access on January, 20th 2017).

[27]http://en.wikipedia.org/wiki/AKB48. (Access on January, 20th 2017).

background study is to help someone to prove the relevance of the proposal and to further develop the proposal.

6. Writing an Introduction

Introduction contains two main pieces of information. One is general information about the topic or title of the essay. The general information gives background information on the topic and then introduces the topic or title. Sometimes, it introduces the topic or title first, and then gives the background information. The other important part is specific information, which consists of a topic sentence (sometimes called thesis) and major subdivisions of the essay.

An introduction having the four components above gives clear organization of thought to the writer in writing and to the readers in following the text. Background information covers: current situations related to the topic, reasons for the writing topic, and when appropriate to the topic, includes a summary of an article, story, drama, or film which will be discussed. In academic essays or theses on works of literature, the title of literary work(s) and name of author(s) which will be focus of analysis are also included in this part of the introduction. It is not usual to use quotations in a short academic work. However, longer essay and theses may use quotations, especially to give definitions of significant words for the chosen topic. Questions or anecdotes can be used to create an interesting introduction.

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Different writers have the own way of writing an introduction. Some writers write the introduction before they write the body of the essay. This means that the introduction guides the writer in writing the rest of the essay and limits what will be

discussed in the essay by following the major subdivisions. This can help them to focus on what to write. Some other writers write the introduction after students write the body of the essay. After deciding on the topic and title, the writers already have the rough outline or a plan for the major subdivisions in their mind. Students can start the body of their essay based on the rough outline students have and let their ideas flow. When students have finished writing the body, students write the introduction.[28]

Writing a research paper is not an easy job. The writer has to present his findings in such a manner so as to make an interesting reading. This requires giving an introduction as well as background to satisfy the queries of the readers the introduction addresses what the study will entail. The background discusses existing data on the topic; the problem statement is what you identify as an issue with supporting data.

Background information is necessary as often a reader is interested in knowing the incidents prior to the research. Background of a research paper is written with the intention of clarifying the importance and the necessity of the paper in the first place. Why the study and what the basic purpose behind the study are the major questions that are answered through background that is presented with a research paper. A background is also a tool in the hands of the writer to prepare a reader for the document who is not familiar with the concepts discussed in the paper.

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[28]Sutanto Leo, dkk., *English for Academic Purpose: Essay Writing,* (Yogyakarta: CV Andi Offset, 2007), p. 27.

Background also tries to prepare a reader to send him finally to read the full document.[29]

I. *Conceptual Framework*

In this research, the researcher collected writing test to find out their ability in writing background of research proposal and researcher distributed questionnaire to find out the difficulties in writing background of research proposal. Therefore, the researcher did assessment about five components of writing are: content, organization, grammar, mechanics and vocabulary. After that, the researcher assessed to students how to write a good background. After conducting that, the researcher found out whether any significant description ability and difficulties in writing background of research proposal. The conceptual framework underlying this research is presented in the following graphic:

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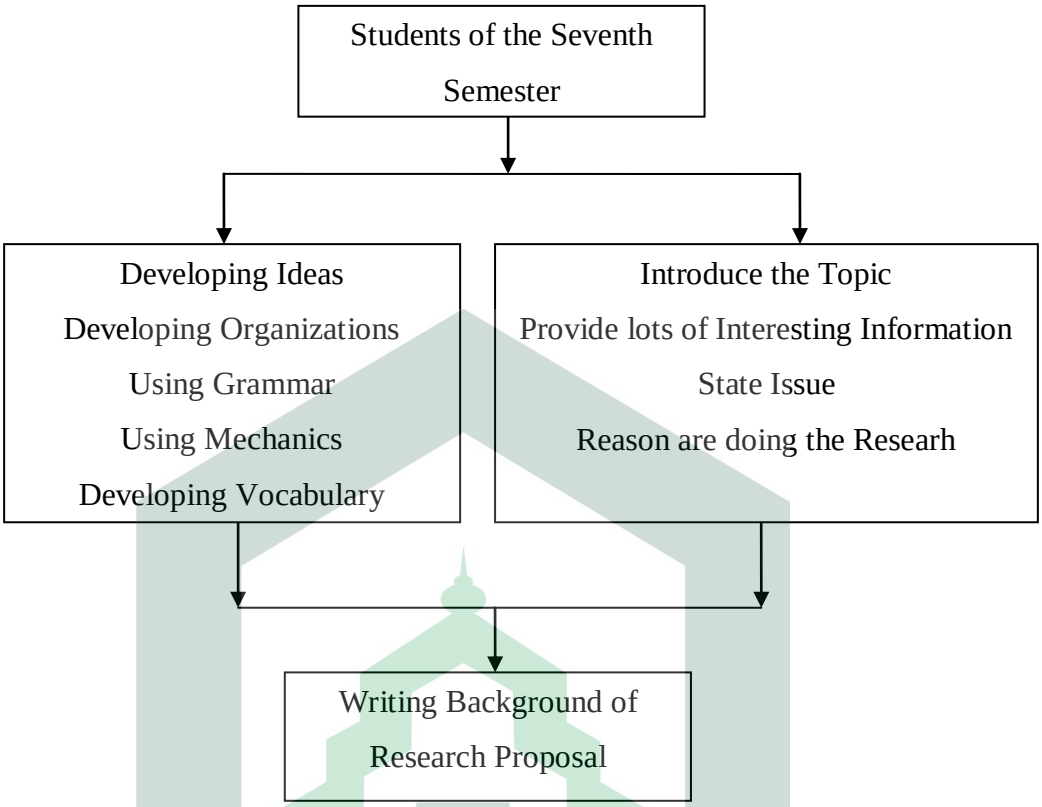
[29]https://www.researchgate.net/post/What_is_the_difference_between_introduction_and_background_in_research_proposal_and_statement_of_problem_and_rationale_of_the_study (Access on May 5th 2017).


