

A THESIS

**THE ANALYSIS OF STUDENTS' ACADEMIC WRITING
LEVELS ON IELTS PREPARATION CLASS
AT IAIN PAREPARE**



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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Parepare, 10th February 2023



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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Revit Rendra Wicaksono. *The Analysis of Students' Academic Writing Levels on IELTS Preparation Class at IAIN Parepare.* (Supervised by Hj. Nurhamdah and Kalsum)

This research intended to describe the academic writing levels of 13 EFL students at IAIN Parepare and to consider what is the students' perception about IELTS academic writing levels after finishing the IELTS Preparation class.

The researcher used qualitative descriptive method. The researcher collected the students' worksheet and assessed based on IELTS writing band score descriptors that consists of four aspects writing assessment criteria: task achievement and response, coherence and cohesion, lexical resource, grammatical range and accuracy. To gain information about students' perception, the researcher guided an interview.

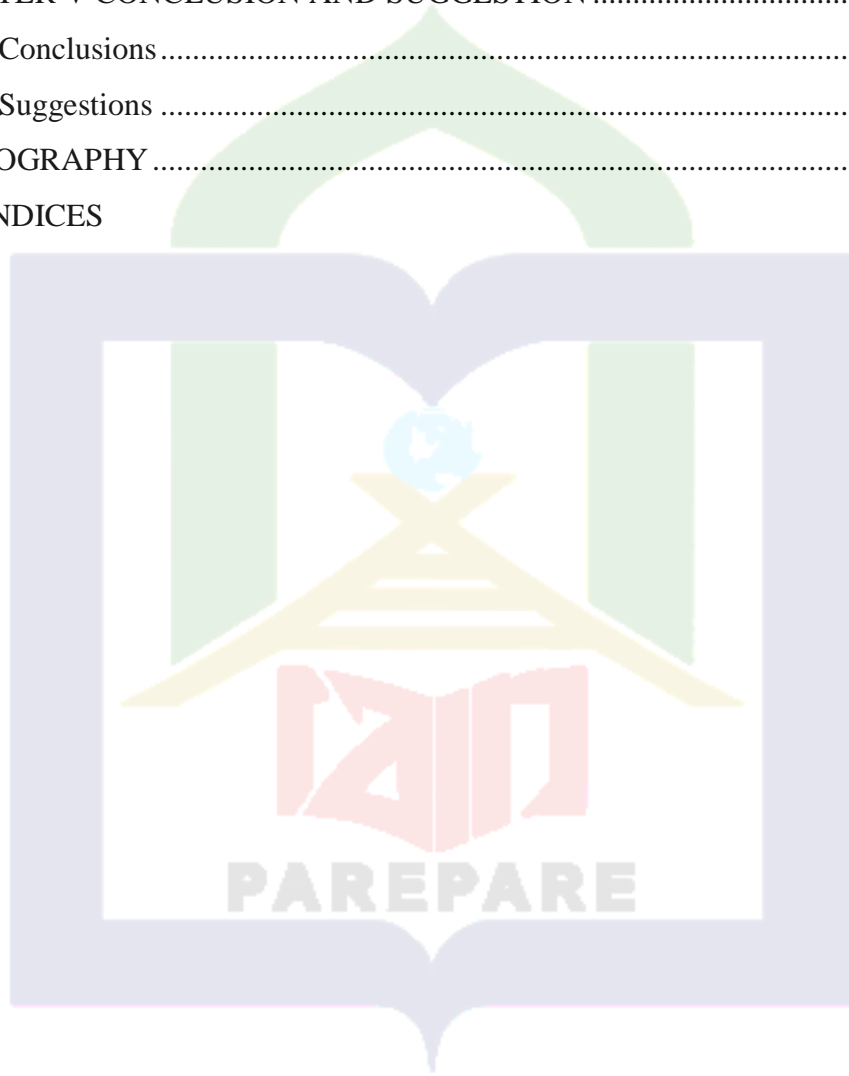
The result found that 2 students achieved 7 band scores (Good User Level) as the highest achiever. Then, 2 students achieved 5,5 band scores (Modest User Level) as the medium achievement, and only 1 student achieved 3 band score (Extremely Limited User level) as the lowest achiever. The researcher chose three selected texts were written by MA who represents the lowest achievement, NQA who represents the medium level achievement, and SHB who represents the highest level of achievement. The results showed that the essays mostly had difficulty in grammatical range (accuracy) and lexical resource both in task 1 and task 2. Furthermore, the students assumed that the IELTS academic writing level/task were difficult. The students' difficulties appear in vocabulary and grammar. Achieving expert user level was difficult because English was not their first language. Also, it was the first time for them to introduce on IELTS test. Most students spend 2-3 hours/day to practice, also write and read lots of exercise or sample answer from the internet. Then, evaluated the essay by following the writing course to get feedback or moved the essay to the tutor. The students considered that their writing abilities had been improved after finishing the IELTS preparation class, especially in several aspects such as developing ideas and constructing it to be systematic essay. They believed that writing skills are important, especially for the academic success and the future performance.

Keyword: *IELTS preparation class, students' academic writing levels.*

LIST OF CONTENTS

COVER	ii
ENDORSEMENT OF CONSULTANT COMMISSION.....	iii
ENDORSEMENT OF EXAMINER COMMISSIONS	iv
ACKNOWLEDGEMENTS	v
DECLARATION OF THE RESEARCH AUTHENTICITY	vii
ABSTRACT	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	3
C. Objective of the Research	3
D. Significance of the Research.....	3
CHAPTER II REVIEW RELATED LITERATURE	4
A. Review of Previous Research.....	4
B. Some Partinent Ideas.....	6
C. Conceptual Framework	15
CHAPTER III RESEARCH METHODOLOGY	17
A. Research Design.....	17
B. Location and Time of Research	17
C. Subject of the research	17
D. Kind and Source of Data	18
E. Instrument of research.....	19

F. Technique of Data Analysis.....	20
CHAPTER IV FINDING AND DISCUSSION.....	21
A. Findings.....	21
B. Discussion.....	43
CHAPTER V CONCLUSION AND SUGGESTION.....	49
A. Conclusions.....	49
B. Suggestions.....	50
BIBLIOGRAPHY.....	51
APPENDICES	



LIST OF TABLES

Table Number	Name of Tables	Pages
2.1	IELTS Band Score Descriptors	11
2.2	IELTS Writing Assessment Criteria	14
3.1	List of Sample	19
4.1	Students' Worksheets on IELTS Writing Task 1	22
4.2	Students' Errors on IELTS Writing Assessment Task 1	25
4.3	Students' Worksheets on IELTS Writing Task 2	27
4.4	Students' Errors on IELTS Writing Assessment Task 2	29
4.5	Students' Academic Writing Level	31
4.6	Students' Perception on IELTS Academic Writing Level	40

LIST OF FIGURES

Figure's Number	Name of Figures	Page
2.3	Conceptual Framework	16



LIST OF APPENDICES

No.	The Title of Appendices	Pages
1	Tanda Bukti Konsultasi Bimbingan Skripsi	I
2	Interview Transcript	III
3	Research Instrument	XXIX
4	Documentation	XXXVII
5	Recommendation Letter from IAIN Parepare	XXXIX
6	Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu	XL
7	Letter of Research Completing	XLI
8	Curriculum Vitae	XLII

CHAPTER I

INTRODUCTION

A. Background

Mastering a different language for students is known as an interesting and challenging topic. Undergraduates are expected learning academic writing. It covers a several competences that are needed for the student to comprehend. Writing is assumed as a complex logical and motivational task comprising problems solving and deploying methods to gain communicative intentions. Writing is one of significant features that should be mastered by EFL students for academic writing purposes and written communication, such as essays, articles, journals, theses, etc.

However, undergraduates' academic writing competences in Indonesia were considered weak. According to Chokwe (2013), the causes that contribute to inadequate academic consist of under-preparedness caused by the ineffective teaching of writing at the school level, socio-economic issues, and poor reading.¹ Rahmatunisa (2014) revealed that the Indonesian EFL students had issues in terms of linguistics, cognitive, and psychological.² To deal with this problem, a teacher must be more concerned and productive in teaching English. An English teacher is required to develop students' abilities. Teachers can build up students'

¹ Chokwe, J. M. (2013). Factors Impacting Academic Writing Skills of English Second Language Students. *Mediterranean Journal of Social Sciences*, 4(14), 377 <http://dx.doi.org/10.5901/mjss.2013.v4n14p377>

² Rahmatunisa, W. (2014). Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay. *Journal of English Education*, 3(1). Retrieved 06/11/2022 from journal.uniku.ac.id

enthusiasm in learning and offer attractive lectures through TOEFL-IELTS preparation as a language proficiency.

TOEFL and IELTS are a kind of test for standard English. It is constructed to measure the ability to communicate in standard English in four language competences (writing, reading, speaking and listening) for people who prefer to study or work where English was the language of communication. Several international studies have described that there is an inadequate correlation between IELTS score and undergraduates' academic performance. Even though weak, there was a "significant and positive" between IELTS (language proficiency) and academic performance.

Many studies had been conducted to investigate the Indonesian EFL students' issues in writing. For instance, Ariyanti & Fitriana (2017) mentioned that Indonesian EFL university undergraduates were trouble in using grammar, cohesion, coherence, paragraph organization, diction, and spelling inaccuracies in essay writing.³ Additionally, Prihatmi (2017) investigated student writing texts on first-year students at Institut Teknologi Nasional Malang. The data were collected in English class with 48 participants. The students were suggested to write a descriptive essay, by writing the main/topic sentence and the details (supporting sentences). The text was evaluated by 5 writing aspects, including content, organization, vocabulary, grammar, and mechanics. The result showed that only 5 respondents could write the main sentence properly and continue with the proper explanatory sentence. 20 respondents wrote the main sentence

³ Ariyanti, A., & Fitriana, R. (2017). EFL Students' Difficulties and Needs in Essay Writing. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158, 111–121. <http://dx.doi.org/10.2991/ictte-17.2017.4>

correctly, but the supporting sentences were not supportive. The rest could not write the main sentence properly.⁴

For those reasons, the researcher intended to explore the academic writing level of EFL student at IAIN Parepare after finishing the IELTS preparation class that was conducted on 08 August–04 September by language laboratory of IAIN Parepare. Furthermore, the researcher was collected and analysed students' worksheet on IELTS writing task after finishing the IELTS preparation class. Then, the researcher was used interview to gain the students' perception on IELTS academic writing levels.

B. Research Questions

Based on the background of the study above, the research formulates research questions as follows:

1. What is the student academic writing levels at IAIN Parepare after finishing the IELTS Preparation class?
2. What is the students' perception on IELTS academic writing levels?

C. Objective of the Research

The objective of this research is to describe the academic writing levels of EFL students at IAIN Parepare after finishing the IELTS Preparation class and to consider what is the students' perception about IELTS academic writing levels.

D. Significance of the Research

The result of this research was expected to be a reference for teachers in teaching English, especially in teaching academic writing for tertiary student, and the results of this research expected to be a reference for similar research.

⁴ Prihatmi, T. N. (2017). English Academic Writing bagi Mahasiswa di Institut Teknologi Nasional Malang: Hambatan dan Solusi. *Prosiding SENIATI*, C54-1. <https://doi.org/10.36040/-seniati.v3i2.1866>

CHAPTER II

REVIEW RELATED LITERATURE

A. Review of Previous Research

The researchers had discovered and identified the result related to the reference that has been carried. Some of their findings are as follows:

Aunurrahman et al (2017) conducted research with a case subject approach to examine the students' academic writing abilities that also focus on critical thinking. The research contained 36 of first-year tertiary students at a private university in Pontianak, West Borneo, Indonesia. The source for the data collection was a jointly organized text. The essay was taken from 36 students who performed in groups. Every group comprised of low achievers, medium achievers, and high achievers in writing. The essay analysis used functional grammar rooted in systemic practical linguistic. The finding displays that the undergraduates had a good control of the exposition genre with its linguistic features. Thematic progression and logical connectors in the essay achievement and circumstances (adverbs) at the clause achievement had gained critical thinking skills and dispositions. Several grammatical errors and incorrect lexical choices were determined, but did not change the purpose of the text.⁵

Nartiningrum et al (2021) conducted research to examine the particular types of writing errors performed by 10 undergraduates from Indonesia who were joined the IELTS preparation class. Descriptive qualitative method was used in

⁵ Aunurrahman, A., Hamied, F., & Emilia, E. (2017). Exploring the tertiary EFL students' academic writing competencies. *Indonesian Journal of Applied Linguistics*, 7(1), 72- 79. <https://doi.org/10.15294/lc.v1i1.7842>

this research. The errors in the essays were determined and divided properly. The student performances were evaluated based on four indicators: task achievement and task responses, coherence and cohesion, lexical resources, grammatical range and accuracy. The findings indicated that the significant percentage of students' error was in lexical resource, and grammatical range and accuracy, followed by particular errors: punctuation, word choice, singular and plural. Referring to the task achievement, most students addressed the task, but they didn't involve all the information required in task 1. While in task 2, some students provided clear ideas although with minimal and limited developed concepts but not provide conclusion. However, in the term of coherence and cohesion, most students indicated proper logical and comprehensive progression although with inadequate cohesion phrases in task 1. Then, some students are given either irrational or irrelevant opinions in task 2.⁶

Arcuino (2013) conducted research purposes to investigate if TOEFL and IELTS are linked to academic achievement determined by the final cumulative grade point average (GPA). The data sample from three Midwestern universities consisted of international graduates who graduated within 2006-2011. The overall amount of students' performances utilized were 793 (35.7% were female and 65.3% were male). The investigation did not discover an important difference between TOEFL (paper-based, computer based, and internet-based) and IELTS scores in relationship to academic achievement.⁷

⁶ Nartiningrum, N., Rayuningtya, P., & Virgiyanti, D. F. (2021). Error analysis of undergraduate students' writing performances: IELTS-based activities. *Journal of Educational Management and Instruction (JEMIN)*, 1(1), 19-27. <https://doi.org/10.22515/jemin.v1i1.3446>

⁷ Arcuino, C. L. T. (2013). The relationship between the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) scores and academic

Several studies above have the same variables as the researcher's research. They mostly focus on the academic writing, language proficiency, and students' academic performance. The difference between this study and previous research is that the researchers focused on the students' academic writing levels and students' perceptions about the IELTS academic writing levels as a language proficiency. And the researcher used a descriptive method. This research was expected to contribute to the learners who want to enhance the IELTS comprehension, particularly writing performance.

