

**Students' Difficulties in Professional Writing Subject at English Department of
IAIN Langsa**

By

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Degree (S1)

Study Program : English Education Department

Tarbiyah and Teacher



**THE MINISTRY OF RELIGIOUS AFFAIRS STATE INSTITUTE FOR
ISLAMIC STUDIES LANGSA**

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STATEMENT OF APPROVAL

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accepted as a partial fulfillment of requirements for sarjana pendidikan (S.Pd) in
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul “ **Students Difficulties In Professional Writing Subject At English Department Of IAIN Langsa**” merupakan hasil karya sendiri. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Yang Membuat Pernyataan

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Abstract

Alfy Muarif 2024. Students Difficulties In Professional Writing Subject At English Department Of IAIN Langsa Skripsi. English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

Supervisor (1), Cut Intan Meutia, (2) Wahidah

This study explores the students' perception of professional writing and the challenges they encounter, particularly in composing job application letters, within the English Department of IAIN Langsa. Data was gathered from 19 seventh-semester students through a questionnaire. The findings revealed a diverse landscape of perceptions, showcasing students' varying levels of comfort and areas of difficulty in professional writing. While most students demonstrated confidence in certain aspects, notably in structuring content and language mechanics, challenges emerged prominently in word selection and crafting an effective language style in job application letters. These findings highlight the nuanced nature of students' perceptions and emphasize the multifaceted challenges faced in professional writing. Addressing these challenges through tailored interventions can significantly enhance students' capabilities in navigating the complexities of professional writing within the academic setting and in real-world applications such as composing impactful job application letters.

Keywords : Writing, Professional Writing, Job Application Letters

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Warahmatullahi Wabarakatuh

By expressing praise and gratitude, we pray to Allah SWT for His mercy and grace, so that the author can complete this thesis.

The author's hope in making this is so that it can fulfill the assignment, as well as be useful for the author in filling in and adding a little knowledge about self-taught English learning using Telegram.

The author is fully aware that there are still many shortcomings in preparing this case study, due to the author's limited knowledge and abilities. For this reason, we hope for constructive criticism and suggestions from readers for the perfection of this Case Study.

Thus we have written this foreword, we hope this is useful for the author and also for the readers.

Wassalamualaikum Warahmatullahi Wabarakatuh

Langsa, 03th January 2024

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CHAPTER I

INTRODUCTION

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A. Background of Study

In the world of education, English has four skills: listening, speaking, reading, and writing¹. Writing is the final stage of education after mastering the three previous skill aspects. In the field of education, the writing subject is the most crucial one to be learned, especially in higher education². Students are required to produce academic works in the form of written essays. Therefore, every academic institution includes writing subjects in its curriculum³. From elementary school to high school and college, writing lessons are always there and it is very important. One of these writing subjects is the professional writing subject, which serves as an extension of academic writing⁴. Professional writing subject is the final stage within the writing English curriculum in collage. After they learn intro to paragraph, academic writing and the next they learn professional writing subject. In

¹ Angkana Tongpoon-Patanasorn and Phanupong Thumnong, "Move and Politeness Strategies in Job Application Letters in ASEAN Contexts," *LEARN Journal: Language Education and Acquisition Research Network* 13, no. 2 (2020).

² Citra Dwi Safitri, Siti Azisah, and Muhammad Jabal Annur, "THE ANALYSIS OF STUDENTS' CHALLENGES TO THESIS WRITING AT UIN ALAUDDIN MAKASSAR," *English Language Teaching for EFL Learners* 3, no. 2 (2021).

³ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 2012.

⁴ N I Adnan, S Ramli, and I N Ismail, "Investigating the Usefulness of TikTok as an Educational Tool," *International Journal of Practices in Teaching and Learning (IJPTL)* 1, no. 2 (2021): 1–5.

professional writing subject, students learn how to write in a formal and professional manner, such as crafting business reports, CVs, and job application letters.

Writing a job application letter is part of the professional writing subject curriculum. It serves as an introductory subject in professional writing subject, representing the foundational learning and assessment stage within the course. Despite being a fundamental stage, it involves distinct language format standards and nuances. This process a challenge for students; nevertheless, writing a job application letter is a critical skill in both academic and professional contexts⁵. It serves as the initial determinant of whether they are accepted for a job and marks the beginning of their careers. Within the context of the professional writing subject, students are not just expected to merely meet the standard requirements for crafting job application letters; they are encouraged to go above and beyond, striving for excellence in every aspect of this essential skill⁶. This emphasis on excellence underscores the critical role that job application letters play in a student's journey towards career success. These letters serve as the initial point of contact between an individual and a potential employer, and their effectiveness can significantly influence the outcome of a job application⁷.