Students of the Seventh Semester
Developing Ideas
Developing Organizations
Using Grammar
Using Mechanics
Developing Vocabulary
Introduce the Topic
Provide lots of Interesting Information
State Issue
Reason are doing the Researh
Writing Background of Research Proposal

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CHAPTER III

METHOD OF RESEARCH

J. *Design of the Research*

In this research is conducted by using quantitative descriptive method. This method is used to analysis the students' ability in writing background of research proposal on the seventh semester students of English Department IAIN Palopo. The researcher used this descriptive research design, it aimed to find out the students' ability in writing background of research proposal.

K. *Location of the Research*

The location of this research took place in State College of Islamic Institut of IAIN Palopo. The location of this research on Jl. Agatis Balandai Palopo.

L. *Participant of the Research*

1. Population

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The population of this research is the seventh semester students of English Department at College of Tarbiyah and Teacher Training Faculty of IAIN Palopo. The research conducted the class ELT A, B, C, and D which amount 100 students consist of male and female in the odd semester of the academic year 2016.

2. Sample

In this research, the researcher used random sampling technique. It means that all students on the seventh semester got the same chance. Based on the students' ability, the researcher took 20 students to be sample from 100 students. The researcher found that students have some problems in learning writing skill, so that the researcher interested to do this research.[30]

M. *Procedure of the Research*

To collect the data, the researcher used some procedure as follows:

a. The researcher gave test to the students.

b. The researcher gave questionnaire to the students.

c. After that, the researcher analyzed and percentage the students result.

N. *Technique of Collecting Data*

The instrument that used in this research is test and also the researcher used an instrument to collect all the information and data as long as the research is held. The instruments are:

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1. *Test*, in this case the researcher gave writing test to find out the students' ability in writing. Besides, the test also to identify the students' ability.

Writing test involves five general components.

a. Content is the substance of writing, the idea expressed.

[30]Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, Cet XXI, 2015) p. 120.

b. Organization is the purpose of the organization material in writing which happen from the beginning to the end.

c. Vocabulary is the all the word that used by students.

d. Grammar is the correct use of syntactic pattern and structural words.

e. Mechanic is use of graphic convention of the language.[31]

2. *Questionnaire* is collector instrument information by manner to deliver some questions to answer according written by responden. In this case the researcher used five alternatives as follows:

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

O. *Technique of Analysis Data*

The technique of analysis data of the research are analyzed as follows:

1. Collecting data from test and questionnaire.
2. Analyzing the data, namely test and questionnaire.

This determined the score classification and looking for the mean score which conducted in data analysis.

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[31]J.B Heaton, *Writing English Language Tests*, (New York language: 1998), p. 146.

a. Scoring classification

1. Content

The Assessment of Writing Test

Score	Level	Content
18-20	Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and throughly developed; no extraneous material; essay reflect thought.
15-17	Good to Adequate	Essay addresses the issues but misses some point; ideas could be more fully developed; some extraneous material is present.
12-14	Adequate to Fair	Development of ideas not complete and essay is somewhat off the topic; paragraphs aren't divided exactly right.
6-11	Unacceptable	Ideas incomplete; essay doesn't reflect careful thinking or was hurriedly written; inadequate effort in area of content.
1-5	Not College-Level Work	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

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2. Organization

Score	Level	Organization
18-20	Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arragement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.
15-17	Good to Adequate	Addequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
12-14	Adequate to Fair	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
6-11	Unacceptable	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
1-5	Not College-Level Work	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort the organize the composition (could not be outlined by reader).

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3. Grammar

Score	Level	Grammar
18-20	Excellent to Good	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.
15-17	Good to Adequate	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentence.
12-14	Adequate to Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.
6-11	Unacceptable	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
1-5	Not College-Level Work	Severe grammar problems interfere greatly with the message; reader can't understand what the writer trying to say; unintelligible sentence structure.

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4. Mechanic

Score	Level	Mechanic
18-20	Excellent to Good	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
15-17	Good to Adequate	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
12-14	Adequate to Fair	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
6-11	Unacceptable	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
1-5	Not College-Level Work	Complete disregard for English writing conventions; paper illegible; obvious capital missing, no margins, severe spelling problems.

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5. Vocabulary

Score	Level	Vocabulary
18-20	Excellent to Good	Precise vocabulary usage; use of parallel structures; concise; register good.
15-17	Good to Adequate	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise.
12-14	Adequate to Fair	Some vocabulary misused; lack awareness of register; may be too wordy.
6-11	Unacceptable	Poor expression of ideas; problems in vocabulary; lack variety of structure.
1-5	Not College-Level Work	Inappropriate use of vocabulary; no consept of register or sentence variety.[32]

b. Mean Score

Calculating mean score by using the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Notation: $\overline{X}$ = Mean score

$\sum X$ = Total score

N = Total sample[33]

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After finding score of students, the resercher made rating classification to measure the students' ability in writing into the following:

[32]Douglas Brown, *Language Assessment Principles and Classroom* Practices, (San Francisco California: Longman, 2003), p. 224.