B. Some Pertinent Ideas

1. Academic Writing

Academic writing is the result of a process concerning the research and careful consideration of an issue. The preeminent purpose of this process is for a writer to offer a point of view on a subject that readers will recognize as appropriate or logical. Writers must analyse their issue in order to give an objective of view that is supported by relevant and objective evidence.⁸

Academic writing is distinctive from creative writing, which is writing novels. It is also distinctive from personal writing, which is writing letters or e-mails. Creative writing and personal writing are informal. In addition, may use slang, abbreviations, and inadequate sentences. However, academic writing is formal, not use slang or abbreviations.

a. Characteristics of Academic Writing

success of international Master's students. *Doctoral dissertation, Colorado State University*. Retrieved 06/11/2022 from www.proquest.com.

⁸ Chin, P., Reid, S., Wray, S., & Yamazaki, Y. (2013). *Academic Writing Skills 3 Student's Book* (Vol. 3). Cambridge University Press.

Academic writing is a style of formal writing applied in the universities, colleges, and publications. In extension to who, why, and what situations (that are referred to audience, purpose, and subject of writing respectively); how aspect, that is dealt with organization, style, presentation, and progress of ideas; is very essential in academic writing.⁹

Furthermore, academic writing involves a particular part, such as the beginning, middle, and the end. It is described by the followings:¹⁰

- a) The introduction (the beginning) instructs the reader about what will be explained in the body.
 - b) The introduction may have a summary of the central idea in a limited words or a short sentence to expand later.
 - c) Use evidence to support ideas and use organization and order to guide the readers
 - d) The conclusion resumes the overall ideas or provides a particular point of view.
 - e) Academic writing demands working in regular rule such as punctuations, grammar and spelling.
 - f) Contains references for anyone else's ideas to dodge plagiarism.
- b. The Elements of Academic Writing

Elements of writing are the most prominent that are involved in the process of writing academically. For sorts of academic writing, such as

⁹ Poudel, A. P., & Dhankuta, N. (2018). Academic writing: Coherence and cohesion in paragraph. Retrieved 06/11/2022 from academia.edu.com

¹⁰ Gillett, A., Hammond, A., & Martala, M. (2013). *Inside track to successful academic writing*. UK: Pearson Education.

longer essay, article or a dissertation, most of the essays introduced by pointing out a term in the question (title) then create development of opinions about the topic further give examples about the topic to approve the recent answer.

Moreover, the students must express and present the reader what sources they rely on and which style they prefer to explore their essay. Through academic writing, student assign to examine statistics, charts, and graphs. Then, analyse them to show a coherent and accurate data and conclusions. In case there is no approved order for the elements of writing.

The elements of academic writing are determined by the followings:¹¹

- a) The relation between two conditions may be handed out in a variety of ways, for instance: cause and effect.
- b) The relation between two conditions may be handed out in a variety of ways, for instance: cause and effect.
- c) Comparisons: comparing between two separate and distinct objects.
- d) Definitions, mostly used in the introduction to define concepts or phrases in the chart, or to formulate a technique report.
- e) In discussion, the writer weighs both issues, then concludes by choosing one side of issues.
- f) Examples are utilized to hold the information and present statement, evidence, or illustrations.
- g) Generalizations managed crucial ideas, and to reduce the sentences.

¹¹ Dirgeyasa, I. W. (2017). *College Academic Writing: A Genre-Based Perspective*. Jakarta: Prenada Media.

2. International English Language Testing System (IELTS)

The International English Language Testing System (IELTS) is one of the highly used wide-scale ESL tests that also presents a direct writing test section. It is a standard of English language competence and appreciated forms of English in education and migration. IELTS is admitted by many establishments such as educational, government, office, and professional institutions.¹²

IELTS training is an internationally recognize process for assessing English language proficiency in four sections (listening, reading, writing, and speaking). It was established by some of the world's leading experts in language assessment and obtains a great international reputation. IELTS was approved by over 11.000 organizations, universities, governments and professional bodies around the world.¹³

There are two types of IELTS. First, the academic form of the IELTS assesses suitability for registration to university for EFL students. Thus, the general form examines one's potentiality for success in the work environment and wider context, as well as for people hoping to enter particular countries.

The IELTS scores consists of bands between 0-9 scores. 0 score being granted to those who did not attempt the test, and 9 score being awarded to expert users. Frequently institutions receive EFL students with IELTS scores of 6.5 or 7. It can be viewed in the following table below:

Table 2.1: IELTS Band Score Descriptor

¹² Hyatt, D. (2013). Stakeholders' perceptions of IELTS as an entry requirement for higher education in the UK. *Journal of Further and Higher Education*, 37(6), 844–863. <https://doi.org/10.1080/0309877X.2012.684043>

¹³ British Council. *What is IELTS*. Retrieved 20/10/2022 from <https://takeielts.britishcouncil.org>

Band	Skill level	Description
9	Expert user	The participant has a perfectly operational command of the language. Their use of English is correct, accurate and persuasive, and shows complete understanding.
8	Very good user	The participant has a perfectly operational ability of the language, with only occasional unsystematic inaccuracies and incorrect usage. They may misunderstand some details in unknown conditions. They offer complex and detailed argumentation completely.
7	Good user	The participant has an operational ability of the language, though with occasional inaccuracies, incorrect usage and misunderstandings in some conditions. They generally use complex language properly and understand detailed reasoning.
6	Competent user	The participant has a competent command of the language despite some inaccuracies, incorrect usage and misunderstandings. They can handle and understand fairly complex language, especially in usual conditions.
5	Modest user	The participant has a limited control of the language and copes with overall purpose in most situations, although they are likely to produce many mistakes. They should be able to use basic communication in their own field.
4	Limited user	The participants' basic skill is limited to familiar

		situations. They usually make problems in understanding and expression. They are not able to use complex language.
3	Extremely limited user	The participant conveys and understands only general meaning in very familiar situations. There are constant failures in communication.
2	Intermittent user	The participant has tremendous trouble understanding spoken and written English.
1	Non-user	The participant has no capability to use the language except for a few separated words.
0	Did not attend the test	

a. IELTS writing task

There are two parts of IELTS writing section, those are writing task 1 and writing task 2. IELTS writing task 1 expected candidates to report and sum up visual data (table, diagram, map, or graph). They need to fill 150 words in 20 minutes. However, IELTS writing task 2 instructs candidates to write discursive essay (give a point of view, present an explanation, figure out an issue, compare and contrast particular ideas, or challenge an idea). They require filling 250 words in 40 minutes.¹⁴

Therefore, those compositions typically are essay writing. Essay writing is a frequent element of undergraduate student in many subjects.¹⁵

¹⁴ Cullen, P., French, A., & Jakeman, V. (2014). *The official Cambridge guide to IELTS for academic & general training*. Cambridge: Cambridge University Press.

¹⁵ Redman, P., & Maples, W. (2017). *Good essay writing: a social sciences guide*. London: Sage Publications.

The term “essay” means a first attempt or practice. Essays are the subjective analysis of an issue which involve the writer’s points of view and considers for particular arguments or evidence from separate perspectives.

Academic essay writing is constructed of several paragraphs meaningfully related to each other. It contains at least three paragraphs, but a five-paragraph essay is a common width for academic writing. Academic essay writing consists of a particular paragraph, which are:

1) Introduction

Introduction is the opener for academic essay writing. According to Redman (2017), it can maintain the reader to identify the issue or central idea. The essay is going to deal with one paragraph depending on the width of background information about the situation, as well as a key sentence that indicates the essential concept of the essay topic. It is called the thesis statement in academic writing and recognized as the most influential components.

2) Body

The body deals with the central ideas that support the opinion statement. However, one academic essay may involve distinct central ideas provided in a separated paragraph. According to Redman (2017), the proper essay will accept evidence to support the argument. In the body, all sentences are related to the central idea called the topic sentence. The paragraph also should involve linkers to help in connecting between sentences or opinions.

3) Conclusion

Conclusion in academic essay writing is the last part. It points to gather ideas and observations together to define the last point of view. Redman (2017) state that result should pick up no more than 10% of your essay. Frequently, it covers repeating ideas in order to remind the reader with the writing intention, purpose behind the discussion stage, outline the main idea of each paragraph and determine the overall concept.

To summarize, it is explained that all paragraphs in an academic essay receive the same principles, but they vary in style according to the context. Whether introductory, developmental theories and paragraphs, or outlining statements of each paragraph. Also, they resemble the feature of connecting between ideas.

b. IELTS Writing Assessment Criteria

IELTS Writing tests consist of two required tasks, IELTS Writing task 1 and IELTS Writing task 2. Each of these tasks is scored according to four specific criteria and it can be observed in the following table below:

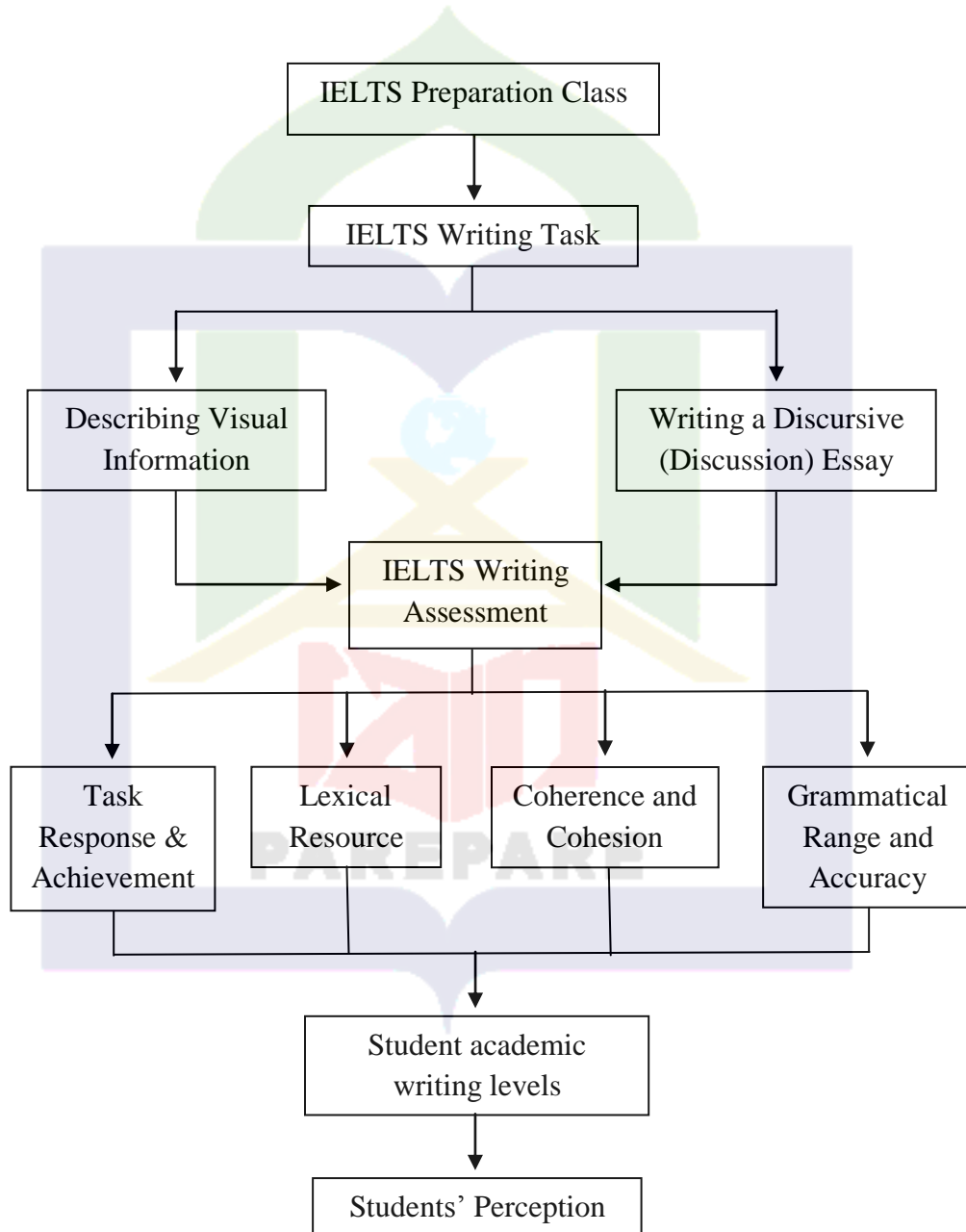
Table 2.2. IELTS Writing Assessment Criteria

