

**AN ANALYSIS OF SIXTH SEMESTER STUDENTS' DIFFICULTIES
IN WRITING DAILY JOURNAL AT ENGLISH EDUCATION
DEPARTMENT IAIN ZAWIYAH COT KALA LANGSA**

THESIS

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ENGLISH EDUCATION DEPARTMENT IAIN ZAWIYAH
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Dengan ini menyatakan bahwa skripsi saya yang berjudul “**AN ANALYSIS OF SIXTH SEMESTER STUDENTS’ DIFFICULTIES IN WRITING DAILY JOURNAL AT ENGLISH EDUCATION DEPARTMENT IAIN ZAWIYAH COT KALA LANGSA**” adalah benar hasil karya sendiri. Apabila dikemudian hari ternyata terbukti hasil karya orang lain, maka akan dibatalkan dan saya siap menerima sanksi akademik sesuai dengan ketentuan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenar – benarnya.

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Tertanda,

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The Writer

Aisah Rima Pertiwi

ABSTRACT

The background of the study are students view writing as the most difficult skill, many students at school or university feel writing are difficult, it can make students uninterested in writing, students have difficulties with the mechanical aspects of writing, such as content, form, grammar, vocabulary, mechanic, handwriting, punctuation and spelling, the students fell unwillingness when they want to share their work with friend or other students, they are worrying about negative feedback. Students may have trouble in writing for a variety of reasons. These difficulties may vary in cause, nature, intensity, and duration. The problem of the study are what are students' difficulties in writing daily journal and what are the most difficult aspect in writing daily journal. In the study using two variables, it is students' difficulties in writing daily journal and the most difficult aspect in writing daily journal. The objective of the research are to find out students difficulties in writing daily journal and to find out the most difficult aspect in writing daily journal. Significance of the Study are, in theoretically, this research can be a guidance to write a thesis, and also can be useful for students in searching references in making a thesis. In practically, this research can be guidance in teaching writing, especially in teaching daily journal. The research was conducted at sixth semester students in unit 1 and 2, English Education Department IAIN Zawiyah Cot Kala Langsa as location of the research. The population of this research were consisted of 30 students'. Therefore, the writer takes all the population to be sample. In this research, using qualitative approach, Qualitative is emphasizes natural settings, understanding, verbal narrative, and flexible design, the goal of qualitative to develop understanding, describe multiple realities and capture natural occurring behavior. They are the interview and questioner to get the data as instrument. Interview is a technique that used in qualitative research to obtain the source information from respondent. Interview would be conducted by using guidance, doing question – answer about the problem based on research question to get information, in analyzing the research, the writer need several step that to be done, like an organizing data and grouping by categories, themes, and pattern of answers. Close questioner in collecting data, the questioner is presented in such as a way that respondents living giving a tick in the column or the appropriate place. The questionnaire used interval scale to scoring the data, set the result of the data to get answer and responses of students. Interval scale functions as scoring, distinguishing and put the data. Interval scale is using symbol to easier the process of scoring the data. In analyzes the questionnaires through checking data, editing data, tabulating data, and showing data by table. Based on the result, it is found that the students difficulties in writing daily journal because of their lack of motivation, knowledge, and planning, uninterested in writing, lack of ideas, poor vocabulary, personal problem, grammar correctly, lazy to write, less topic, paraphrasing. The most difficult aspect in writing daily journal are grammar and vocabulary.

Keywords: Daily Journal, difficulties in writing daily journal

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CHAPTER I

INTRODUCTION

A. Background of the Study

Students view writing as the most difficult skill. Many students at school or university feel writing are difficult. Actually, writing is important to life and to develop education.¹ They assume writing is difficult because there are many skills in writing. It needs not only terms of structure but also vocabulary, punctuation, capitalization, content and spelling. It can make students uninterested in writing. Writing is like a big challenge for students. Based on the explanation and the assume about writing, many students are uninterested in writing.

Students may have trouble in writing for a variety of reasons. These difficulties may vary in cause, nature, intensity, and duration. Students who need additional support in writing often demonstrate significant difficulties planning, writing, and revising text. The beginners have biggest mistake to start writing on the topic they have been given without doing the mental work necessary to ensure a successful outcome.² Students may do not know how to start or where can find the time to engage in writing. The processes of reflection and deeping understanding

¹ Imam Muwafaq Muslim English Department College of Education for Women. Baghdad University. *International Journal of Humanities and Social Science Vol. 4 No. 2 [Special Issue – January 2014]*105.