[33]Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 1998), p. 306.

Classification	Scale
Very good	90-99
Good	80-89
Fair	70-79
Poor	60-69
Very poor	50-59

c. Questionnaire

For this instrument, the researcher counted the percentage of the problems by the students in writing. The researcher counted percentage from the highest to the lowest. The result is from the percentage of each option by using this formula:

$$P = \frac{F}{N} X\ 100$$

Notation: P = Percentage

F = Frequency

N = Total number[34]

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[34]Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, (Bandung: Alfabeta, 2013), p. 11.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deal with finding and discussion about the result of the research which has been explained based on the research question.

P. *Findings*

1. Students' Ability Based on Test Analysis

The researcher presented about the result of data analysis on students' ability in writing background of research proposal in five components of writing skills and result of students' difficulties in writing background of research proposal on the seventh semester students of English Department of IAIN Paolo. To collect the data, the researcher employed test and questionnaire.

In this research, the researcher used the quantitative analysis; it was used scores of respondent. These data described of students' ability in writing background of research proposal on the seventh semester students of English Department of IAIN Palopo. The scores of respondents for writing test can be explained separately as follows:

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a. The scoring classification of the students in writing test

Table bellow shows the result of the students' ability in writing background of research proposal.

1. **Content**

Table 1

The criteria and percentage of the students on *content* component

Classification	Score	Frequency	Percentage
Very Good	18-20	-	-
Good	15-17	6	30%
Fair	12-14	12	60%
Poor	6-11	2	10%
Very Poor	1-5	-	-
Total		**20**	**100%**

The table 1, shows that there was 2 (10%) of the student got "poor" score on the content, 12 (60%) of the students got "fair" score on the content, and 6 (30%) of the students got "good" score on the content. There was none students who got very poor and very good score on the content. The researcher concluded that students in writing test were dominantly fair level. It means that the students had moderate in content component because the score were 12-14.

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2. Organization

Table 2

The criteria and percentage of the students on *organization* component

Classification	Score	Frequency	Percentage
Very Good	18-20	-	-
Good	15-17	7	35%
Fair	12-14	11	55%
Poor	6-11	2	10%
Very Poor	1-5	-	-
Total		**20**	**100%**

The table 2, shows that there was 2 (10%) of the students who got "poor" score on the organization, 11 (55%) of the students got "fair" score on the organization, and 7 (35%) of the students got "good" score on the organization. There was none student who got very poor and very good score on the organization. The researcher concluded that students in writing test were dominantly fair level. It means that the students had moderate in organization component because score were 12-14.

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3. Grammar

Table 3

The criteria and percentage of the students on *grammar* component

Classification	Score	Frequency	Percentage
Very Good	18-20	-	-
Good	15-17	2	10%
Fair	12-14	14	70%
Poor	6-11	4	20%
Very Poor	1-5	-	-
Total		**20**	**100%**

The table 3, shows that there was 4 (20%) of the students who got "poor" score on the grammar, 14 (70%) of the students got "fair" score on the grammar, and 2 (10%) of the students got "good" score on the grammar. There was none student who got very poor and very good score on the grammar. The researcher concluded that students in writing test were dominantly fair level. It means that the students had moderate in grammar component because the score were 12-14.

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4. Mechanics

Table 4

The criteria and percentage of the students on *mechanics* component

Classification	Score	Frequency	Percentage
Very Good	18-20	-	-
Good	15-17	8	40%
Fair	12-14	10	50%
Poor	6-11	2	10%
Very Poor	1-5	-	-
Total		**20**	**100%**

The table 4, shows that there was 2 (10%) of the students who got "poor" score on the mechanics, 10 (50%) of the students got "fair" score on the mechanics, and 8 (40%) of the students got "good" score on the mechanics. There was none student who got very poor and very good score on the mechanics. The researcher concluded that students in writing test were dominantly fair level. It means that the students had moderate in mechanics component because the score were 12-14.

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5. Vocabulary

Table 5

The criteria and percentage of the students on *vocabulary* component

Classification	Score	Frequency	Percentage
Very Good	18-20	-	-
Good	15-17	10	50%
Fair	12-14	8	40%
Poor	6-11	2	10%
Very Poor	1-5	-	-
Total		**20**	**100%**

The table 5, shows that there was 2 (10%) of the student who got "poor" score on the vocabulary, 8 (40%) of the students got "fair" score on the vocabulary, and 10 (50%) of the students got "good" score on the vocabulary. There was none student who got very poor and very good score on the vocabulary. The researcher concluded that students in writing test were dominantly good level. It means that the students had high in vocabulary component because the score were 15-17.