Task Achievement (Task 1)	<ul style="list-style-type: none"> • Highlighting key/features stages. • Presenting an overview. • Supporting detail with the data. • Giving accurate information.
----------------------------------	--

<p>Task Response (Task 2)</p>	<ul style="list-style-type: none"> • Addressing the task (answering the question). • Giving a clear position (stating an opinion when asked). • Giving relevant main points/ideas which are can be supported and developed. • Providing conclusion.
<p>Coherence and Cohesion</p>	<ul style="list-style-type: none"> • Using a range of linking devices. • Organizing sentences into paragraph. • Having one central ideas in each paragraph (task 2).
<p>Lexical Resource</p>	<ul style="list-style-type: none"> • Using collocations. • Using a range of words (vocabulary) or paraphrasing. • Spelling and avoid error.
<p>Grammatical Range and Accuracy</p>	<ul style="list-style-type: none"> • Punctuation. • Avoiding error. • Using a range of grammar tenses. • Using a range of sentence structure.

C. Conceptual Framework

The conceptual framework of this research is presented by the following diagram below:



Based on the conceptual framework above, the researcher was conducted descriptive research by analysing students' worksheet on IELTS preparation class through writing task 1 (describe virtual information) and writing task 2 (write a discursive essay). The research focused on four aspects of IELTS writing assessment to measure the students' band scores or students' academic writing levels on IELTS writing task. Then, the researcher guided an interview in order to gain the students' perception on IELTS academic writing levels.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a qualitative descriptive method. This method helped the researcher to explore students' academic writing levels at IAIN Parepare and their perceptions based on IELTS academic writing levels.

Moreover, this research analysed students' worksheet or essay by using IELTS writing band score descriptors that consist of four aspects writing assessment criteria on IELTS. To gain more deep information and students' perception on IELTS academic writing levels, the researcher guided an interview.

B. Location and Time of Research

The researcher conducted the research at IAIN Parepare, which is located in Jl. Amal Bhakti, No. 8, Kelurahan Bukit Harapan, Kecamatan Soreang, Kota Parepare, South Sulawesi. This research activity was conducted for 30 days, included of the analysing data.

C. Subject of the research

The subject of this research was the student of IELTS preparation class that was conducted by language laboratory of IAIN Parepare on 08 August – 04 September 2022.

1. Population

The population of this research was the students of IAIN Parepare that were joined the IELTS preparation class. The numbers of population were 22 students.

2. Participants

The research subjects were 13 students that were finished the preparation class at the language laboratory of IAIN Parepare. It can be seen in the following table below:

Table 3.1: List of Sample

No	Name	Sex	Occupation
1	DB	Male	Postgraduates
2	HUA	Female	Undergraduates
3	ID	Female	Undergraduates
4	IS	Male	Undergraduates
5	MA	Female	Undergraduates
6	MAS	Male	Undergraduates
7	MRH	Male	Undergraduates
8	NQA	Female	Postgraduates
9	SB	Female	Undergraduates
10	SHA	Female	Undergraduates
11	SHB	Male	Undergraduates
12	SL	Male	Postgraduate
13	SRR	Female	Undergraduates

D. Kind and Source of Data

Data is a source of reference that used to do analysis. There were two types of data employed in this study namely;

1. Primary Data

Primary data was the information gathered directly from the object under investigation. In this research, primary collected directly from the field, either through worksheet or interview to support the accuracy of the data. The primary data sources in this study were the students.

2. Secondary Data

Data collected from other sources, referred to as secondary data. Secondary data in this study included IELTS handbooks and band descriptors, expert opinions, scientific journals, etc.

E. Instrument of research

To gain more complete data, it is important for the researcher to apply several research instruments namely documentation and interview.

1. Documentation

The researcher used documents to give supporting data to answer research problems. The documents that were analysed were the students' worksheets through IELTS writing band score descriptors. The researcher was collected students' worksheet (essay) on IELTS writing task from language laboratory. Then, the researcher used IELTS writing band score descriptors as the rubric assessment to analyse and measure the students' academic writing levels at IAIN Parepare.

2. Interview

This research used interview as the second instrument, this instrument intended to find out the deeper information from the participants about their

perception on IELTS academic writing levels after finishing the IELTS preparation class. The semi-structured interview was used in this research.

F. Technique of Data Analysis

To calculate the students' score, the researcher used IELTS writing band score descriptors as the rubric assessment to analyze the students' worksheet (essay) and classify the students' band score or measure the students' academic writing levels.

In qualitative research, there are several steps taken in analysing the data. Abdussamad state that according to Miles and Huberman there are three steps taken to analyse qualitative data:¹⁶

1. Data reduction

In reducing the data, the researcher chose which aspects of the data that appeared in the interview transcriptions and field notes should be emphasized, minimized, or set aside completely for the purposes of the research.

2. Display data (presentation of data)

The researcher displayed the data that have been reduced in order to facilitate data interpretation. It displayed in a table of the basic categories such as how the students' essay writing and what the students' perception.

3. Conclusion

The conclusion involves stepping back to consider what will be analysed data mean and assess their implication for the research question. In this phase, the researcher drew meaning from the data in the display.

¹⁶ Abdussamad, H. Z., & SIK, M. S. (2021). *Metode Penelitian Kualitatif*. Makassar: CV. Syakir Media Press.

CHAPTER IV FINDING AND DISCUSSION

A. Findings

This chapter is the findings of the research, which is referred to the research question. The researcher described the data based on the research questions. First research question is to describe the students' academic writing level at IAIN Parepare after finishing the IELTS Preparation class, while second research question is to obtain the students' perceptions about IELTS academic writing level.

The findings of this research are based on the document analysis conducted on the students' worksheet and an interview to collect deep information about students' perceptions on IELTS academic writing level.

1. Students' Academic Writing Levels After Finishing IELTS Preparation Class

This finding describes the students' academic writing levels at IAIN Parepare after finishing the IELTS Preparation class, this question answered by did an analysis to students' worksheet on the IELTS writing task.

Three selected texts were written by MA who represents the lowest levels achievement, NQA who represents the medium levels achievement, and SHB who represents the highest levels achievement. The students' answer sheets are presented in table below:

Table 4.1: Students' worksheets on IELTS writing task 1

Task 1	
MA	The graph illustrates the employment rates in different six

	<p>countries in two different years.</p> <p>Generally, in 2005, employment rates of male across six countries have high average. eventhough, in the three different countries are up significantly and another three countries are down significantly too. In the other hand, in 1995 employment rates of female in different six countries show increase and decrease rates.</p> <p>In 2005 and 1995, males get the highest rating in 70 and 80' from employment in Iceland. Beside that, the second highest rating of male was happened in switzerland, but the female's rating in 2005 was more high than male in 1995. Beside that, the same data also show in united kingdom, Where the female's rating in 2005 was more high than male's in 1995 with average score 55.</p> <p>In brief, male's employment rates across six countries were high than female's employment rate in different six countries</p>
NQA	<p>The diagram shows the employment rates of male and female in 1995 and 2005 across 6 countries.</p> <p>The man that join as employers in 1995 increased in 3 countries, however its dip into half of it in UK despite that its became stable in new zealand and USA. In 2005 man diagrams shows the increased in 3 countries but slowly get decreased in 3 others country.</p> <p>The female diagrams shows the diffrent frulturation. In the Switzerland, UK, and USA countri but the high employers than 3 country such as Australia, Iceland and New Zealand that have fewer rates in 1995. It also same in 2005 that the country who increased the female employers only Switzerland, UK and USA. The other country like Australia, Iceland and New Zealand only</p>

	<p>rice slightly.</p> <p>So, the employment rates of male in the Iceland is the highest among the others country. As well as the employment rates of female in the Switzerland is increase extremly than the other 6 countries.</p>
SHB	<p>The bar chart demonstrates information of employment rates within 6 different countries in 1995 and 2005. Overall, The employment rates of these countries increased by 1995 and 2005.</p> <p>In 1995, The UK had been the least on employment rates of male among the other countries, followed by Iceland as the most on employment rates of male. Moreover, female employment rates was highly reached by Switzerland. Furthermore, In the year of 2005, all 6 different countries had increased the employment rates both male and female slightly. For instance, Iceland was peaking in just above eighty in male employment rates, followed by Switzerland as second place leading other countries to increase.</p> <p>To sum up, employment rates in these countries had risen, not only male but also female. Moreover, Male employment rates had been always dominating the female employment rates in these two different timelines. It showed highly increase in both male and female even these six countries increased in all elements.</p>
	<p>Notes: Bold words or expressions indicate grammatical mistakes, improper punctuation, spelling, lexical choices, and cohesive devices, etc.</p>

The table above shows the information about 3 student worksheets on IELTS writing task 1. It is obvious that there are tremendously errors in the 4 indicators of the IELTS writing assessment task 1 in 3 student worksheets:

Table 4.2: Students' error on IELTS writing assessment task 1

Indicators of Assessment	Respondents		
	MA	NQA	SHB
Task Achievement	<p>The graph illustrates the employment rates in different six countries in two different years. (Background not highlighting key feature stages).</p>	<p>The diagram shows the employment rates... (Address the task but the format inappropriate and not highlighting key features stages).</p>	Clearly presents and highlighting key features but could be more fully extended.
Coherence and Cohesion	<p>In the other hand, Beside that. (Use basic cohesive devices but inaccurate or repetitive).</p>	<p>So, the employment rates of male in the Iceland... (Arrange information and ideas coherently but use inadequate of cohesive devices).</p>	<p>...not only male but also female. Moreover, Male employment rates had been always dominating.. (Use cohesive devices effectively and clear overall progression, but cohesion within sentences faulty for mechanical).</p>
Lexical Resource	<p>Employment. (Error in spelling/word formation). employment rates, female,</p>	<p>Different, frulturation, countri, extremly. (Error in spelling/word formation).</p>	Use a sufficient range of vocabulary to allow some flexibility and precision.

	<p>male, different, countries, high. (Used basic vocabularies that repetitively).</p>	<p>employment rates, increase, female. (Use limited range of vocabulary, but this is minimally adequate for the task).</p>	
<p>Grammatical Range and Accuracy</p>	<p>eventhough, switzerland, united kingdom, Where. (Capitalization).</p> <p>the female's rating in 2005 was more high than male's. In the other hand, in 1995 employment rates six countries were high than female's. (Used a limited range of structure, make frequent grammatical errors and punctuation).</p>	<p>Its, UK, new zealand, USA. (Wrong detail and Capitalization)</p> <p>The man that join as employers in 1995. The high employers than 3 country. The employment rates of male in the Iceland is the highest among the others country. (Use limited range of structure and make frequent grammatical errors).</p>	<p>Overall, The employment rates. The UK had been. Moreover, Male employment rates. Female employment rates was highly reached by Switzerland. (Has a good control of grammar and punctuation but may make a few errors).</p>

The table above displays the students' issue in 4 indicators of IELTS writing assessment task 1.

To begin with, MA has problem with grammatical mistake, spelling, punctuation and capitalization, linking devices, and highlighting the key

features on the background. In addition, NQA as the medium achiever, also has problem on highlighting the key feature on the background, spelling, capitalization and grammatical error but less than MA. Furthermore, SHB as the highest achiever, has problem with linking devices and grammatical mistakes (capitalization and wrong detail), but the essay builds properly.

To summarize, the three students' essay in task 1 mostly have difficulty in grammatical range and lexical resource (spelling). But unexpectedly, they also have trouble with capitalization and punctuation.

Table 4.3: Students' worksheets on IELTS writing assessment task 2.