⁵ Qiaohua Lu, "A New Project-Based Learning in English Writing," *International Journal of Emerging Technologies in Learning* 16, no. 5 (2021).

⁶ R H Fiske, *The Dictionary of Concise Writing: 10,000 Alternatives to Wordy Phrases* (Amerika Syarikat : Marion Street Press, 2002).

⁷ Sri Satya Durga and C S Rao, "Developing Students' Writing Skills in English," *Journal for Research Scholars and Professionals of English Language Teaching* 2, no. 6 (2018): 1–69, <https://www.researchgate.net/publication/325489625%0ADeveloping>.

As a student at English department of IAIN Langsa, the researcher has the opportunity to understand directly the conditions for learning to write job application letters in this academic environment. In this context, some observations and personal experiences of researchers may reflect the general condition of students. The researcher have seen that students generally have access to professional writing subjects which focus on developing writing skills, including curriculum vitae, resume, and application letters. Apart from conceptual understanding, this lesson also provides in-depth insight into the ideal structure of a job application letter. At the first meeting we learned an introduction to professional writing, about the benefits, the genre professional writing and how to write as a professional. Next meeting we learned about every genre from professional writing. We learned how to compose a cover letter systematically, starting from contact information, opening greetings, self-introduction, exposition of qualifications, to a closing that invites follow-up. This provides a strong foundation for us in preparing a cover letter that is well structured and easy for readers to understand.

Furthermore, the language used in the context of writing a job application letter is also the main focus. This lesson helps us understand the importance of using appropriate and professional language in our written communications. We are taught to avoid ambiguous or informal words that may not be appropriate in professional situations such as using slang, inappropriate or offensive words. This gives us a powerful tool to effectively communicate our qualifications and

intentions to prospective employers, through the use of appropriate language⁸. Teaching that focuses on theory and practice allows students to understand the basic principles involved in this process.

However, while this curriculum provides a good foundation, researcher also recognize that some students may face challenges applying these writing skills in real-world contexts. For example, although we have learned the basic principles of writing a job application letter, applying them in real situations can require additional experience. Students who experience certain obstacles in writing job application letters, especially related to language aspects. Some of them may still face problems in correct grammar, have limitations in vocabulary, and may have difficulty writing in attractive and persuasive language⁹. First, grammar problems are quite common among students. Some students may still struggle to understand the correct grammatical rules in English writing¹⁰.

Problems related to limited vocabulary can also affect students' ability to write effective job application letters. Limitations in their vocabulary may make it difficult for them to express themselves clearly and variedly in a cover letter. They may feel limited in choosing the right words to properly describe their qualifications. Those who struggle with grammar often struggle to avoid common

⁸ Dini Kurnia Irmawati, Tri Mega Asri, and Aulia Luqman Aziz, "How Efl Teachers Deal with Pedagogical Competence Development for the Teaching of Writing: A Study on Higher Educational Level in Indonesian Context," *Journal of Education and e-Learning Research* 8, no. 1 (2021).

⁹ Hyejin Bae, "Curriculum and Feedback Measures to Improve Writing Efficacy — Focusing on the Case of K University's Writing Subject," *The Korean Association of General Education* 16, no. 5 (2022).

¹⁰ Mehmet Demirezen, "Identification of Sentence Types for Writing Skill in Teacher Education," *Journal of Language and Linguistic Studies* 15, no. 1 (2019).

mistakes that can affect the clarity and quality of their cover letter. One of the commonly encountered difficulties is errors in the construction of subjects and predicates. Students may often be confused about how to arrange words in sentences to comply with grammatical rules. This can lead to ambiguous or unclear sentences in their cover letters, which in turn can reduce the attractiveness and effectiveness of the message they want to convey. Inconsistent use of tense is also a problem often faced by students¹¹. They may have difficulty maintaining consistent timing in their cover letters. This can result in sentences that are incoherent and difficult for readers to understand. For example, sudden changes between present and past times can cause confusion in the narrative they are trying to convey.