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b. The raw score of students' writing test

Table 6

The raw score of students' writing test

Respondent	Content	Organization	Grammar	Mechanics	Vocabulary	Total
R1	13	15	11	16	17	**72**
R2	17	17	17	17	17	**85**
R3	14	13	14	15	17	**73**
R4	14	14	14	14	16	**72**
R5	13	10	11	14	11	**59**
R6	12	11	13	11	17	**64**
R7	13	15	13	13	11	**65**
R8	9	12	11	16	13	**61**
R9	12	13	14	13	14	**66**
R10	14	12	14	17	14	**71**
R11	15	16	13	12	14	**70**
R12	15	14	14	17	17	**77**
R13	13	14	11	17	16	**71**
R14	17	17	14	14	16	**78**
R15	16	17	13	14	17	**77**
R16	13	13	17	11	16	**70**
R17	11	14	14	13	14	**66**
R18	17	17	14	12	14	**74**
R19	13	14	16	17	14	**74**
R20	14	14	14	14	14	**70**
Total	**275**	**282**	**272**	**287**	**299**	**1415**
Mean	**13,75**	**14,10**	**13,60**	**14,35**	**14,95**	**70,75**

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From the table 6, the mean score of all components are:

a. Mean score of content

$$X = \frac{\sum x}{N} = \frac{275}{20} = 13{,}75$$

Mean	N	Std. Deviation
13.7500	20	2.04875

b. Mean score of organization

$$X = \frac{\sum x}{N} = \frac{282}{20} = 14{,}10$$

Mean	N	Std. Deviation
14.1000	20	2.02355

c. Mean score of grammar

$$X = \frac{\sum x}{N} = \frac{272}{20} = 13{,}60$$

Mean	N	Std. Deviation
13.6000	20	1.75919

d. Mean score of mechanics

$$X = \frac{\sum x}{N} = \frac{287}{20} = 14{,}35$$

Mean	N	Std. Deviation
14.3500	20	2.05900

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e. Mean score of vocabulary

$$X = \frac{\sum x}{N} = \frac{299}{20} = 14{,}95$$

Mean	N	Std. Deviation
14.9500	20	1.93241

f. The mean score of all component

$$X = \frac{\sum x}{N} = \frac{1415}{20} = 70{,}75$$

Case Processing Summary

Cases					
Included		Excluded		Total	
N	Percent	N	Percent	N	Percent
20	100.0%	0	0.0%	20	100.0%

Mean	N	Std. Deviation
70.7500	20	6.16335

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2. Difficulties Faced by the Students Based on Questionnaire

a. Content

Table 7 Questionnaire 1

I found difficulty in expressing the reason of selecting topic of the research in writing

Classification	Frequency	Percentage
Strongly Agree	2	10%
Agree	8	40%
Neutral	7	35%
Disagree	3	15%
Strongly Disagree	-	-
Total	**20**	**100%**

Based on the statement above, from the 20 students, there was 3 students (15%) chose disagree, 7 students (35%) chose neutral, 8 students (40%) chose agree, 2 students (10%) chose strongly agree, and none student chose strongly disagree. In their statement the most dominant chose agree. The researcher assumed that the students have some difficulties in expressing the reason of selecting topic of the research in writing.

Table 8 Questionnaire 2

I found difficulty in developing ideas in writing background of the research deductively

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Classification	Frequency	Percentage
Strongly Agree	2	10%
Agree	9	45%
Neutral	7	35%
Disagree	2	10%
Strongly Disagree	-	-
Total	**20**	**100%**

Based on the statement above, from the 20 students, there was 2 students (10%) chose disagree, 7 students (35%) chose neutral, 9 students (45%) chose agree, 2 students (10%) chose strongly agree, and none student chose strongly disagree. In their statement the most dominant chose agree. The researcher assumed that the students have any difficulties in developing ideas in writing background of the research deductively.

b. Organization

Table 9 Questionnaire 3

I found difficulty in determining the sequence and compose in a good paragraph

Classification	Frequency	Percentage
Strongly Agree	3	15%
Agree	11	55%
Neutral	4	20%
Disagree	1	5%
Strongly Disagree	1	5%
Total	**20**	**100%**

Based on the statement above, from the 20 students, there was 1 student (5%) chose strongly disagree, 1 student (5%) chose disagree, 4 students (20%) chose neutral, 11 students (55%) chose agree, 3 students (15%) chose strongly agree. In their statement the most dominant chose neutral. The researcher assumed that the students have any difficulties in determining the sequence and compose in a good paragraph.

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Table 10 Questionnaire 4

I found difficulty in organizing ideas in topic of problem

Classification	Frequency	Percentage
Strongly Agree	2	10%
Agree	8	40%
Neutral	10	50%
Disagree	-	-
Strongly Disagree	-	-
Total	**20**	**100%**

Based on the statement above, from the 20 students, there was 10 students (50%) chose neutral, 8 students (40%) chose agree, 2 students (10%) chose strongly agree, and none student chose strongly disagree and disagree. In their statement the most dominant chose neutral. The researcher assumed that the students have any difficulties in organizing ideas in topic of problem.

c. Grammar

Table 11 Questionnaire 5

I found difficulty in adjusting grammatical structure between Indonesia and English

Classification	Frequency	Percentage
Strongly Agree	1	5%
Agree	9	45%
Neutral	9	45%
Disagree	1	5%
Strongly Disagree	-	-
Total	**20**	**100%**

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Based on the statement above, from the 20 students, there was 1 student (5%) chose disagree, 9 students (45%) chose neutral, 9 students (45%) chose agree, and 1 student (5%) chose strongly agree, and none student chose strongly disagree. In their statement the most dominant have equal chose both neutral and agree. The researcher assumed that the students have some difficulties in adjusting grammatical structure between Indonesia and English.