MA	International exchanges are one of the collage collage student's dream. Every collage student compete to get the scholarship of international exchanges.
NQA	<p>Nowdays, many schools give the chance to the international students to come and visit abroad school. The programs give the benefit also bad effect for teenagers.</p> <p>The exchanges programs spend much money that make destinations may cannot afford all of the cost. For some of school who don't have money can't join this programs. However, there are much benefit that the school can get in this international exchanges programs. Especially when the programe is fully funded by goverment.</p> <p>The positive effect that teenagers can get is give new experices such as meet a new people from othe country. In other way the</p>

	<p>student also lear new things from the program. For some of student this program gives motivate to work hard and get the scholarship. it Also help student to get the information about the international school around the world</p> <p>Finally, the interational exchange programs have more benefit tha the bad effect. It means its a good way to improve the ability of student. Student will be motivate to update they skill and try to get schoolarchip to visit the other country.</p>
SHB	<p>Nowadays, students are in various choices to do some programs to enhance their ability in the next future. International exchange visit is a remarkable debate topic between some educationalists and people. Wheter the program is going to be fully beneficial or unbeneficial.</p> <p>Groups of people believe releasing students from the cage or in other word letting them to be a part of international exchange visits will affect their academy. For a reason, students who take the program will leave their tasks and assignments. In the other reason, it will lead them to fail some courses. As a fact that students desiring to apply in international exchange visit will leave one academic year or periods of time that students will skip.</p> <p>Experts and other sides of society believe that international exchange visits will bring goods than harms. It is proven by the existence of many programs in international exchanging which is supported by the government. This official support is launched with considering the highly beneficial goods for the student. Students who</p>

take visits in international exchange will be taught to adjust and to adapt in other desired countries. Within this care, they will be led to some other perspectives, not only for educational purposes, but also for social contexts.

In conclusion, **International** exchange visits will be an ultimate choice for student to upgrade their abilities and skills in the next future. Even if there will be some disadvantages within taking the program, but **overallly**. It will help the student to compete more in the future as experienced and wide opened people.

The table above gives the information about 3 student worksheets on IELTS writing task 2. It is obvious that there are tremendously errors in the 4 indicators of the IELTS writing assessment task 2 in 3 student worksheets:

Table 4.4: Students' error on IELTS writing assessment task 2

Indicators of Assessment	Respondents		
	MA	NQA	SHB
Task Response	May attempt to present one idea but there is no development.	Present relevant main ideas but not express a position.	Addresses all parts of the task, present relevant main ideas but supporting ideas lack focus or inadequately developed.
Coherence and Cohesion	-	Arranges information with some organization but lack of overall	Logically organizes the information and presents a clear

		progression.	central topic within each paragraph.
Lexical Resource	-	Nowdays, programe, government, experices, lear, scholarship. (Make errors in spelling or word formation, but not impede communication).	Wheter, beneficial or unbeneficial, existance. (produce occasional errors in spelling but not impede communication).
Grammatical Range and Accuracy	-	The exchanges programs spend... ...can't join this programs. ...that teenagers can get is give... ...gives motivate to work.... ...to update they skill... (Make frequent grammatical errors that caused some difficulty for the reader).	In conclusion, International exchange... ...taking the program, but overally. (Has good control of grammar but make a few errors).

The table above reveals students' error in 4 indicators of IELTS writing assessment in task 2.

MA, the lowest achiever, didn't finish the task. Suddenly, NQA presents relevant main ideas and organizes the information but has trouble with grammar and spelling. The last, SHB has good control on grammar,

addresses all part of task and organizes the information very well but has problem with spelling.

In conclusion, the most students' errors in task 2 appear in lexical resource (spelling) and grammatical range and accuracy.

Moreover, after analyzing all the students' worksheets on IELTS writing task1 and task 2, the researcher finds and describes the students' academic writing levels on the table below:

Table 4.5: Students' Academic Writing Level

No	Name	Task 1	Task 2	Overall	Levels
1	SHB	7	7	7	Good User
2	SL	6,5	7	7	Good User
3	SHA	7	6	6,5	Competent User
4	SRR	6	6	6	Competent User
5	MAS	5,5	6.5	6	Competent User
6	MRH	5,5	6	6	Competent User
7	DB	5	7	6	Competent User
8	HUA	4,5	6,5	5,5	Modest User
9	NQA	5	6	5,5	Modest User
10	ID	5	4,5	5	Modest User
11	SB	4,5	5	5	Modest User
12	IS	4,5	4	4,5	Limited User
13	MA	4,5	1	3	Extremely Limited User

The table above presented the students' academic writing level that they had been achieved after answering the IELTS writing task on IELTS preparation class.

The table showed that 2 students achieve 7 band scores (Good User Level) as the highest achiever. Then, 2 students achieve 5,5 band scores (Modest User Level) as the medium achiever, and only 1 student achieves 3 band score (Extremely Limited User level) as the lowest achiever.

2. Students' Perception on IELTS Academic Writing Levels

This section presents the data which have been collected in interview. Here will be explained the result from the process of recording and data reduction. It described the result from what the researcher saw, heard and thought while doing an interview. The researcher asked three main responses of the students' after finishing IELTS preparation class. Those responses were perception, practice and ability.

a) Perception

To gain more information about students' perception on IELTS writing levels, the researcher conducted an interview to the students, the researcher displays the data after transcript the result of interview with the students. Based on students' perception, the students' view on IELTS writing levels:

“IELTS Academic Writing Levels is one of aspect in IELTS which are consist of two tasks. This IELTS Academic writing has a lot of topics which are related to areas of general interest and are suitable

for test takers entering undergraduate and postgraduate studies. Responses to both tasks must be written in a formal style.”¹⁷

“In my opinion, IELTS academic writing levels is a standard that describing our abilities on IELTS writing task”.¹⁸

“IELTS academic writing levels is very essential for us especially student in English education program because we know our knowledge limiting in English so we improve our limit with studying hard to get the higher limit that we can get/achieve.”¹⁹

Based on students’ perception above, IELTS academic writing levels are standards consisting of several sub-categories that are used to assess and describe a person's writing ability based on certain assessment indicators that must be achieved in the IELTS writing task. Furthermore, the researcher asked questions related to the students’ perception about the IELTS academic writing levels/tasks:

“Yes, it is difficult.”²⁰

“Yes, I found it difficult for me.”²¹

¹⁷ MA, female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 1 February 2023

¹⁸ NQA. Female. Postgraduate student from *IAIN Parepare*, interviewed at IAIN Parepare on 10 February 2023

¹⁹ DB, male. Postgraduate student from *IAIN Parepare*, interviewed at IAIN Parepare on 29 January 2023

²⁰ SHB. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 2 February 2023

²¹ MAS. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 6 February 2023

“It does very difficult, especially when I do it for the first time.”²²

Based on information above, it is obvious that most students find the IELTS academic writing levels/tasks are difficult. Therefore, the researcher asked question of what aspects that make IELTS academic writing levels/tasks difficult for them:

“Those aspect such as grammar, vocabulary, also the point is the ability to read the data that they serve to us.”²³

“First problem, I think my range of vocabulary that I can’t reach that much and my secondary problem is my grammar not really good.”²⁴

“I think lack of vocabulary is the biggest problem in writing task, that make me always using same vocabulary in writing and that’s very repetitive and also sometimes misspelled some words will affect my score in writing task.”²⁵

According to the related statement of three students above, the students’ most difficulties appear in vocabulary and grammar. But several

²² MRH. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 2 February 2023

²³ SHB. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 2 February 2023

²⁴ MAS. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 6 February 2023

²⁵ MRH. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 2 February 2023

aspects such as developing ideas and finished essay with the appropriate time are the difficulties that appear in another students:

“Defining writing concepts and developing ideas is the most difficult thing for me when writing.”²⁶

“The problem for me is write a data. Because it’s not just about how to write based the data that shown, but how to explain the data. Also, I need to write quick so I can make it on time.”²⁷

“The most aspect that I think is difficult is Task Respons. All of the aspect has difficulties too. But task response is the most difficult. Because we have to make sure that do we complete the task given by limited time?... Do we give a relevant respons to the question?”²⁸

In addition, to gain more deep information, the researcher tries to find students’ reason for not achieve the expert user level on IELTS writing task, here are the several answers:

“It is because my habit, I didn’t get used to write in English as it is not my first language.”²⁹

“Because expert user level is very similar with native speaker level, so me as Indonesian it is very difficult to learn it.”³⁰

²⁶ IS. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 2 February 2023

²⁷ SB. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 7 February 2023

²⁸ MA. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 1 February 2023

²⁹ SL. Male. Postgraduate student from *IAIN Parepare*, interviewed at IAIN Parepare on 3 February 2023

“Probably because it is my first time being introduced to the IELTS test specially in writing and I think I still need more time to study more deeply.”³¹

Based on all the reasons above, it can be assumed that achieving expert user level is very difficult for the students because English is not their first language as a foreign language student. On the other hand, students feel difficult to achieve the highest level because it is the first time for them to introduce in IELTS test.

b) Practice

To gain students’ feedback after finishing the IELTS preparation class, the researcher aims to know how many times they spend to practice and improve their writing abilities:

“I spend a lot of times to learn English. But for writing, I think I practice 2 hours in a day.”³²

“I spend 3-4 hours/day to focus studying in course/tutoring class, 1-2 hours to review outside the class.”³³

“In a day, I can spend like 3 hours.”³⁴

³⁰ DB, Male. Postgraduate student from *IAIN Parepare*, interviewed at IAIN Parepare on 29 January 2023

³¹ SRR. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 6 February 2023

³² NQA. Female. Postgraduate student from *IAIN Parepare*, interviewed at IAIN Parepare on 10 February 2023

³³ SHA. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 6 February 2023

³⁴ SB. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 7 February 2023

According to several answers above, most student spend 2-3 hours/day to improve their writing skills on the IELTS writing task. Furthermore, the researcher asks the students about theirs' strategies and how they evaluate the essay when they practice:

“My strategies are to read more, because the more we read means more ideas, trying find new exercise so we find various question and trying to solve them. To evaluate my writing, I took question from the website. try to do it. Study the best example writing (the assessment of lexical resource, grammatical range, and compare it to mine), join a writing course to get feedback, pay attention the band scores and its criteria. If its match, go to another target.”³⁵

“Reading a lot of sample answers can help me to improve my understanding about the writing. Also, I practice a lot while asking feedbacks from the one who are good at writing. I joined writing class in order to get massive feedback and I feel that it's helpful for me.”³⁶

“I tried to write as much as I can. I have method to evaluate my writing. First, comparing my writing with others writing. Second, reviewing it or giving it to my tutors so they can evaluate it.”³⁷

Based on statements above, most of students' strategies are lots of writing and reading exercise or sample answer on the internet. However, the students evaluated their essay by joining writing course to get feedback or sent theirs' essay to the person who has better writing skills.

³⁵ SHA. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 6 February 2023

³⁶ SL. Male. Postgraduate student from *IAIN Parepare*, interviewed at IAIN Parepare on 3 February 2023

³⁷ MAS. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 6 February 2023

In contrast, the researcher asks the question about how the students' writing abilities after joining IELTS preparation class:

“I have been really improved after the class because before the class I didn't even know how to write simple essay. I think the most improve aspect is in the structure like the introduction of the essay, the body and the conclusion, because those part really important in writing the essay.”³⁸

“Of course, IELTS preparation class makes me understand better how to develop ideas and construct sentences well. The main aspect that had been improved is my ability to arrange sentences in order to be more systematic”³⁹

“Yes, I do. I think the aspect are coherence and cohesion, which is I can write easily to follow and systematic.”⁴⁰

Based on the information above, it can be assumed that the students' writing skills had been improved after finishing the IELTS preparation class. The most students' improvement aspects revealed in developing ideas and constructing it to be a proper and systematic essay.

Moreover, the researcher asks the last question about how the students concern theirs' writing skills:

³⁸ SRR. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 6 February 2023

³⁹ IS. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 2 February 2023

⁴⁰ MA. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 1 February 2023

“I strongly believe that my writing abilities right now need to be improved more and more in the future, because I’m still thinking that my abilities are not on the perfect form of true advance skill.”⁴¹

“Writing is one of important skills in English, that's why I really concerned about that and I always try to improve it and I can say that my writing skills right now is on band score 6.5 and I hope I can get 7 or 7.5 in the future.”⁴²

“I find that writing skill is necessary and I need to take it seriously to improve my communication skill, also to support my academic success.”⁴³

To summarize, most students realize that writing skills are important, not only for academic success, but also for their future achievement. So, to deal with this problem, they consider and keep trying to improve their abilities in writing.

Overall, the researcher summarizes all of the students’ perceptions on IELTS academic writing level/task in table below:

Table 4.6: Students’ Perception on IELTS Academic Writing Level/task.