As the result, writing in interesting and persuasive language is a skill that can be a challenge in itself¹². Some students may find it difficult to create a cover letter that is able to catch the attention of potential employers and convince them of their qualifications and motivation¹³. Crafting a strong and compelling narrative, while avoiding the use of overly formal or stilted language, is often a challenging task. Apart from that, difficulties also arise in understanding the ideal format and structure for a job application letter. Although we've been given guidance on generally accepted structures, such as an introduction, body section, and conclusion, designing a cover letter that effectively describes your qualifications

¹¹ Kevser Arslan and Elif Benzer, "A Synthesis Study of National and International Graduate Theses on Writing for Learning in Science Education," *Egitim ve Bilim* 47, no. 210 (2022).

¹² Rofiqoh et al., "Aspects of Writing Knowledge and EFL Students' Writing Quality," *Studies in English Language and Education* 9, no. 1 (2022).

¹³ Deirdre McCloskey, "Other Things Equal - Economical Writing: An Executive Summary," *Eastern Economic Journal* 25, no. 2 (1999).

and motivation can still be difficult. This is especially true when we are trying to tailor a cover letter to a specific job or company.

Students' difficulties in the professional writing subject pose a significant challenge when it comes to writing scientific articles, business reports, and job application letters. In the context of writing job application letters, researchers have observed that many students still struggle, and some are unable to write them in the English Department of IAIN Langsa, despite having completed the professional writing subject. Therefore, further research is needed to identify and understand what difficulties are experienced by English Department of IAIN Langsa students. Based on the problems above, researchers interested in conducting research entitled **"Students' Difficulties in Professional Writing at The English Department of IAIN Langsa."**

B. Problem of Study

Based on the background above, the researcher formulated the problem as follows:

1. What is the students' perception of professional writing at English Department of IAIN Langsa?
2. What are the difficulties of the students in professional writing, especially in writing a job application letters?

C. Purpose of Study

Purpose of this study are:

1. To describe the students' perception in professional writing
2. To find out students' difficulties in professional writing, especially in writing a job application letter.

D. Significance of Study

This study investigates the students' perceptions of professional writing difficulties in job application letters at the English department of IAIN Langsa. The result of this study contributes some benefits to students as described below:

1. Theoretical benefit
 - a. The result of this research can be used as a reference for similar research in the future.
 - b. The result of this research adds to the reader's knowledge about difficulties in professional writing, especially in writing job application letter.
2. Practical Benefit
 - a. The result of this research for students find the main problems of students are in writing job application letters.

- b. The result of this research for teacher can be used as references

E. Scope of Study

This research investigates students' difficulties in professional writing, it is only focused on writing a job application letters. The research is conducted among a targeted sample of students enrolled in the English Department at IAIN Langsa, the study job application letters.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. Description of Data

This current research was conducted at IAIN Langsa in 30 November 2023. The researcher did the questionnaire to 19 students as a sample. The percentage of students' responses is Students' Difficulties in Professional Writing Subject (SDPWS) in presented in the following symbols:

1 = Tidak sulit sekali

2 = Tidak Sulit

3 = Netral

4 = Sulit

5 = Sangat sulit

These symbols represented the spectrum of challenges students faced while grappling with the course content and assignments pertaining to the Professional Writing Subject at IAIN Langsa. The quantitative data derived from this questionnaire served as a basis for understanding the varying degrees of difficulty experienced by the students, shedding light on the nuances and extents of their struggles in comprehending and engaging with the subject matter.

Table 1.1
The Percentage of Students in (SDPWS)

NO	STATEMENT	The Percentage of Students Preference				
		1	2	3	4	5
1	How difficult is it for you to find the right words and an effective style of language when writing a job application letter?	5,3%	10,5%	57,9%	15,8%	10,5%
2	How difficult is it for your writing to have a clear and relevant introduction to the discussed topic?		21,1%	47,4%	31,6%	
3	How challenging is it for you to determine the appropriate structure and present information in an engaging manner in a job application letter?		31,6%	31,6%	36,8%	
4	How systematic and organized is your writing (paragraph division, use of subheadings, etc.)?		27,8%	38,9%	27,8%	5,6%
5	How difficult is the use of grammar and spelling in your writing?	15,8%	10,5%	52,6%	21,1%	
6	How challenging is it for you to ensure the adequacy and relevance of the information conveyed in a job application letter to the position being applied for?	10,5%	26,3%	26,3%	31,6%	5,3%
7	How deep and relevant is the content of your writing concerning the discussed topic?	5,6%	22,2%	50%	16,7%	5,6%
8	How challenging is it for you to construct strong arguments and communicate your objectives clearly in a job application letter?	5,3%	21,1%	42,1%	31,6%	
9	How difficult is it for you to perform editing and corrections for grammar, spelling, or sentence		15,8%	52,6%	21,1%	10,5%

	structure errors in a job application letter?					
10	How strong is the conclusion or summary of your writing?		21,1%	63,2%	10,5%	5,3%