Table 12 Questionnaire 6

I found difficulty in understanding word class in English and often make mistake in writing

Classification	Frequency	Percentage
Strongly Agree	1	5%
Agree	7	35%
Neutral	10	50%
Disagree	2	10%
Strongly Disagree	-	-
Total	**20**	**100%**

Based on the statement above, from the 20 students, there was 2 students (10%) chose disagree, 10 students (50%) chose neutral, 7 students (35%) chose agree, and 1 student (5%) chose strongly agree, and none student chose strongly disagree. In their statement the most dominant chose neutral. The researcher assumed that the students have any difficulties in understanding word class in English and often make mistake in writing.

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d. Mechanics

Table 13 Questionnaire 7

I found difficulty in mastering of punctuation in writing

Classification	Frequency	Percentage
Strongly Agree	-	-
Agree	6	30%
Neutral	9	45%
Disagree	4	20%
Strongly Disagree	1	5%
Total	**20**	**100%**

Based on the statement above, from the 20 students, there was 1 student (5%) chose strongly disagree, 4 students (20%) chose disagree, 9 students (45%) chose neutral, 6 students (30%) chose agree, and none student chose strongly agree. In their statement the most dominant chose neutral. The researcher assumed that the students have any difficulties in mastering of punctuation in writing.

Table 14 Questionnaire 8

I found difficulty in understanding technique of writing

Classification	Frequency	Percentage
Strongly Agree	-	-
Agree	7	35%
Neutral	8	40%
Disagree	4	20%
Strongly Disagree	1	5%
Total	**20**	**100%**

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Based on the statement above, from the 20 students, there was 1 student (5%) chose strongly disagree, 4 students (20%) chose disagree, 8 students (40%) chose neutral, 7 students (35%) chose agree, and none student chose strongly agree. In their statement the most dominant chose neutral. The researcher assumed that the students have any difficulties in understanding technique of writing.

e. Vocabulary

Table 15 Questionnaire 9

I found difficulty in selecting and using words effectively

Classification	Frequency	Percentage
Strongly Agree	1	5%
Agree	10	50%
Neutral	7	35%
Disagree	2	10%
Strongly Disagree	-	-
Total	**20**	**100%**

Based on the statement above, from the 20 students, there was 2 students (10%) chose disagree, 7 students (35%) chose neutral, 10 students (50%) chose agree, and 1 student (5%) chose strongly agree, and none student chose strongly disagree. In their statement the most dominant chose agree. The researcher assumed that the students have any difficulties in selecting and using words effectively.

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Table 16 Questionnaire 10

I found difficulty in developing vocabulary cause the lack of reading

Classification	Frequency	Percentage
Strongly Agree	2	10%
Agree	10	50%
Neutral	7	35%
Disagree	1	5%
Strongly Disagree	-	-
Total	**20**	**100%**

Based on the statement above, from the 20 students, there was 1 student (5%) chose disagree, 7 students (35%) chose neutral, 10 students (50%) chose agree, and 2 students (10%) chose strongly agree, and none student chose strongly disagree. In their statement the most dominant chose agree. The researcher assumed that the students have any difficulties in developing vocabulary cause the lack of reading.

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Table 17

Recapitulation of Questionnaire Items

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S1	2	8	7	3	-
S2	2	9	7	2	-
S3	3	11	4	1	1
S4	2	8	10	-	-
S5	1	9	9	1	-
S6	1	7	10	2	-
S7	-	6	9	4	1
S8	-	7	8	4	1
S9	1	10	7	2	-
S10	2	10	7	1	-
Total	**14**	**85**	**78**	**20**	**3**

Q. ***Discussion***

Based on the findings above, the researcher discussed about two basic problems of this research: the students' ability in writing background of research proposal and difficulties faced by the students in writing background of research proposal on the seventh semester students of English Department IAIN Palopo.

In this section, the researcher took the test to find out the students' ability in writing background of research proposal. Based on the assessment aspects include

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content, organization, grammar, mechanics and vocabulary, the result of test discussed earlier was presented as follows:

1. Students' Ability Based on Test Analysis

In this *content* criteria, none student had very poor and very good score. There was 2 students got poor score, 12 students got fair score, and 6 students got good score. The researcher concluded that students on the seventh semester of English Department in writing test got dominantly fair criteria were 12-14 on the content component.

Respondent 15

Many people thinks that speaking skill is more difficult than learning other skill. Most of the learner get the problem when they perform speaking, because they have to be able to reach the goal of communication namely make an understanding interaction. In respondent's paragraph, it was interesting, focus, and clear but not complete in explanation about developing ideas.

In this *organization* criteria, none student had very poor and very good score. There was 2 students got poor score, 11 students got fair score, and 7 students got good score. The researcher concluded that students on the seventh semester of English Department in writing test got dominantly fair criteria were 12-14 on the organization component.

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Respondent 10

The teacher of English should find out solution by crating efficient and effective technique of teaching English vocabulary. Realizing how important the

vocabulary must be very helpful to improve the students' ability in English communication. In respondent's paragraph it was adequate title, but some evidence may lack and sequence is less effective.