No	Students’ Perceptions		
	Perception	Practice	Ability

⁴¹ SHB. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 2 February 2023

⁴² MRH. Male. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 2 February 2023

⁴³ SHA. Female. Undergraduate student at *IAIN Parepare*, interviewed at IAIN Parepare on 6 February 2023

1	<p>There 5 respondents have same perceptions if the IELTS academic writing level is a standardize to describe, measure and determine target level for improving writing abilities. In addition, there 3 respondents state that it is a part of IELTS test to measure students' abilities in writing, and 3 respondents state that it is difficult and complicated. But there 2 respondents say that it is very good and helpful to give experience and</p>	<p>There are 3 respondents that spend about 2 or 3 hours/day to practice, and 2 respondents spend an hour/day to practice, also 1 respondent spends about 10-15 minute in a day to practice. Moreover, there 3 respondents spend around a week to do practice, 1 respondent spends about two times in a week and 1 respondent spends three days in a week to practice. Furthermore, there are 2 respondents that spend about a month or more than a month to practice and</p>	<p>All of respondents agree that their academic writing abilities had been improved after finishing IELTS preparation class.</p>
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	work on IELTS writing task.	improve their writing abilities.	
2	<p>All of respondents think that IELTS academic writing level/task difficult. There 1 respondent states a bit difficult, 8 respondents say that it was hard or difficult, 2 respondents state quite difficult, and 2 respondents state very difficult.</p>	<p>The most students' strategies are read a lot of answer sample and keep practice, with the totals 9 respondents. Also, 2 respondents state that make a keyword and concept are their strategies, 1 respondent prefers to joining IELTS class and watch Youtube, while 1 respondent prefers to comparing his essay with another example essay. In addition, there 1 respondent prefers to do homework then give it to the tutor/lecturer.</p>	<p>The respondents view of the aspects that had been improved are varies. There 6 respondents think that the aspects are in developing ideas, write to be systematic and structured. There 4 respondents state that the aspects are grammar and vocabulary. Besides that, there 2 respondents state it is on the strategies to answer and solve the task. Then, there 1 respondent says that IELTS is more complex than</p>

			TOEFL.
3	Based on the interview script, there are 7 respondents that have an issue on grammar and vocabulary, 2 respondents have difficult to read and analysing the data, then 1 respondent has problem to write sentence coherently and avoid repetition words. Furthermore, there 1 respondent has problem to finish the task with the appropriate time, there 1 respondent has problem to write concept and	There are 4 respondents that evaluated their essay by giving it to the tutor/lecturer in order to get feedback from the tutor/lecturer, there are 3 respondents that use a website or online checker and 2 respondents use Grammarly. Then, 2 respondents join writing class in order to get massive feedback. There 2 respondents evaluate by them self with avoid the topic or word that not commonly use and avoid the repetition	There are 7 respondents realize that writing skill is important, so they keep doing practice to improve their abilities. There 2 respondents concern their abilities still under standard, then 2 respondents try to keep practice and join writing class. Moreover, there 1 respondent choose to watch Youtube videos in order to find many tips about writing in English, then 1 respondent state that to pay more attention on vocabularies.

	<p>developing ideas, also there 1 respondent states that because his background as EFL student, it is difficult to work on IELTS writing task.</p>	<p>words.</p>	
4	<p>There are 4 respondents state that it was the first time to introduce on IELTS test, so they can't afford expert user level. In addition, there 4 respondents state that they can't afford expert user level because lack of vocabulary, grammar and the ability to read the data. Then, 4</p>		

	<p>respondents think that as EFL students, it is difficult to achieve expert user level. Furthermore, 1 respondent states that being expert user level was expensive and have to work in price.</p>		
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B. Discussion

In discussion of this research was based on the data or scrip interpretation from the students' worksheets and interview process of 13 students of the IELTS preparation class at IAIN Parepare. The main point of this part is to describe students' academic writing levels and students' perception on IELTS academic writing levels.

1. Students' Academic Writing Levels on IELTS Preparation Class at IAIN Parepare

The analysis of students' worksheets on the IELTS writing task activity found that 2 students achieve 7 band scores (Good User Level) as the highest achiever. Then, 2 students achieve 5,5 band scores (Modest User Level) as the medium achiever, and only 1 student achieve 3 band score (Extremely Limited User level) as the lowest achiever.

Furthermore, the researcher chose three selected texts were written by MA who represents the lowest levels achievement, NQA who represents the medium levels achievement, and SHB who represents the highest levels achievement. The results showed that both task 1 and task 2, the three student's essay mostly have difficulty in grammatical range and lexical resource (vocabulary and spelling). But unexpectedly, they also have trouble with capitalization and punctuation. In addition, quite identical result was discovered by Nartiningrum, who observed the different types of writing errors made by 10 Indonesian undergraduate students who were joined IELTS preparation class. The result demonstrated that the highest rate of student faults was in terms of lexical resource and grammatical range (accuracy).⁴⁴

Vocabulary involves an important role in writing because one cannot deal with something without identifying the name of the object and one cannot define a particular object without knowing the words too. Grammar as a set of abstract rules of communication that derived naturally and the native speakers of the language master it without certain guidance, because learning grammar as native speakers is an instinctive process.⁴⁵ It is different with the EFL student in Indonesia, they have to take a course to study the grammar for communicating because they are not accepting English as a second language.

⁴⁴ Nartiningrum, N., Rayuningtya, P., & Virgiyanti, D. F. (2021). Error analysis of undergraduate students' writing performances: IELTS-based activities. *Journal of Educational Management and Instruction (JEMIN)*, 1(1), 19-27. <https://doi.org/10.22515/jemin.v1i1.3446>

⁴⁵ Hastuti, S. D. S., & Widyantoro, A. (2015). The Influence of Vocabulary and Grammar Mastery on The Students' writing Skill at Yogyakarta State University. *BASTER (Bahasa, Sastra, dan Terjemahan)*, 1(1), 70-81. Retrieved 13-02-2013 from <https://journal.student.uny.ac.id/index.php/-baster/article/view/35>

2. Student Perception on IELTS Writing Levels

Based on the findings, the researcher asked three main responses of the students' after finishing IELTS preparation class. Those responses were perception, practice and ability. Here was the explanation of the students' view on IELTS academic writing levels after finishing IELTS preparation class:

a) Perception

Based on students' perception, most of them stated that IELTS academic writing levels are standards consisting of several sub-categories that are used to assess and describe their writing abilities based on certain assessment indicators that must be achieved in the IELTS writing task. However, most of the students had been introduced for the first time on IELTS test, but all of them agreed that the IELTS academic writing level/task were difficult. Writing is recognized as the most complex abilities to be understood by the students, according to the level of education.⁴⁶

Therefore, the researcher asked question on what aspects that make the IELTS academic writing levels/tasks difficult for them. The most students' difficulties appear in vocabulary and grammar. According to Endarto and Subekti (2020), vocabulary is one of the most elemental and influential pillars in mastering English.⁴⁷ However, grammar is a form of

⁴⁶ Sulistyono, T., Mukminatien, N., Cahyono, B. Y., & Saukah, A. (2019). Enhancing learners' writing performance through Blog-Assisted Language Learning. *International Journal of Emerging Technologies in Learning*, 14(9), 61–73. <https://doi.org/10.3991/IJET.V14I09.9535>

⁴⁷ Endarto, I. T., & Subekti, A. S. (2020). Developing a Web-Based Vocabulary Size Test for Indonesian EFL Students. *Teknosastik: Jurnal Bahasa dan Sastra*, 18(2), 72-81. <https://doi.org/10.33365/ts.v18i2.492>

language. Functional grammar is complex, and students may be daunted not only by the seemingly abstruse explanations but also by the amount of recent terminology.⁴⁸ This is why mastering grammar for EFL student is difficult and confusing. However, grammar and vocabulary are the most significant aspects of language. It is the key features on which all language skills are acquired and developed.

In addition, to gain more deep information, the researcher asked students' reason for not reach the expert user level on IELTS writing task. The result discovered that achieving expert user level was very difficult for them because English was not their first language as an EFL student. Also, it was the first time for them to introduce on the IELTS test.

b) Practice

To collect information about students' feedback after finishing the IELTS preparation class, the researcher gave a question about how many times they spend to practice and improve their writing abilities. The findings revealed that most student spend 2-3 hours/day to improve their writing skills on the IELTS writing task after finishing the IELTS preparation class.

Furthermore, the researcher asked another question to the students about theirs' strategies and how they evaluate the essay when they practice. The answer showed that most students' strategies were lots of writing and reading exercise or sample answer from the internet. Additionally, Martina stated that to write, the students need to read a lot to

⁴⁸ Thompson, G. (2013). *Introducing functional grammar*. Routledge.

gain inspiration.⁴⁹ According to Schmeck (2013), a surface approach to reading apparently contains particular behaviors than a surface approach to writing. But, reading and writing might share a frequent motive and a frequent strategy which are concentrated on lower-level components rather than higher-level components, and focus on words and sentences rather than main ideas.⁵⁰ However, the respondents evaluated their essay by following writing course to get feedback and moved theirs' essay to the tutor or person who had good writing abilities.

c) **Ability**

To obtain deeper information on students' feedback after finishing the IELTS preparation class, the researcher intended to know the students' writing abilities after joining the IELTS preparation class. According to all answers that had been retrieved by the researcher, all the students' writing abilities had been improved after finishing the IELTS preparation class. The most students' improvement aspects revealed in several aspects, such as developing ideas and constructing it to be a proper and systematic essay. Writing an essay is an exercise to develop a group of paragraphs written about a specific subject consist of opinion statement and supporting idea that can be understood by the readers.⁵¹ According to Cambridge Advanced Learner's Dictionary (2015), essay writing is the

⁴⁹ Martina, F., Syafryadin, S., & Utama, J. A. (2020). The Practice of extensive reading among EFL learners in tertiary level. *Yavana Bhasha: Journal of English Language Education*, 3 (2), 56-72. <https://doi.org/10.25078/yb.v3i2.1712>

⁵⁰ Schmeck, R. R. (Ed.). (2013). *Learning strategies and learning styles*. New York: Springer Science & Business Media.

⁵¹ Oktavianti, D., Gusmuliana, P., & Apriani, E. (2021). The Students' Strategies in Developing Their Ideas in Writing Essay. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(4), 389-406. <https://doi.org/10.52690/jadila.v1i4.157>

exercise of providing short of written paragraph that can be understood by the readers.⁵² Therefore, developing ideas in order to organize each paragraph so can be systematic is really essential in essay writing because the readers will be more directed to obtain information in the essay.

Previously, the researcher asked the last question about the students' concern with their writing skills. Most students assumed and realized that writing skills were important, not only for the academic achievement but also for their future performance. Javadi-Safa discovered that the importance of writing skill and its significant position in describing students' learning level is undeniable in second language teaching and research. In effect, writing is recognized as a difficult task, especially for EFL students.⁵³ So, to deal with this problem, the students considered keeping trying to develop their abilities in writing.

⁵² McIntosh, C. (2015). *Cambridge Advanced Learner's Dictionary*. Cambridge: Cambridge University Press

⁵³ Javadi-Safa, A. (2018). A brief overview of key issues in second language writing teaching and research. *International Journal of Education and Literacy Studies*, 6(2), 12-25. <https://doi.org/10.7575/aiac.ijels.v.6n.2p.15>

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result data revealed in the previous chapter, this chapter defined the conclusions of the research.

1. The analysis of students' worksheets on the IELTS writing task activity found that 2 students achieve 7 band scores (Good User Level) as the highest achiever. Then, 2 students achieve 5,5 band scores (Modest User Level) as the medium achievement, and only 1 student achieve 3 band score (Extremely Limited User level) as the lowest achiever. Furthermore, the researcher chose three selected texts were written by MA who represents the lowest level achievement, NQA who represents the medium level achievement, and SHB who represents the highest level of achievement. The results showed that the three students essay mostly have difficulty in grammatical range (accuracy) and lexical resource both in task 1 and task 2.
2. All of the students assumed that the IELTS academic writing level/task were difficult. The students' difficulties appear not only in vocabulary and grammar but also appear in several aspects such as developing ideas and finishing essay with the appropriate time. The result found that achieving expert user level was very difficult for them because English was not their first language as EFL learners. Also, it was the first time for them to introduce on the IELTS test. Most student spend 2-3 hours/day to practice and improve their writing skills on the IELTS writing task, also write and read lots of exercise or sample answer from the internet. Then, they evaluated

their essay by joining the writing course to get feedback and sent theirs' essay to the tutor. All of them considered that their writing abilities had been improved after finishing the IELTS preparation class. The most students' improvement aspects revealed in several aspects such as developing ideas and constructing it to be a proper and systematic essay. They also believed that writing skills were important, not only for the academic success but also for their future performance.

B. Suggestions

Based on the conclusion of this study, the researcher intends some suggestions as follow:

1. To develop student abilities in English language teaching, the language laboratory suggested helping and conduct more preparation class of language proficiency such as IELTS and TOEFL. In order to develop the students' English abilities such as writing, listening, reading and speaking,
2. For the English teacher, they should introduce TOEL and IELTS in order to make the students to be familiar with all the language proficiency that can support their academic success.
3. For the students, it is suggested to keep practice and doing some exercise of essay writing. This activity will help to improve the abilities in writing skills.
4. For the next researcher, the results of this study are expected to help to find some information and can be used as a reference to enrich their research on the same research topic.