Table 1.2

Prcentage Modul

Pertanyaan	Presentasi Modul
Finding the right words and effective language style	38,90%
Writing a clear and relevant introduction	68,40%
Determining the appropriate structure and presenting engaging information	63,20%
Writing systematically and coherently	66,70%
Grammar and spelling usage	63,20%
Relevance and appropriateness of information	63,20%
Depth and relevance of content	50%
Constructing strong arguments and conveying objectives	62,10%
Editing and correcting errors	63,20%
Strength of conclusion or summary	63,20%

In analyzing the pattern from the given data presentation, note that the percentage values provided range from 38.9% to 68.4% for various statements within the module. This indicates a range of difficulties perceived by respondents across different writing aspects.

1. Finding the right words and effective language style

The majority of respondents encountered difficulties in finding the right words and crafting an effective language style, yet not to an extent considered very difficult. From the gathered data of 19 students majoring in English Education in the 7th semester, 38.9% or more precisely about 7 or 8 students of them faced challenges in selecting appropriate words and expressing an effective language style when writing. Despite most respondents encountering difficulties in this aspect, the percentage did not reach a level categorized as highly challenging. These findings suggest that students encountered obstacles in selecting precise phrases or words and structuring an effective language style while expressing ideas or information in their writing.

Although most respondents encountered difficulties, it's worth noting that the percentage did not indicate an extremely challenging level. This indicates potential room for improvement and enhancement of skills. It provides an opportunity for developing more focused learning strategies to assist students in enhancing their abilities to find appropriate words and improve their proficiency in using effective language styles in their writing.

2. Writing a clear and relevant introduction

The majority of respondents perceived writing a clear and relevant introduction as not overly challenging, yet a portion still encountered difficulties. From the data obtained from 19 students majoring in English Education in their 7th semester, 68.4% or more precisely about 12 or 13 students expressed that composing a clear and pertinent introduction was a task they didn't find significantly difficult. However, a segment of respondents indicated facing challenges in this area. This finding implies that most students had a reasonable level of comfort in formulating introductions that provided a clear framework and relevance to the topic. However, the percentage of students encountering difficulties implies the existence of a subset struggling with this writing aspect. These challenges might include difficulties in concisely presenting the main idea, setting the context effectively, or ensuring the introduction remains directly relevant

to the topic under discussion. For instance, while some students might excel in structuring an introductory paragraph that introduces the main argument or theme, others might struggle to capture the reader's attention or summarize the upcoming content concisely in the introduction.

3. Determining the appropriate structure and presenting interesting information

The majority of respondents felt reasonably comfortable in determining an appropriate structure and delivering compelling information. However, a portion still experienced difficulties. Gathered from 19 students pursuing English Education in their 7th semester, 63.2% or more precisely about 12 students of them reported feeling at ease in structuring their content effectively and presenting information in an engaging manner. Nevertheless, a subset encountered challenges in this aspect of writing.

This insight implies that most students displayed a level of proficiency in organizing their written work in a coherent manner and ensuring the information presented was compelling. However, the percentage indicating difficulty suggests that a portion of the students faced hurdles in creating engaging content or arranging the material effectively within their writing. For example, while some students might excel in organizing their ideas into coherent paragraphs and sections, others might struggle with maintaining the reader's interest or effectively organizing their content in a logical sequence.

4. Writing in a systematic and organized manner

The majority of respondents encountered moderate to low difficulty in producing systematic and well-organized written work. Based on the feedback gathered from 19 students enrolled in the 7th semester of English Education, 66.7% or more precisely about 12 or 13 students expressed facing moderate to minimal

challenges in crafting systematic and well-structured written pieces. However, a considerable segment found this aspect less demanding.

These findings suggest that a significant proportion of students demonstrated proficiency in structuring their written work logically and maintaining a systematic flow within their compositions. Yet, a portion experienced varying degrees of difficulty in this area. For instance, while some students might excel in arranging their ideas coherently, organizing paragraphs effectively, and ensuring a logical progression of thoughts, others might encounter difficulties in maintaining the coherence and flow within their writing.