In this *grammar* criteria, none student had very poor and very good score. There was 4 students got poor score, 14 students got fair score, and 2 students got good score. The researcher concluded that students on the seventh semester of English Department in writing test got dominantly fair criteria were 12-14 on the grammar component.

Respondent 11

Based on pre observation, where one faulth between say that writing ability in a paragraph see very low. They difficulty which consider that is very less ability arrage to good sentences, they with less with vocabulary to know. And the other students say it many students who consider writing activities are activities that are both difficult and tendious. In respondent's paragraph it was serious grammar problems, grammar reviews of some areas clearly are needed but difficult to read sentences.

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In this *mechanics* criteria, none student had very poor and very good score. There was 2 students got poor score, 10 students got fair score, and 8 students got good score. The researcher concluded that students on the seventh semester of English Department in writing test got dominantly fair criteria were 12-14 on the mechanics component.

Respondent 13

The writer thinks the students can increase their English by using transformation drill method. Therefore, the writer is interested in conducting the researcher that using titles be related to the title who will be taking by the writer. In respondent's paragraph it was not problem in spelling, punctuation, and capitalization, but there are some problems in left margin incorrect, paper is not neat and occasional spelling error.

In this *vocabulary* criteria, none student had very poor and very good score. There was 2 students got poor score, 8 students got fair score, and 10 students got good score. The researcher concluded that students on the seventh semester of English Department in writing test got dominantly good criteria were 15-17 on the vocabulary component.

Respondent 4

As one of important parts in English, reading is needed to be mastered. Because, reading can help the learners of English to understand the language. In respondent's paragraph it was good vocabulary, not wordy, and style fairly concise.

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Judul Improving Students' Grammar Ability Through Finger Correction Method at GETCHA Club in IAIN Palopo

CHAPTER I

INTRODUCTION

A. Background

Grammar is the rules in a language for changing the form of words and joining them into sentences.[1] We cannot speak well if we are never learn about changing the form of words. So grammar is one of the important thing to people learn.

One of kind in grammar is tenses. Tenses is verb form that is used to express time an event.[2] every time signal has different kind of tenses in forming a sentence. So that is way someone cannot speak english correctly without learning tenses. Tenses makes the speaker use every words suitable with the condition. However, many students cannot remember the pattern all of the tenses for long time.

In english we must know about sixteen tenses. But for speaking, we just need five tenses. They are: simple present tense,simple past tense, simple future tense, present continuous tense,and present perfect tense. Learn about tenses can make students understand how to use tenses and how to understand the pattern every tenses. Nowadays most of students in indonesia are not interested to study tenses deeply. Students just want to make all the studying be easy and they think that study english with the pattern is so difficult.

Based on the observation in GETCHA (get you) Club as one of community in campus especially in IAIN palopo, this club have mission to give the members who joined some materials to help them in their subjects. I found the problems in study of grammar especially in tenses. They did not know how to remember tenses, because many factors and one of the factor is they study about tenses but they are never practice about their grammar in speaking.

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[1] A.S Hornby,*Oxford Advanced Learner's Dictionary Of Current English :International Student's Edition*, University Press P.651

[2] Suherman, *Top Grammar A Guide To Write English* ,CV.Pustaka Ilmu Group Yogyakarta 2013.P.155

Besides we need to learn speak English using well grammar for speaking to get and share information, avoiding misunderstanding to each other, and so on.

Related to the result, researcher will give the students finger correction method to learn tenses for speaking. The finger correction is one of method to learn tenses easily. The researcher found that able to make students learn tenses by their selves without language barrier because finger correction is as a game. So the researcher will teach the students to use finger correction as an effective method to remember tenses in speaking.

Based on previous assumption, the writer believes that the finger correction is an effective method to learn tenses. So the writer interest to conduct the title **" Improving Students' Grammar Ability Through Finger Correction Method at GETCHA Club in IAIN Palopo"**.

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In the content component, the student's ability in writing background of research proposal was fair. It means that student can develop idea enough, clear enough, focus enough, but there is little reference it should support ideas in the content comprehensively. The student got 13 score in the content component.

In the organization component, the student's ability in writing background of research proposal was fair. It means that student still low in organizing ideas in writing and student has enough in supporting sentences. The student got 13 score in the organization component.

In the grammar component, the student's ability in writing background of research proposal was good. It means that student advanced proficiency in English grammar and some grammar problems did not influence communication. The student got 17 score in the grammar component.

In the mechanics component, the student's ability in writing background of research proposal was poor. It means that student still crucial problem in using mechanics. There are serious problem with format of paper and did not notice the capital letters. The student got 11 score in the mechanics component.

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In the vocabulary component, the student's ability in writing background of research proposal was good. The student can develop vocabulary, not wordy and vocabulary fairly concise. The student got 16 score in the vocabulary component.

The researcher concluded that student got fair in this writing. Because, student obtained value totality was 70 score. Among all criteria of writing test, only grammar and vocabulary got more than 14 score.