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APPENDICES

PAREPARE

Appendices 1

TANDA BUKTI KONSULTASI BIMBINGAN SKRIPSI

Nama : Revit Rendra Wicaksono

Nim : 18.1300.090

Pembimbing : Hj. Nurhamdah, M.Pd

Judul skripsi : The Analysis of Students' Academic Writing Level on IELTS Preparation Class at IAIN Parepare

No	Tanggal	Materi Konsultasi	TTD
1	03-11-2022	Proposal Skripsi	1.
2	15-11-2022	Revisi Proposal Bab I	2.
3	17-11-2022	Revisi Proposal Bab II	3.
4	18-11-2022	Revisi Proposal Bab III	4.
5	13-12-2022	Seminar Proposal	5.
6	15-12-2022	Konsultasi Hasil Seminar	6.
7	08-02-2023	Revisi Bab IV	7.
8	10-02-2023	Revisi Bab V	8.
9	16-02-2023	Bab I-V	9.
10	17-02-2023	ACC Keseluruhan	10.

Parepare, 17 February 2023

Mengetahui,

Dosen Pembimbing

Hj. Nurhamdah, M.Pd

NIP.19731116 1998032 007

TANDA BUKTI KONSULTASI BIMBINGAN SKRIPSI

Nama : Revit Rendra Wicaksono

Nim : 18.1300.090

Pembimbing : Kalsum, M.Pd

Judul skripsi : The Analysis of Students' Academic Writing Level on IELTS Preparation Class at IAIN Parepare

No	Tanggal	Materi Konsultasi	TTD
1	05-11-2022	Proposal Skripsi	1.
2	16-11-2022	Revisi Proposal Bab I	2.
3	18-11-2022	Revisi Proposal Bab II	3.
4	19-11-2022	Revisi Proposal Bab III	4.
5	13-12-2022	Seminar Proposal	5.
6	16-12-2022	Konsultasi Hasil Seminar	6.
7	09-02-2023	Revisi Bab IV	7.
8	10-02-2023	Revisi Bab V	8.
9	16-02-2023	Bab I-V	9.
10	17-02-2023	ACC Keseluruhan	10.

Parepare, 17 February 2023

Mengetahui,

Dosen Pembimbing

Kalsum, M.Pd

NIDN. 2026098601

Appendices 2
INTERVIEW TRANSCRIPT

Interview Guide 1

Name : Sakhlamnsyah Bahtiar (SHB)
Occupation : Male
Day/date : 02-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“IELTS academic writing levels is a section in IELTS testing and it really test our comprehension in writing”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“Yes, it is difficult.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“Those aspect such as grammar, vocabulary, also the point is the ability to read the data that they serve to us.”*

4. Why you can't afford expert user levels on IELTS writing levels/tasks?

Answer: *“It is because on this test, they comprehend our ability in those hundred/thousand of words or vocabulary, and they check our grammar, also they test our ability to read the data (the uncommon data) that we are not usually face it in the real life.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I spend about around a week to learn the writing ability”*

6. What your strategies to improve your writing abilities?

Answer: *“First, I need to mark the keyword that may help me to improve my writing skills, and also I tried a lot in the night.”*

7. How do you evaluate your own writing?

Answer: *“I evaluate my own writing like around 4 or 6 writing tests, sometimes I do it by myself (check and evaluate), but to make it more advanced I hand it over to my tutor.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“Yes, I considered my self getting improve specially in my academic writing ability.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“After taking my IELTS class in writing section, my greatest takeaway is on my vocabulary ability. I believe that my vocabulary is getting advance or better than I was.”*

10. How do you concern about your writing skills?

Answer: *“I strongly believe that my writing abilities right now need to be improved more and more in the future, because I’m still thinking that my abilities is not on the perfect form of true advance skill.”*

PAREPARE

Interview Guide 2

Name : Saiful (SL)
Occupation : Postgraduate student from IAIN Parepare
Day/date : 03-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“In my opinion, it is the most difficult to learn compare to all the section tested on IELTS, because we need lot of vocabularies and grammar understanding as well as we need to know how to organize sentence well.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“Definitely yes, I find the hard in writing sentence coherence to read as well as avoiding the multiple words repetition.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“Personally, it is all about vocabulary. Particularly in some topic that I don’t have prior knowledge before.”*

4. Why you can’t afford expert user levels on IELTS writing levels/tasks?

Answer: *“It is because my habit, I didn’t get used to write in English as it is not my first language.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I spend at least more than a month for my writing skill started from the basic one.”*

6. What your strategies to improve your writing abilities?

Answer: *“Reading a lot of sample answers can help me to improve my understanding about the writing. Also, I practice a lot while asking feedbacks from the one who are good at writing.”*

7. How do you evaluate your own writing?

Answer: *“I joined writing class in order to get massive feedback and I feel that it’s helpful for me.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“Yes, before joining the class I don’t even know the structure of IELTS writing.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“As I see it, I could write in line, organize a sentence and I feel that the most significant improvement that I have is I can finish the writing task that never finish before.”*

10. How do you concern about your writing skills?

Answer: *“I always ask for feedback to help me improve my skill, I also watch a lot of videos and look for many tips from the expert one or the IELTS teacher on Youtube.”*

Interview Guide 3

Name : Sri Herany Ansar (SHA)
Occupation : Undergraduate student at IAIN Parepare
Day/date : 06-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“The level of assessment in IELTS helps the test takers know and measure their writing ability and determines targets for improving their skills. The test takers try to reach at least band 6-7 on their IELTS writing, which is competent to good user criteria.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“IELTS writing task is one of the most difficult part on IELTS, I need to know a lot of things, especially ability in analyzing graphics, tables, diagrams and any kinds of form presented on the assessment, (important to the test takers need to learn from the very first).”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“Graphics analysis on the writing task 1, identifying the trend and describe them correctly so it’s very important to concern about the data. besides, we have to enrich our vocabulary that helps us describing cases and topics into a solid and structured writing with concerning about the words limit.”*

4. Why you can’t afford expert user levels on IELTS writing levels/tasks?

Answer: *“I have lack of vocabulary to express my ideas, my writing doesn’t flow, beat around the bush.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I spend 3-4 hours/day to focus studying in course/tutoring class, 1-2 hours to review outside the class.”*

6. What your strategies to improve your writing abilities?

Answer: *“My strategies is to read more, because the more we read means more ideas, trying find new exercise so we find various question and trying to solve them.”*

7. How do you evaluate your own writing?

Answer: *“To evaluate my writing, I took question from the website. try to do it. Study the best example writing (the assessment of lexical resource, grammatical range, and compare it to mine), join a writing course to get feedback, pay attention the band scores and its criteria. If its match, go to another target.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“My writing ability improved so well after joining the IELTS preparation class, because the tutor shared some tips to answer the question, and practice a lot.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“After a lot of writing practice as I have through IELTS preparation class, now I find less grammatical error. Also, I have memorized some of the lists of academic vocabularies and expressions that often used on IELTS writing.”*

10. How do you concern about your writing skills?

Answer: *“I find that writing skill is necessary and I need to take it seriously to improve my communication skill, also to support my academic success.”*



Interview Guide 4

Name : Siti Rahmayana Rahman (SRR)
Occupation : Undergraduate student at IAIN Parepare
Day/date : 06-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“IELTS academic writing levels is a standard for describing our writing ability.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“For me, IELTS writing task really difficult.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“I think the problem is in the vocabulary because I have to extend and learn more about vocabularies specially in academic side.”*

4. Why you can't afford expert user levels on IELTS writing levels/tasks?

Answer: *“Probably because it is my first time being introduce to the IELTS test specially in writing and I think I still need more time to study more deeply.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“Two times in a week.”*

6. What your strategies to improve your writing abilities?

Answer: *“First, practice and practice as much as I can and then knowing the structure. I watch Youtube for the structure and the memorize, also I read a lot of people test on the internet.”*

7. How do you evaluate your own writing?

Answer: *“I evaluate my own writing by putting my essay to Grammarly so I can see if there is a miss spelling or grammar error.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“Of course, I have been really improved after the class because before the class I didn’t even know how to write simple essay.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“I think the most improve aspect is in the structure like the introduction of the essay, the body and the conclusion, because those part really important in writing the essay.”*

10. How do you concern about your writing skills?

Answer: *“As English student, I think writing skill really important for me especially for my academic success and I will do more practice to improve my abilities in writing.”*

Interview Guide 5

Name : Muh Aslam Syah (MAS)
 Occupation : Undergraduate student at IAIN Parepare
 Day/date : 06-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“I think IELTS academic levels is one of the tests that you have to take when you took IELTS test, in order to know how far you write in English especially in academic.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“Yes, I found it difficult for me.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“First problem, I think my range of vocabulary that I can't reach that much and my secondary problem is my grammar not really good.”*

4. Why you can't afford expert user levels on IELTS writing levels/tasks?

Answer: *“It is probably because the lack of my ability to study about grammar especially I'm not from English program so passively I study English. I was study English when I'm in high school.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I do write but I write only in Indonesian language. In IELTS test, I actually write not least an hour a day.”*

6. What your strategies to improve your writing abilities?

Answer: *“I tried to write as much as I can.”*

7. How do you evaluate your own writing?

Answer: *“I have method to evaluate my writing. First, comparing my writing with others writing. Second, reviewing it or giving it to my tutors so they can evaluate it.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“I can say yes, because I’m really study about the proper ways to write. So, it’s giving me a lot of tips to write in IELTS preparation class.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“The most mainly think is probably my knowledge in grammar.”*

10. How do you concern about your writing skills?

Answer: *“I do really concern my writing skill because it’s one of the fundamentally skills that you have to obtain in order to study.”*

Interview Guide 6

Name : Muhammad Rhafi Harlan (MRH)
 Occupation : Undergraduate student at IAIN Parepare
 Day/date : 02-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“In my point of view, the level of IELTS academic writing levels is very good it's because measure based on different levels according to my ability in the writing task.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“It does very difficult, especially when I do it for the first time.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“I think lack of vocabulary is the biggest problem in writing task, that make me always using same vocabulary in writing and that's very repetitive and also sometimes misspelled some words will affect my score in writing task.”*

4. Why you can't afford expert user levels on IELTS writing levels/tasks?

Answer: *“Maybe it's because I never done some writing tasks before, and it's kind a new for me.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I spend much time to improve, maybe it takes about a week to make a good writing.”*

6. What your strategies to improve your writing abilities?

Answer: *“I don't have a special strategy but I always looking people writing task it's because that helped me to get inspiration or ideas.”*

7. How do you evaluate your own writing?

Answer: *“I do it with my friend that good on it, I ask him to evaluate my writing and also I using website or application.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“I do, at first I don't even know how to make a good writing, after IELTS preparation class I feel the improvement.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“I think the most improved aspect is my developing ideas in writing and making it more structured.”*

10. How do you concern about your writing skills?

Answer: *“Writing is one of important skills in English, that's why I really concerned about that and i always try to improve it and I can say that my writing skills right now is on band score 6.5 and I hope I can get 7 or 7.5 in the future.”*

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Interview Guide 7

Name : Dirgahayu Bustang (DB)
 Occupation : Postgraduate student from IAIN Parepare
 Day/date : 20-January-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“IELTS academic writing levels is very essential for us especially student in English education program because we know our knowledge limiting in English so we improve our limit with studying hard to get the higher limit that we can get/achieve.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“Yes, it does.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“As Indonesian people, our mother language is our tribe language and our second language are Bahasa as national language, then our foreign language is English, so it’s very difficult.”*

4. Why you can’t afford expert user levels on IELTS writing levels/tasks?

Answer: *“Because expert user level is very similar with native speaker level, so me as Indonesian it is very difficult to learn it.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I spend an hour in a day with books and internet.”*

6. What your strategies to improve your writing abilities?

Answer: *“I make a concept in a paper.”*

7. How do you evaluate your own writing?

Answer: *“I am looking for similar words in my paragraph, then I change it and I replace it with a different word that have same meanings.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“Yes, I do.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“The significant aspect that had been improved is my strategies in answering the question. Before joined the IELTS preparation class, I don’t know about the strategies to answering the question.”*

10. How do you concern about your writing skills?

Answer: *“I’m very concern about my writing skills because it is very important in the future if I’m want looking for a job that needs people who had knowledge in writing skills.”*

Interview Guide 8

Name : Hasnita Utami Ahmad (HUA)
 Occupation : Undergraduate student at IAIN Parepare
 Day/date : 03-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“In my opinion, studying IELTS academic writing levels is the most difficult thing from the others aspect on IELTS, because I always consider I’m weak in grammar and tenses.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“It was hard, especially I was new in IELTS writing task.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“I have difficult to finding vocabulary that I can use to improve my grade in IELTS writing. Also, the tenses, because I’m not good in tenses.”*

4. Why you can’t afford expert user levels on IELTS writing levels/tasks?

Answer: *“in my opinion, being expert user level is quite expensive because the IELTS certification is indeed very useful for anyone who has it, so some people say it’s work to price.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“For a month studying writing skills, I have enough progress in constructing sentences.”*

6. What your strategies to improve your writing abilities?

Answer: *“By studying the way I think created by expert or make some observation to others expert essays.”*

7. How do you evaluate your own writing?

Answer: *“I will choose some word that I think to mainstream and choose the topic that currently discuss.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