² Julie Robitaille, Robert Connelly. *Writer's Resources: From Paragraph to Essay, Second Edition*. USA : Thomson Wadsworth. 2007. P 23.

involved when learning becomes a specific focus as in the case in writing daily journal. Others may have difficulties with the mechanical aspects of writing, such as content, form, grammar, vocabulary, mechanic, handwriting, punctuation and spelling. The reasons of students' difficulties in writing due to their unwillingness when they want to share their work with friend or other students, they are worrying about negative feedback, the students also could not distinguish whether what they read or write is right or wrong.³

In preliminary study, the writer observed that some students of sixth semester in English Education Department at IAIN Zawiyah Cot Kala Langsa have difficulties in writing daily journal. Many students say that writing daily journal is difficult. At last semester, the students learn writing IV and the lecture asked the students to write daily journal until last meeting for the semester. By writing daily journal, the students' ability can be improved. However, sometimes many students feel difficult and lazy to write because many component or aspect in writing. Daily journal writing in class can stimulates students' discussion, start small group activity, discuss hot issue, reinforces experience, and stimulates student's imagination. Carol stated that many reasons why writing journal is difficult such as lack of idea, lack of writing experience, have personal

³ Dana Adas , Ayda Bakir. Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities. *International Journal of Humanities and Social Science* Vol. 3 No. 9; May 2013 254.

problem, no planning of attack, fear of writing, not sure what you want to accomplish and confused with purpose or goals.⁴

Based on the background above, the writer wants to find out the students' difficulties in writing daily journal; to find the solution of the problem; to find the most difficult aspect in writing daily journal. Therefore, the writer conducted a research entitled **“An Analysis of Sixth Semester Students' Difficulties in Writing Daily Journal at English Education Department, IAIN Zawiyah Cot Kala Langsa ”**

B. Problem of the Study

The writer has formulated some research questions, as follows:

1. What are sixth semester students' difficulties in writing daily journal at English Education Department of IAIN Zawiyah Cot Kala Langsa?
2. What are the most difficult aspect of the sixth semester students have in writing daily journal at English Education Department of IAIN Zawiyah Cot Kala Langsa?

C. Objective of the Research

The purposes of this research are as follows:

1. To find out sixth semester students' difficulties in writing daily journal.
2. To find out the most difficult aspect the sixth semester students have in writing daily journal.

⁴ Carol Berkenkotter. *Writing and Problem Solving*. Michigan: Technological University. P 38

D. Significance of the Study

Theoretically, this research can be a guidance to write a thesis, and also can be useful for students in searching references in making a thesis. Practically, this research can be guidance in teaching writing, especially in teaching daily journal.

E. Terminology

To avoid misunderstanding, the writer explains some terms briefly as follows:

1. Writing

Writing is a part of language learning and activity that requires enough time to think about the specific topic, to analyze, to select and to organize and experience according to a certain purpose. It same Jeremy stated that Writing is a process and that we write is often heavily influenced by the constraint of genres and then these elements have to be present in learning activities.⁵ In writing any some mechanical aspect such as content, form, grammar, vocabulary, mechanic, handwriting, punctuation, and spelling.

Writing involves juggling many things at the same time: grammar, spelling, letter information, vocabulary, punctuation, capitalization, content, and following the directions of educators. All of these skills are automatic for writing to be affective. It same Heaton stated that writing skills are complex and sometimes difficult to teach, requiring master not

⁵ Jeremy Harmer. *How to Teach Writing*. Longman: Pearson. 2004. P 86.

only of grammatical and rhetorical devices but also of conceptual and judgment element.⁶

2. Daily Journal

Daily Journal is a very effective and natural tool for students and enables students to reflect on what they have learned.⁷ Journal writing in class stimulates students' discussion, start small group activity, talking about something, reinforces learning experience, and stimulates student's imagination. Daily journal works because every time a person writes an entry, instruction is individualized like the act of silent writing, even for five minutes, generates idea, observations and emotions. A diary or daily journal is consist of daily experiences involves the unstructured, chronological recording of the events of a person's life as they are perceived. Writing journal is a form of creation, it will create new thoughts, new ideas, and new realizations.

⁶ J. B, Heaton. *Writing English Language Test*. New York: Longman. 1995. P 135.

⁷ Blanka Klimova. *Diary writing as a tool for students' self-reflection and teacher's feedback in the Course of Academic Writing*. *Procedia - Social and Behavioral Sciences* 197 (2015) 549 – 553