2. Difficulties Faced by the Students Based on Questionnaire

In this section, the researcher gave the questionnaire to find out the difficulties faced by the students in writing background of research proposal on the seventh semester students of English Department IAIN Palopo. The result each items of questionnaire was showed as follows:

Item 1 of the questionnaire "I found difficulty in expressing the reason of selecting topic of the research in writing", the students got 40% chose agree, the students had some difficulties in expressing the reason of selecting topic of the research in writing, because most of students difficult in clarifying of the problem in the specific matter based on fact in the social.

Item 2 of the questionnaire "I found difficulty in developing ideas in writing background of the research deductively" the students got 45% chose agree, the students had some difficulties in developing ideas in writing background of the research deductively, because most of students lack of information how to write background and developing ideas in a good paragraph deductively.

The researcher indicated that students still crucial in content component namely both in expressing the reason of selecting topic of the research in writing; and developing ideas in writing background of the research deductively. Most of them chose agree in aspect above because they did not pay attention about their problem in the research and they had a little reference about their research. It means that the students had difficulty on the content component.

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Item 3 of the questionnaire “I found difficulty in determining the sequence and compose in a good paragraph” the students got 55% chose agree. Item 4 of the questionnaire “I found difficulty in organize ideas in topic of problem” the students got 50% chose neutral.

The researcher indicated that students had difficulties in writing a good paragraph; and in organizing ideas in topic of problem. The students had difficult to arrange the first sentences and the last sentences. It means that the students had any difficulties on the organization component.

Item 5 of the questionnaire “I found difficulty in adjusting grammatical structure between Indonesia and English” the students got 45% chose agree and neutral, students had same score. It means that part of students still difficult in writing. Item 6 of the questionnaire “I found difficulty in understanding word class in English and often make mistake in writing” the students had 50% chose neutral.

The students often make mistake how to arrange the sentences because used to Indonesian structure and not understanding about part of speech. It means that the students had little difficulties on the grammar component.

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Item 7 of the questionnaire “I found difficulty in mastering of punctuation in writing”, the students got 45% chose neutral. The students had little difficulties in this component. Item 8 of the questionnaire” I found difficulty in understanding technique of writing”, the students got 40% chose neutral. The students had little difficulties in this component.

The researcher indicated that students had a little difficulty both in mastering of punctuation in writing; and in understanding technique of writing. In this case, the students forgot about technique of writing and did not pay attention about mechanics of writing such as punctuation, capitalization and spelling. It means that the students had little difficulties in understanding about mechanics component.

Item 9 of the questionnaire "I found difficulty in selecting and using words effectively" the students got 50% chose agree. Item 10 of the questionnaire"I found difficulty in developing vocabulary cause the lack of reading" the students got 50% chose agree. It means that part of students had difficulties and partly not difficulties in this component.

The researcher indicated that students had some difficulties both in selecting and using words effectively; and in developing vocabulary cause the lack of reading. The students had some difficulties because students lack of reading and reference about the research with the result that students cannot select the effective words and develop vocabulary. It means that the students still lack on the vocabulary component.

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The researcher concluded that students have some difficulties in writing background of research proposal because most of students chose agree in the questionnaire items. The students chose strongly agree around 14 (7%) items, agree around 85 (42,5%) items, neutral around 78 (39%) items, disagree around 20 (10%) items, strongly disagree around 3 (1,5%) items. It means that students need more guided in conducting the research.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is divided into two sections. There are conclusion and suggestions. The explanation of each point is presented bellow.

R. *Conclusion*

Regarding the data presentation and its analysis in the previous section, there were two points as the conclusions of this research. The first point is the students' ability in writing background of research proposal and the second point is that there are some difficulties faced by students in writing background of research proposal.

1. Students' Ability Based on Test Analysis

The components that analyzed in this research, their ability in writing research proposal, developing ideas, organizing ideas, using grammar, using mechanics and developing vocabulary. The result of data analysis showed most of students had fair criteria in students' writing ability. The students got 70, 75 score of all components in mean score of writing test. They have understood enough in writing background of research proposal.

2. Difficulties Faced by the Students Based on Questionnaire

Based on the result of the questionnaire it can be concluded that the difficulties are faced by students in writing background of research proposal. The students chose agree in the content items, chose agree in the organization items, chose

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neutral in the grammar items, chose neutral in the mechanics items and chose agree in the vocabulary items. The students' difficulties in writing background of research proposal include problems mainly content, organization, grammar, mechanics and vocabulary. It found that the students have difficulties in organization aspect. The Students difficulties in organizing topic and supporting sentences Most of student difficulties in dividing the ideas into group and putting them in a logical order. The students have some difficulties in organizing topic and supporting sentences. Most of them chose agree around 42, 5% in the questionnaire items. The students have difficulties them because not every student understands how to write research proposal and how to begin it, and most of them lack of reference reading.

S. *Suggestions*

After conducting this research, the researcher had several suggestions to be considered in writing background of research proposal.

1. For the students, they suggested to pay attention about the content, organization, grammar, mechanic and vocabulary when students writing a research proposal. In content component, students suggested to be more read so students can develop an idea by clear, focus, complete and interesting. In organization component, students suggested to be fluent expression, logical sequence and good placement. In grammar component, students suggested to be more attention about tenses, pronoun, preposition and word order. In mechanics component, students suggested to be more study technique of writing about spelling, capitalization and punctuation and mastery

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convention. In vocabulary component, students suggested to be able to select effective words, choice and usage, specific and accurate. In the other hand, students have to increase and progress the writing skill.