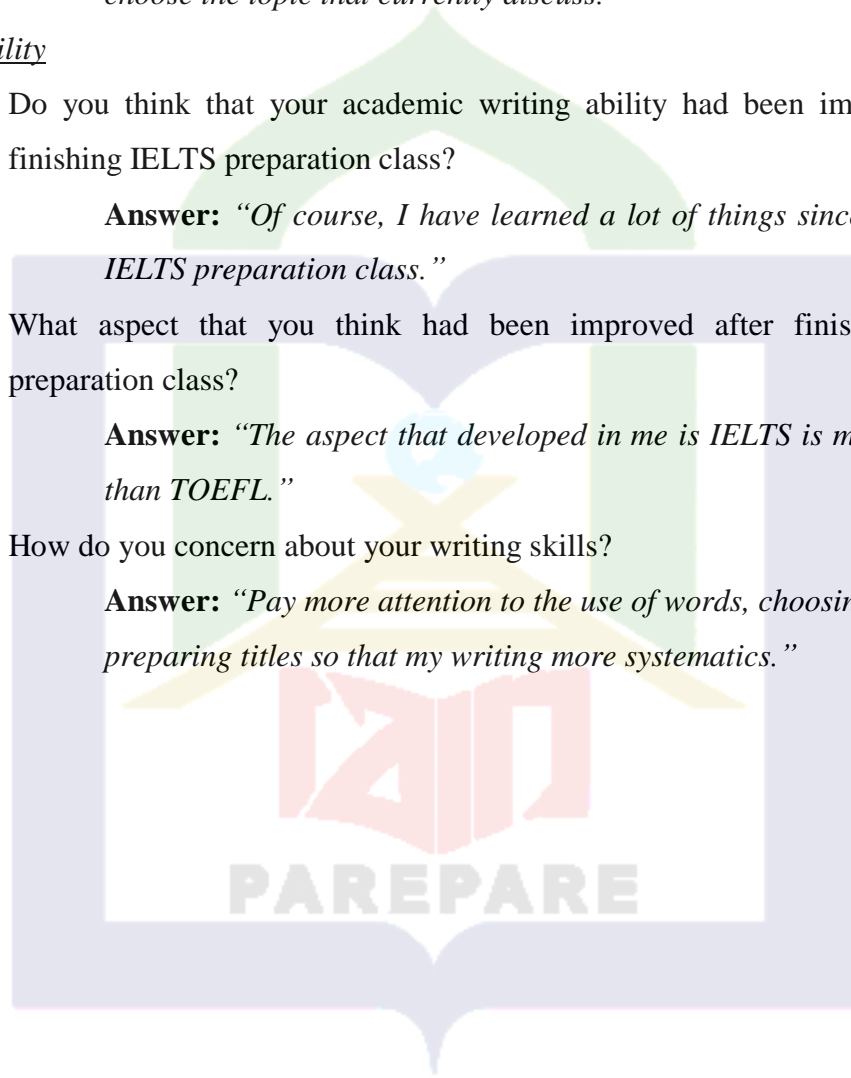
Answer: *“Of course, I have learned a lot of things since joining the IELTS preparation class.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“The aspect that developed in me is IELTS is more complex than TOEFL.”*

10. How do you concern about your writing skills?

Answer: *“Pay more attention to the use of words, choosing issues and preparing titles so that my writing more systematics.”*



Interview Guide 9

Name : Nurul Qisti Al Ihfa (NQA)
 Occupation : Postgraduate student from IAIN Parepare
 Day/date : 10-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“In my opinion, IELTS academic writing levels is a standar that describing our abilities on IELTS writing task.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“Yes, it is difficult.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“I think all the most difficult for me is in grammar because I'm not English student so I have to learn it more and also I have to learn more about vocabulary.”*

4. Why you can't afford expert user levels on IELTS writing levels/tasks?

Answer: *“Achieving expert user is very difficult for me because I'm not commonly with English and I'm still learning about it right now. Also, it is the first time for me to join an IELTS Preparation Class.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I spend a lot of times to learn English. But for writing, I think I practice 2 hours in a day.”*

6. What your strategies to improve your writing abilities?

Answer: *“My strategies to improve my writing skills are find and read more some of example writing in IELTS on website. Read an example writing will help me to develop my writing and get more vocabularies.”*

7. How do you evaluate your own writing?

Answer: *“I evaluate my writing by sending it to my friend who has better in English and sometimes I use Grammarly.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“Yes, I had been really improved after the class.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“I think it is about my view on English, especially about grammar, vocabulary, and write in English then organize it to be systematic because I always think that English is difficult. But, when I joined the class, it is really help me to understand about writing in English.”*

10. How do you concern about your writing skills?

Answer: *“My writing skill in English is not good enough because still new to learn English, so I have to more practice because I'm consider that writing skill is really important for me.”*

Interview Guide 10

Name : Ismardianti (ID)
 Occupation : Undergraduate student at IAIN Parepare
 Day/date : 03-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“At the first time, I found that IELTS academic writing levels is quite complicated for me because I’m still new about it.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“It does quite difficult because we need to pay attention to grammar, and we have to master many vocabularies.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“The first problem is the lack of vocabularies because in IELTS writing task can’t use the words that repeatedly. Then, it is difficult to choose the correct adjective, correct noun and conjunction, also pay attention to the grammar.”*

4. Why you can’t afford expert user levels on IELTS writing levels/tasks?

Answer: *“Because I haven’t master in grammar and I have less vocabularies.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I spend three days in a week to improve my writing skills.”*

6. What your strategies to improve your writing abilities?

Answer: *“By searching some task or data that is consisted of IELTS writing academic and sometimes I open again a book that had been given when I joined the IELTS preparation class.”*

7. How do you evaluate your own writing?

Answer: *“Sometimes I send my writing to my friends to correct it, also I used the application that had been given by the lecturer for checking our grammar and another mistakes in writing.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“Yes, my writing ability had been improved although it’s not very much.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“It is vocabularies, because in a book that had been given for us there are some lists of vocabularies that I memorized, also I tried to use it.”*

10. How do you concern about your writing skills?

Answer: *“When I check my writing, I always fix my writing and try again to find the different task, then I try to write it again by using correct conjunction and grammar. So that the way I concern my writing task.”*

Interview Guide 11

Name : Syaribulan (SB)
 Occupation : Undergraduate student at IAIN Parepare
 Day/date : 07-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“It is really helpful for me. As the beginner in IELTS academic writing, I can have an experience work on IELTS writing task.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“For me, it does quite difficult because it’s the first time for me joined on IELTS academic writing and it wasn’t easy to write things based on the task. It needs a critical thinking to solve the task.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“The problem for me is write a data. Because it’s not just about how to write based the data that shown, but how to explain the data. Also, I need to write quick so I can make it on time.”*

4. Why you can’t afford expert user levels on IELTS writing levels/tasks?

Answer: *“I guess because it’s my first time joining the IELTS preparation class, and I need more practice.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“In a day, I can spend like 3 hours.”*

6. What your strategies to improve your writing abilities?

Answer: *“I write random things to improve my writing skills and I also joining the IELTS class.”*

7. How do you evaluate your own writing?

Answer: *“To evaluate my writing, I use online checker and use IELTS book to expand my words.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“Yes I do, it’s really helpful for me to improve my writing skills.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“I think the improvement are like I know solve task, I know how to write based on the structure, comparison language and linking devices.”*

10. How do you concern about your writing skills?

Answer: *“I practice in free time, I join IELTS class and ask an expert to check my writing.”*

Interview Guide 12

Name : Ilyas S (IS)
 Occupation : Undergraduate student at IAIN Parepare
 Day/date : 02-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“I think that IELTS academic writing level can make us realize our mistakes when writing or what we need to improve our IELTS academic writing level.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“I think that the IELTS academic task is a bit difficult for me due to the lack of practice in writing in the academic area.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“Defining writing concepts and developing ideas is the most difficult thing for me when writing.”*

4. Why you can't afford expert user levels on IELTS writing levels/tasks?

Answer: *“Lack of practice in writing and minimal vocabulary.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“I read for ideas while writing for 10-15 minutes a day.”*

6. What your strategies to improve your writing abilities?

Answer: *“Take IELTS preparation on campus or watch YouTube to develop ideas and increase reading.”*

7. How do you evaluate your own writing?

Answer: *“Sending the results of my writing to lecturers or friends who have better writing skills.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

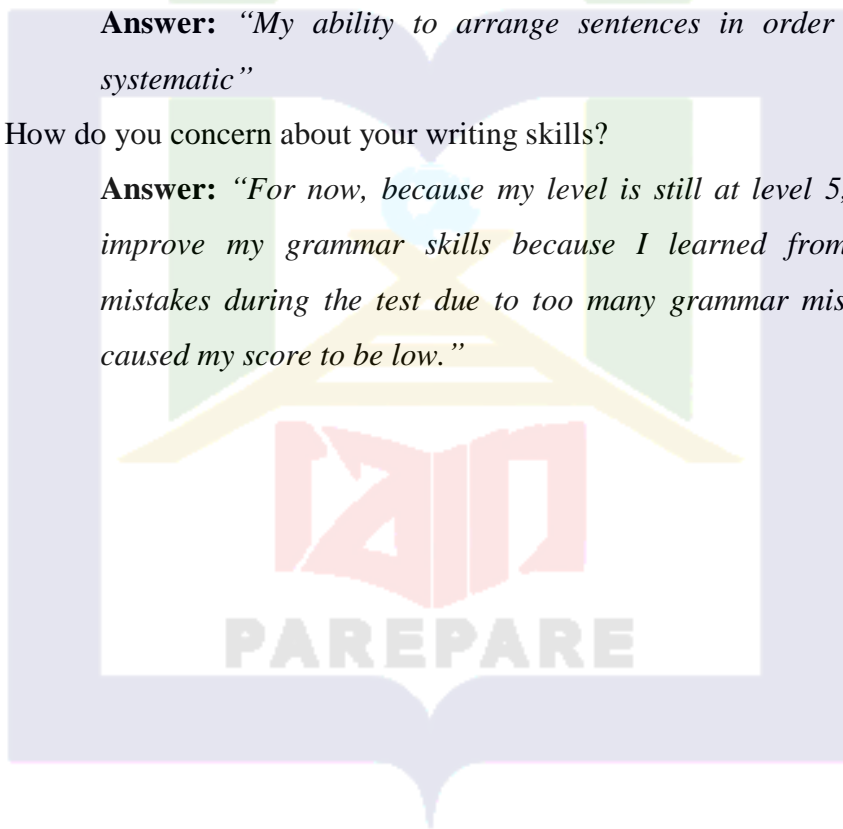
Answer: *“Of course, IELTS preparation class makes me understand better how to develop ideas and construct sentences well.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“My ability to arrange sentences in order to be more systematic”*

10. How do you concern about your writing skills?

Answer: *“For now, because my level is still at level 5, I choose to improve my grammar skills because I learned from yesterday's mistakes during the test due to too many grammar mistakes, which caused my score to be low.”*



Interview Guide 13

Name : Mariana (MA)
 Occupation : Undergraduate student at IAIN Parepare
 Day/date :01-February-2023

Perception

1. What do you think about IELTS academic writing levels?

Answer: *“In my opinion, IELTS Academic Writing Levels is one of aspect in IELTS which are consist of two tasks. This IELTS Academic writing has a lot of topics which are related to areas of general interest and are suitable for test takers entering undergraduate and postgraduate studies. Responses to both tasks must be written in a formal style.”*

2. Does IELTS writing task or IELTS academic writing levels difficult?

Answer: *“According to me, When I tried to follow my first experience Pre-test of especially for IELTS writing task. It's not too difficult, I think. Couse we just need to write some statement related to the topic. But, as long as followed the IELTS Preparation. We didn't write only. But we have to pay attention some aspects of assessment criteria in IELTS writing task.”*

3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?

Answer: *“The most aspect that I think is difficult is Task Response. All of the aspect has difficulties too. But task response is the most difficult. Because we have to make sure that do we complete the task given by limited time?... do we give a relevant response to the question?”*

4. Why you can't afford expert user levels on IELTS writing levels/tasks?

Answer: *“Because it is the first times I learning about IELTS and I don’t have any experience about IELTS writing task.”*

Feedback

Practice

5. How many times do you spend to improve your writing skill?

Answer: *“Around a week.”*

6. What your strategies to improve your writing abilities?

Answer: *“After we learn related to the material. We always given homework and we are given some feedback about correction of our tasks.”*

7. How do you evaluate your own writing?

Answer: *“Like I stated before, if we have submitted the task. The tutor will give us feedback about our task. Then, we try to evaluate it.”*

Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?