5. Using grammar and spelling

The majority of respondents felt adequately comfortable with language mechanics and spelling, although a segment encountered difficulties. From the feedback gathered from 19 students pursuing English Education in their 7th semester, 63.2% or more precisely about 12 students indicated a sufficient level of ease in employing language mechanics and spelling. However, a noticeable fraction faced challenges in this domain of writing. This insight suggests that most students demonstrated a certain level of proficiency in utilizing grammar, punctuation, and spelling correctly within their written work. Nevertheless, a subset experienced difficulties in mastering these aspects effectively.

For instance, while some students might excel in applying grammatical rules accurately and consistently, others might encounter challenges in maintaining error-free writing or utilizing punctuation appropriately. This discrepancy in experiences highlights the potential requirement for tailored assistance or exercises focusing on reinforcing language mechanics and spelling rules. Such interventions could aid all students in honing their language proficiency and ensuring consistent and accurate usage within their written compositions.

6. Relevance and suitability of information

A majority of respondents felt comfortable adjusting and ensuring the relevance of information, although a segment encountered difficulties. Based on the insights gathered from 19 students enrolled in the 7th semester of English Education, 63.2% or more precisely about 12 students expressed confidence in aligning and ensuring the relevance of information in their written work. However, a discernible portion faced challenges in this aspect of writing. These findings suggest that most students demonstrated a level of proficiency in ensuring the content's alignment with the given context and the relevance of information presented. Nonetheless, a subset encountered varying degrees of difficulty in achieving this goal.

For instance, while some students might effectively align the content with the main topic or maintain the relevance of the information provided, others might struggle to consistently relate all content to the central theme or context. This divergence in experiences underscores the potential need for tailored guidance or targeted exercises aimed at enhancing skills related to ensuring content relevance and appropriateness.

7. Depth and relevance of content

While a significant portion felt reasonably comfortable with the depth and relevance of content, there was still a subset experiencing difficulties. Based on the feedback received from 19 students pursuing English Education in their 7th semester, 50% or more precisely about 9 or 10 students of them expressed a moderate level of comfort with the depth and relevance of content in their written work. However, a notable segment encountered challenges in this aspect of writing. These findings imply that a substantial proportion of students managed to achieve a certain depth of analysis and relevance in the content they presented.

However, a noteworthy number of students faced varying degrees of difficulty in consistently maintaining this depth and relevance throughout their writing. For

example, while some students might excel in exploring topics comprehensively, providing relevant supporting details, and substantiating their arguments, others might encounter hurdles in maintaining consistency or depth in their content. This divergence in experiences indicates the potential necessity for tailored support or focused exercises aimed at refining skills related to maintaining depth and ensuring consistent relevance in content.

8. Crafting strong arguments and delivering objectives

The majority felt reasonably comfortable in crafting compelling arguments and expressing their intentions, yet a portion encountered difficulties. Gathered from insights provided by 19 students enrolled in the 7th semester of English Education, 62.1% or more precisely about 11 or 12 students indicated a level of comfort in constructing robust arguments and effectively communicating their objectives within their written work. However, a notable segment faced challenges in this particular aspect of writing. These findings imply that most students exhibited proficiency in formulating persuasive arguments and clearly conveying their intended purposes in their written pieces. However, a subset experienced varying degrees of difficulty in achieving this proficiency consistently. For instance, while some students might excel in presenting well-structured arguments supported by evidence and effectively conveying their purpose, others might struggle to maintain coherence or persuasiveness in their arguments. This diversity in experiences highlights the potential need for targeted guidance or exercises focusing on refining skills related to constructing persuasive arguments and articulating clear intentions. Such interventions could assist all students in further honing their abilities to craft convincing arguments and express their intentions effectively within their written compositions.

9. Editing and error correction

The majority of respondents felt reasonably comfortable with editing and rectifying errors. Based on the feedback gathered from 19 students pursuing English Education in their 7th semester, 63.2% or more precisely about 12 students indicated a certain level of ease in the processes of editing and rectifying errors in their written work. These findings suggest that a significant portion of students demonstrated proficiency in reviewing and revising their written content, identifying errors, and making necessary corrections. This competence in self-editing likely contributed to a refined quality of the final written output. However, while the majority felt comfortable with editing, it's crucial to note that this process might still pose challenges to some individuals, as indicated by the percentage that did not express complete ease. Some students might face difficulties in identifying specific types of errors, applying grammar rules consistently, or ensuring coherence after revisions.