2. For the lecturer, it is suggested that the lecturer to help the students to advise and compose sentences in a good written. The lecturer suggested teaching the students how to write a good background with noticed some component in background such as: introduce the topic, provide lots of interesting information, state the issue, and reason are doing the research.

3. For the researcher, people can use this study as the reference to conduct other researches on the same field. The next researcher are needed to conduct continue of research. people are also expected to be able to provide more detail information about this research. Academic it set on some quality and standards which all academic writings must follow. It is a great challenge for most students to be able to write in good grammatical English. A good amount of dedication, hard work and patience are needed. Researcher must read a lot while conducting research.

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APPENDICES

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QUESTIONNAIRE

MENGANALISIS KEMAMPUAN MAHASISWA

DALAM MENULIS PROPOSAL PENELITIAN DI IAIN PALOPO

A. Identitas Responden

Nama : Kelas/Semester:

NIM : Alamat :

B. Indikator

Daftar ini bertujuan untuk mengumpulkan data tentang bagaimana mahasiswa bahasa Inggris semester VII IAIN Palopo menghadapi kesulitan ketika sedang menulis proposal penelitian. Untuk itu diharapkan memberikan jawaban dengan sejujurnya. Kejujuran dan kebenaran penilaian anda merupakan sumbangan terbesar dalam penilaian ini dan atas kerjasamanya diucapkan terima kasih.

C. Instruksi

1. Isilah identitas anda dengan benar
2. Bacalah petunjuk kerja sebelum mengerjakan kuesioner dibawah ini
3. Pada kuesioner ini terdapat 10 pernyataan, berilah jawaban yang benar-benar cocok dengan pilihan anda.
4. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawaban anda jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
5. Pada setiap pernyataan disediakan lima kriteria dan berilah tanda ceklis (√) dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.

Keterangan Pilihan Jawaban :

5 = Strongly Agree (SA)
4 = Agree (A)
3 = Neutral (N)
2 = Disagree (D)
1 = Strongly Disagree (SD)

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No	Pernyataan	SA	A	N	D	SD
	Content	**5**	**4**	**3**	**2**	**1**
1	Saya kesulitan dalam mengungkapkan alasan memilih topik penelitian didalam tulisan					
2	Saya kesulitan dalam menuangkan dan mengembangkan ide dalam bentuk tulisan dengan baik					
	Organization					
3	Saya kesulitan dalam menentukan urutan dan menyusun paragraf dengan baik					
4	Kurangnya minat saya dalam menulis serta kurangnya membaca membuat saya sulit untuk mengorganisasikan topik permasalahan					
	Grammar					
5	Saya kesulitan dalam menyesuaikan struktur gramatikal bahasa Inggris dan bahasa Indonesia					
6	Saya kurang memperhatikan kelas kata dalam bahasa Inggris, sehingga saya sering melakukan kesalahan dalam aturan tata bahasa					
	Mechanics					
7	Saya kesulitan dalam menguasai ketentuan tanda baca					
8	Saya tidak memperhatikan teknik menulis dengan baik					
	Vocabulary					
9	Saya kesulitan dalam memilih kata secara efektif					
10	Kurangnya membaca membuat saya sulit dalam pemilihan dan penggunaan kata secara tepat					

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CURRICULUM VITAE

A. *Personal Information*

Full Name : Nailul Maromi
Place of Birth : Kolaka, South East Sulawesi
Date of Birth : March, 11th 1996
Address (Home) : Jl. Bitti Balandai Palopo
Address (Mailing) : nailulmaromi893@yahoo.co.id
Email : nailulmaromi110396@gmail.com
Mobile Phone : +6285394067491
Status : The Second Child
Mother's Name : Misi Purwati (almh)
Father's Name : Muhammad Shodiq
Sisters' Names : - Nurul Hanifah, S.Pd.I.
Annisaa Masruroh

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B. *Educational Background*

Year	Description
2000-2001	TK Muslimat Raudatul Athfal
2001-2007	MI Swasta Al-Muhajirin
2007-2010	SMPI Swasta Al-Muhajirin
2010-2013	SMK Negeri 1 Watubangga
2013-2017	IAIN Palopo

C. Organization Involvement

Year	Description
2014	HMPS BIG (English Student Assosiation)
2014	PRAMUKA (Sawerigading-Simpurusiang)
2015	SEA (Study Echonomy Assosiation)

D. Voluntary Activities

Year	Description
2014-2015-2016	Panitia Champlish
2014-2015-2016	Panitia FTC
2015	Panitia Porspek XII
2015	Panitia Jelang IV
2015	Panitia LKKPM XIX
2015	Panitia SEA

E. Training, Workshop, Courses, Seminar, Testing Program, Event Attended

Year	Description
2013	Training Motivasi dan Bedah Buku
2014	Seminar Regional
2014	Seminar Pendidikan Nasional
2014	Seminar dan Training Guide
2014	Basic Leadership Training
2015	Basic Entrepreneur Training
2015	Workshop Toefl ITP
2016	Workshop Language Experience Approach

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F. Research, Thesis, Essay, Article, Publications

The Analysis of Students' Ability in Writing Research Proposal on the Seventh Semester Students of English Department IAIN Palopo.