Answer: *“Yes I do.”*

9. What aspect that you think had been improved after finishing IELTS preparation class?

Answer: *“I think the aspect are coherence and cohesion, which is I can write easily to follow and systematic.”*

10. How do you concern about your writing skills?

Answer: *“I don’t exactly to count my ability, but I think it’s still under the standard.”*

Appendices 3
RESEARCH INSTRUMENT

	KEMENTRIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 911331 Telepon (0421)21307, Faksimile (0421)2404
VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI	

Nama : Revit Rendra Wicaksono
Nim/Prodi : 18.1300.090/ PBI
Fakultas : Tarbiyah
Judul penelitian : The Analysis of Academic Writing Student on
IELTS Preparation Class at IAIN Parepare

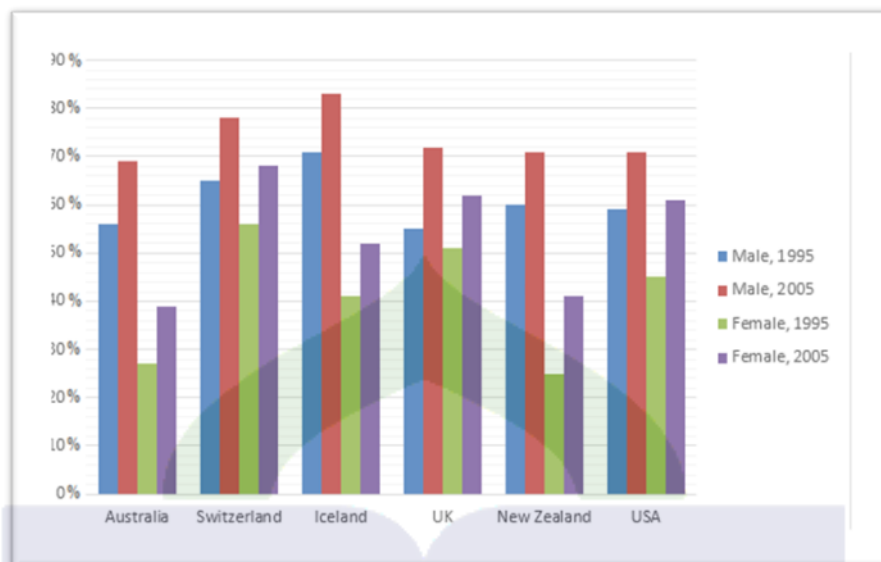
IELTS Writing Task 1 and Task 2

1. You should take 20 minutes to complete this task.

The graph below shows information on employment rates across 6 countries in 1995 and 2005.

Summarise the information by choosing and describe the main idea, and make comparisons where appropriate.

Write at least 150 words.



Employment Rates by Country, 1995-2005

2. You should spend about 40 minutes on this task. Write about the following topic:

Some educationalists think that the international exchange visits will benefits for teenagers at the school.

To what extent do the advantages outweigh the disadvantages?

You should write at least 250 words.



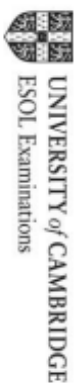
IELTS TASK 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skillfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' uses a wide range of vocabulary fluently and flexibly to convey precise meanings skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips' uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inaccuracies
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
7	<ul style="list-style-type: none"> covers the requirements of the task (Academic) presents a clear overview of main trends, differences or stages (General Training) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
6	<ul style="list-style-type: none"> addresses the requirements of the task (Academic) presents an overview with information appropriately selected (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication



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ESOL Examinations

<p>5</p> <ul style="list-style-type: none"> generally addresses the task; the format may be inappropriate in places (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
<p>4</p> <ul style="list-style-type: none"> attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
<p>3</p> <ul style="list-style-type: none"> fails to address the task, which may have been completely misunderstood presents limited ideas which may be largely irrelevant/repetitive 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
<p>2</p> <ul style="list-style-type: none"> answer is barely related to the task 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
<p>1</p> <ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
<p>0</p> <ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			



IELTS TASK 2 Writing band descriptors (public version)

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skillfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inaccuracies
7	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses all parts of the task although some parts may be more fully covered than others presents a relevant position although the conclusions may become unclear or repetitive presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately uses paragraphing, but not always logically 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication

<p>5</p> <ul style="list-style-type: none"> addresses the task only partially; the format may be inappropriate in places expresses a position but the development is not always clear and there may be no conclusions drawn presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over use of cohesive devices may be repetitive because of lack of referencing and substitution may not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
<p>4</p> <ul style="list-style-type: none"> responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate presents a position but this is unclear presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive may not write in paragraphs or their use may be confusing 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
<p>3</p> <ul style="list-style-type: none"> does not adequately address any part of the task does not express a clear position presents few ideas, which are largely undeveloped or irrelevant 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
<p>2</p> <ul style="list-style-type: none"> barely responds to the task does not express a position may attempt to present one or two ideas but there is no development 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
<p>1</p> <ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
<p>0</p> <ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			



**KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE FAKULTAS TARBIYAH
Jl.Amal Bakti No.8 Soreang 911331
Telepon (0421)21307, Faksimile (0421)2404**

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

INTERVIEW GUIDE

Name :

Occupation :

Day/date :

Perception

1. What do you think about IELTS academic writing levels?
2. Does IELTS writing task or IELTS academic writing levels difficult?
3. What aspect/problem that you think is difficult on IELTS writing levels/tasks?
4. Why you can't afford expert user levels on IELTS writing levels/tasks?

Feedback

Practice

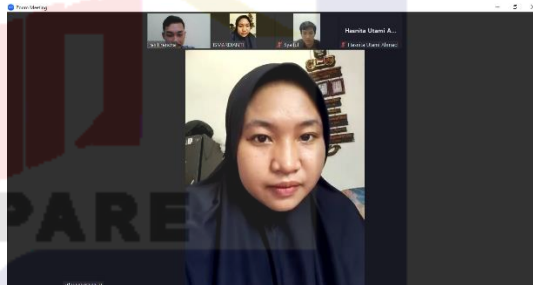
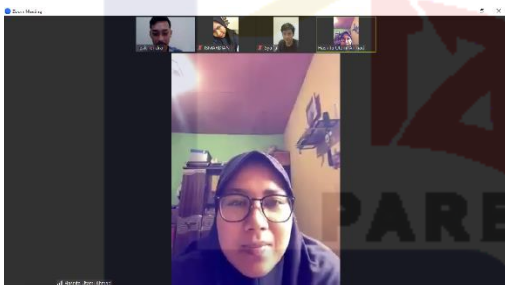
5. How many times do you spend to improve your writing skill?
6. What your strategies to improve your writing abilities?
7. How do you evaluate your own writing?

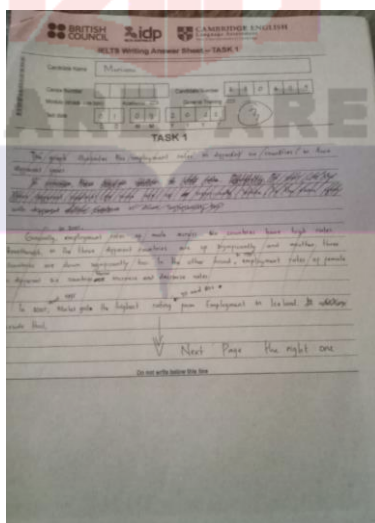
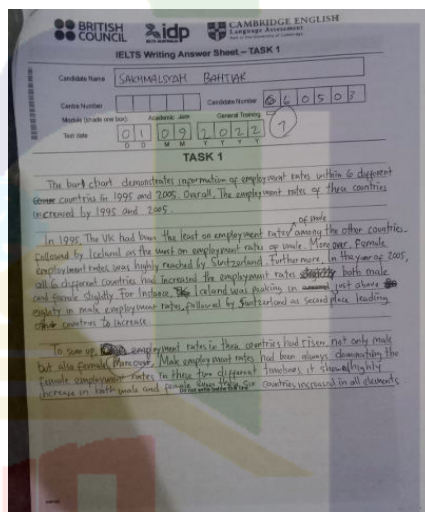
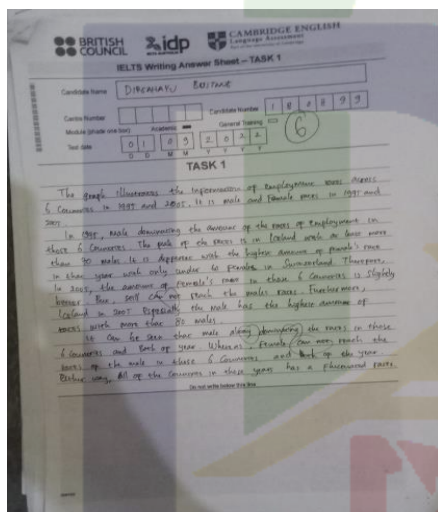
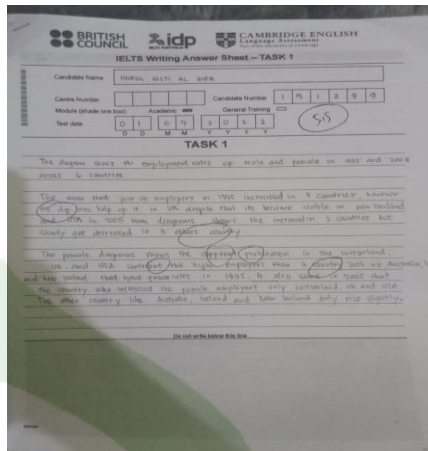
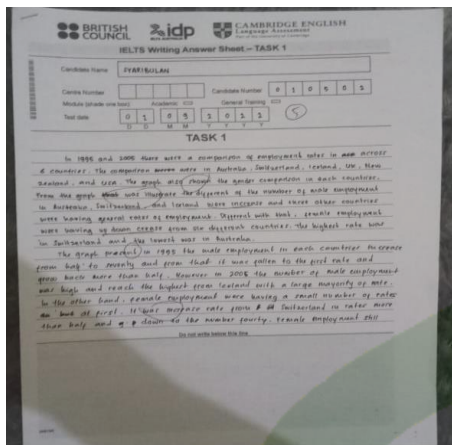
Ability

8. Do you think that your academic writing ability had been improved after finishing IELTS preparation class?
9. What aspect that you think had been improved after finishing IELTS preparation class?
10. How do you concern about your writing skills?



Appendices 4 DOCUMENTATIONS







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sumpang Parepare 91132 Telp: (0421) 21307 Fax: 24424
PO Box 509 Parepare 91109 website : www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B 038/In.39/FTAR 01/PP.00.9/01/2023

05 Januari 2022

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Revit Rendra Wicaksono
Tempat/Tgl. Lahir : Mamuju, 20 November 1999
NIM : 18.1300.090
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Perumahan Bumi La Mario Blok C No. 29, Kel. Ujung Baru,
Kec. Bacukiki Barat, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "The Analysis Of Students' Academic Writing Levels On IELTS Preparation Class At IAIN Parepare". Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP000087

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 87/IP/DPM-PTSP/1/2023

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA : **REVIT RENDRA WICAKSONO**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **PERUMAHAN BUMI LA MARIO, KEC. BACUKIKI BARAT, KOTA PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ANALYSIS OF STUDENTS ACADEMIC WRITING LEVELS ON IELTS PREPARATION CLASS AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **20 Januari 2023 s.d 20 Pebruari 2023**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **20 Januari 2023**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina (IV/a)**

NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN

Nomor : B. 123/In.39/BA/PP.07/02/2023

Yang bertanda tangan dibawah ini,

Nama : Dr. H. Muhdin, S.Ag, M.Pd.I
NIP : 196912311997031023
Jabatan : Kepala Biro AUAK

Dengan ini menerangkan bahwa :

Nama : Revit Rendra Wicaksono
Nim : 18.1300.090
Fakultas : Tarbiyah
Prodi : Pendidikan Bahasa Inggris
Alamat : Perumahan Bumi LaMario Parepare

Yang bersangkutan benar telah melakukan penelitian di IAIN Parepare dalam rangka menyusun skripsi dengan Judul: **"THE ANALYSIS OF STUDENTS ACADEMIC WRITING LEVELS ON IELTS PREPARATION CLASS AT IAIN PAREPARE"** dari tanggal 20 Januari s.d. 20 Februari 2023

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, Februari 2023
Kepala Biro AUAK

Dr. H. Muhdin, S.Ag, M.Pd.I
NIP. 196912311997031023



CURRICULUM VITAE



Revit Rendra Wicaksono, his short name is Revit, the writer was born on November 20th 1999 in Mamuju, west Sulawesi. He is the last child in his family, his father's name is Mustofa and his mother's name is Marsini. He is a student of English Education Program in State Islamic Institute (IAIN) Parepare. He began his study on 2006-2011 at SDN Mahahe, and graduated on 2011, while at the same year he studied in SMPN 1 Tobadak and then continued his study in SMKN 1 Parepare and graduated on 2017. The writer did his Kuliah Pengabdian Masyarakat at Desa Buntu Batuan Kabupaten Enrekang on 2022 after did the Praktikum Teaching (PPL) at SMPN 9 Parepare. The writer study at Tarbiyah Faculty of IAIN Parepare and completed his final with the title of thesis namely *"The Analysis of Students' Academic Writing Levels on IELTS Preparation Class at IAIN Parepare"*.