10. Strength of conclusion or summary

The majority of respondents felt quite comfortable with editing and error correction. Based on the feedback received from 19 students majoring in English Education in their 7th semester, 63.2% or more precisely about 12 students indicated a reasonable level of comfort in engaging with the editing process and rectifying errors in their written work.

These findings imply that a significant number of students exhibited proficiency in reviewing and refining their written content. They demonstrated the ability to identify errors, inconsistencies, or areas for improvement within their work. Their ease in this task likely contributed to enhancing the overall quality and coherence of their written pieces. However, while a majority felt comfortable with editing, it's essential to recognize that some individuals might still face challenges in this area, as suggested by the percentage that did not express complete ease. These challenges might involve difficulties in spotting specific types of errors,

ensuring consistency in language usage, or maintaining the coherence of the text after revisions.

Table 1.3
Percentage Mean

Pertanyaan	Mean	Median
Menemukan kata-kata yang tepat dan gaya bahasa yang efektif	3,5	3
Menulis pengantar yang jelas dan relevan	3,4	3
Menentukan struktur yang tepat dan penyajian informasi yang menarik	3,4	3
Menulis tulisan yang sistematis dan teratur	3,4	3
Penggunaan tata bahasa dan ejaan	3,3	3
Kesesuaian dan relevansi informasi	3,3	3
Kedalaman dan relevansi konten	3,2	3
Menyusun argumen yang kuat dan menyampaikan tujuan	3,3	3
Penyuntingan dan koreksi kesalahan	3,3	3
Kekuatan kesimpulan atau rangkuman	3,3	3

From the mean and median, it can be concluded that the average difficulty experienced by students in writing job application letters is 3.3. This indicates that the difficulties encountered by students in writing job application letters are moderate.

B. Discussion

1. Students' Perception of Professional Writing at English Department of IAIN Langsa

The findings of this study shed light on the students' perceptions regarding professional writing within the English Department of IAIN Langsa. According to the collected data from 19 students enrolled in the 7th semester, a predominant sentiment emerged indicating a varying degree of comfort and discomfort among the students. The majority of respondents generally perceive professional writing positively. They showcase confidence in various aspects, such as structuring content, language mechanics, and crafting introductions and conclusions⁹⁰. However, notable segments revealed certain difficulties in specific areas like selecting appropriate words, constructing compelling arguments, and ensuring consistent information relevance. These insights highlight the nuanced nature of students' perceptions, signifying a blend of confidence and areas for potential improvement in professional writing skills.

2. Difficulties Encountered in Writing Job Application Letters

The investigation also delved into the challenges faced by students in professional writing, particularly while composing job application letters. The results elucidate that students experienced diverse obstacles during this process.

⁹⁰ Maghfiroh Agustinasari Suprpto et al., "Undergraduate Students' Perceptions towards the Process of Writing," *Journal of English Language Teaching and Linguistics* 7, no. 1 (2022).

The most prominent difficulty identified by the majority was in finding suitable words and crafting an effective language style in job application letters. The essence of this challenge lies in the students' struggle to articulate their qualifications, experiences, and aspirations cogently within the confined space of a job application letter⁹¹. Many students grapple with the meticulous selection of words that not only accurately depict their skills and achievements but also resonate persuasively with potential employers.

The challenge extends further to encompass the need for an eloquent and polished language style that effectively portrays professionalism, confidence, and an acute understanding of the industry or job role being applied for. Moreover, crafting an effective language style necessitates an understanding of tone, formality, and clarity⁹². Students often encounter difficulties in striking the right balance between being informative and engaging without compromising the professional tone expected in such formal written documents. This task becomes even more daunting when considering the need to tailor language and style according to different job positions or industries.

⁹¹ Tongpoon-Patanasorn and Thumnong, "Move and Politeness Strategies in Job Application Letters in ASEAN Contexts."

⁹² Lu, "A New Project-Based Learning in English Writing."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research inquiries aimed to explore the students' perceptions of professional writing at the English Department of IAIN Langsa and to uncover the specific difficulties encountered by students, particularly in composing job application letters. The findings illuminate a multifaceted understanding of students' perceptions and challenges in professional writing. The investigation delineated the students' diverse perceptions regarding professional writing, revealing a blend of confidence in various writing aspects alongside specific areas of difficulty. Moreover, it highlighted a nuanced landscape of challenges faced by students, particularly in the intricate task of selecting suitable words and crafting an effective language style in job application letters.

B. Suggestion

Based on the results of the research that has been done, the researcher would like to give some suggestion as follows :

1. For the teacher

- a) Personalized Help: Offers personalized help to students who are struggling with certain aspects of writing, providing extra guidance and support outside of regular class hours.

- b) **Varied Instructional Approaches:** Use a variety of teaching methodologies such as workshops, case studies, and interactive sessions to accommodate different learning styles and strengthen writing skills effectively.
- c) **Constructive Feedback:** Provides constructive feedback on student writing assignments, highlighting strengths and areas for improvement to encourage continued learning.
- d) **Leverage Real-World Examples:** Incorporate real-world examples of professional writing into teaching materials to demonstrate practical applications and industry standards.
- e) **Encourage Peer Review:** Encourage peer review sessions where students can evaluate and provide constructive criticism of each other's work, thereby encouraging collaborative learning.

2. For the students

- a) **Active Participation:** Actively engage in writing activities, seeking clarification when in doubt, and taking advantage of opportunities for additional practice and improvement.
- b) **Utilize Available Resources:** Take advantage of available resources such as writing centers, online tutorials, and reference materials to improve writing skills outside of classroom learning.
- c) **Seek Feedback:** Seek input from instructors or peers on drafts or assignments to gain diverse perspectives and improve the quality of writing.

- d) Continuous Practice: Dedicate regular time to writing practice, experimenting with different styles, and consistently perfecting your writing technique.
- e) Stay Updated: Stay up to date with the latest writing trends, language conventions, and professional writing expectations by reading relevant materials and staying current with industry standards.

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CURRICULUM VITAE

A. Persol Identity

Name : **Alfy Muarif**
Student's Number : 1042020003
Place / Date Of Birth : SINAKSAK, 22 November 2002
Nationality/Ethnic : Indonesian/ Acehnese
Hobbies : Reading, Watching, Swimming
Address : Aceh Tamiang, Desa Alur Tani II

B. Background of Education

Elementary School : SD Negeri 091608 (2010-2016)
Junior High School : MTs Al Barokah (2016-2018)
Senior High School : SMAN 1 Aceh Tamiang (2018-2020)
University : IAIN Zawiyah Cot Kala Langsa
Tarbiyah Faculty/ English Education Department
(2020-Now)

C. Family

Father's Name : Hamirinsyah
Mother's Name : Yanti Mariani
Sister's Name : Vyn Irdina
Sister's Name : Ziana Batrysa

Questionnaire

nstruksi: Mohon berikan penilaian Anda sesuai dengan tingkat kesulitan yang Anda alami dalam menulis surat lamaran pekerjaan dengan menggunakan skala penilaian dari 1 sampai 5, di mana:

- **1** = **Tidak Sulit Sekali**
- **2** = **Tidak Sulit**
- **3** = **Netral**
- **4** = **Sulit**
- **5** = **Sangat Sulit**

** Menunjukkan pertanyaan yang wajib diisi*

1. Unit / Semester *

2. Seberapa sulit Anda menemukan kata-kata yang tepat dan gaya bahasa yang efektif dalam menulis surat lamaran pekerjaan?

Tandai satu oval saja.

- 1
- 2
- 3
- 4
- 5

3. Seberapa sulit tulisan Anda memiliki pengantar yang jelas dan relevan dengan topik yang dibahas?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

4. Seberapa sulit bagi Anda untuk menentukan struktur yang tepat dan penyajian informasi yang menarik dalam surat lamaran pekerjaan?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

5. Seberapa sistematis dan teratur penulisan tulisan Anda (pembagian paragraf, penggunaan subjudul, dsb.)?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

6. Seberapa sulit penggunaan tata bahasa dan ejaan dalam tulisan Anda?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

7. Seberapa sulit bagi Anda untuk memastikan kesesuaian dan relevansi informasi yang disampaikan dalam surat lamaran pekerjaan dengan posisi yang dilamar?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

8. Seberapa mendalam dan relevan konten tulisan Anda terhadap topik yang dibahas?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

9. Seberapa sulit bagi Anda untuk menyusun argumen yang kuat dan menyampaikan tujuan Anda secara jelas dalam surat lamaran pekerjaan?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

10. Seberapa sulit bagi Anda untuk melakukan penyuntingan dan koreksi terhadap kesalahan tata bahasa, ejaan, atau struktur kalimat dalam surat lamaran pekerjaan?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

11. Seberapa kuat kesimpulan atau rangkuman dari tulisan Anda?

Tandai satu oval saja.

- 1
 2
 3
 4
 5

12. Keseluruhan, seberapa baik kualitas tulisan Anda berdasarkan kriteria yang disebutkan di atas?

Tandai satu oval saja.

- 1
- 2
- 3
- 4
- 5

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

AUTOBIOGRAPHY

Alfy Muarif is the name of the author of this thesis. The author was born to a father Hamirinsyah and Yanti Mariani who are the first of 4 children. The author was born in Sinaksak, 22 November. The author's address is desa Alur Tani II, Kecamatan Aceh Tamiang, Kabupaten Aceh Tamiang, Aceh Province. The author can be contacted via alfymuarif751@gmail.com. In 2008 the author started formal education at SDN 091608 Sinaksak (2008-2014), MTS Al Barokah Simalungun (2014-2017), SMAN 1 Tamiang Hulu (2017-2020). After completing upper secondary education, the author continued his Teacher Education (S1) English Language Education Study Program, Tarbiyah Faculty and Teacher Training at IAIN Langsa (2020-2023). With perseverance, high motivation to continue learning, trying and praying to complete his undergraduate education (S1), the author succeeded in completing the study program he was pursuing in 2024, with the thesis title "Students Difficulties In Professional Writing Subject At English Department Of IAIN Langsa". I hope that by writing this final thesis assignment we will be able to make a positive contribution to the world of education and add to the treasures of knowledge and be useful and beneficial to others.

Application Letter

Suci Mahdini Alsya.
Jl.Sidodadi, Langsa

November 11, 2023
SMA N 3
Batam

madam

A Through this letter I intend to apply to Fill a teaching Position at al-kahfi Islamic school that Suits My educational background and abilities.

For additional information , I am English student at IAIN Langsa who has interest and ability in teaching. During the college Period I was active in activities with lecturers to carry out various Services in Schools, which strengthened my competence in the Field of education.

For your consideration, I have attached a curriculum vitae. I am looking forward to the interview so i can explain my skills and abilities in person to you.

Best Regard

APPLICATION LETTER

November 07, 2023

Khuluqi Hasanin
Matang seulimeng
Langsa, 24413
Khuluqihasaninn@gmail.com

ABDUL YASIR, S.PD

Principal

Batam

Dear Mr

I am reaching out to convey my sincere interest at SD AIS, as recently posted. With a passion for english teacher. My name is Khuluqi Hasanin , Bachelor of English Education IAIN LANGSA and I'm eager to bring my skills and experiences to your school.

I have a solid background in education, having taught private elementary school students and gained valuable experience during my college Practicum and Professional Practice (PPL) program at junior high school SMPN 4 Langsa. These experiences have equipped me with effective teaching methods, strong classroom management skills, and a passion for creating a positive learning environment.

I believe my dedication to engaging and interactive lessons, along with my commitment to students' intellectual and social growth, aligns with SD AIS's values. I'm skilled at adapting teaching strategies to cater to diverse learning styles, ensuring each student reaches their full potential.

I'm excited about the opportunity to contribute to SD AIS's academic excellence. I would welcome the chance to discuss how my skills align with your institution's goals. Thank you for considering my application, and I look forward to the possibility of an interview.

Sincerely,

Khuluqi Hasanin

november
9,2023

DESRIANDA FITRI

ENGLISH TEACHER

For:

SCHOOL PRINCIPALS

Company name
SD AIS

Respectfully Mr school Principals

I hope this message finds you well. I am writing to express my sincere interest in the English Teacher position at SD AIS as advertised. With a Bachelor's degree in English and over two years of experience in teaching, I am confident in my ability to contribute effectively to your team.

I am fluent in English, possess excellent communication skills, and am dedicated to creating a positive and engaging learning environment. My commitment to hard work and proficiency in reading Al Qur'an align with the qualities sought for this role.

Enclosed with this email is my application letter, detailing my qualifications and enthusiasm for the position. I look forward to the opportunity to discuss how my skills and experiences make me a strong candidate for this role.

Thank you for considering my application. I anticipate the possibility of contributing to the success of SD AIS.

Yours faithfully,



Desrianda Fitri

082267636233



desriandafitri@gmail.com



Terban , KualaSimpang

