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Ability to Write Clinical Writing for Sixth Semester College Students of the English Department PGRI Semarang with Inside the Instructional Field

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ABSTRACT

This study examines the educational writing capabilities of PGRI Semarang University English Department sixth semester students. The fundamental reason of this study is to discover educational writing abilities for college students in the sixth semester of the English Department at PGRI Semarang University in grades 2021 and 2022. The writer used the descriptive quantitative method. The whole number of the sixth semester ordinary students is 283 students, so the total variety of the population is 283 thesis proposals. Methodology is a set of strategies used in a precise place of activities (Hornby, 1995, p. 734). Methodology of the research here means a set of methods used to investigate the objectives of the study. There are seven most important components mentioned in this chapter. These are the type of survey, the problem of the survey, the capability of the survey, the method of information collection, and the method of information analysis. Scores of 70.2 range from 66-79, which is viewed good. From this, we can conclude that the academic writing ability of PGRI Semarang University English Department 6th semester college students from 2021 to 2022 is good.

Keywords: ability, compose, academic writing

INTRODUCTION

Nowadays, the global era shows information as 'king' in which it has emerged from many dimensions of change in lives. Information is not only a need, but also a power. In other words, technology of information becomes an important tool to manipulate, and as a control. Romli (2000: iii) said 'who controls information is the almighty in future'. It means that the new source of power is not money in the hand of view, but information in the hand of many. In the past, few people may get power if they have a lot of money, but now information in many people can be a new source of power. In fact, information is always haunted to get the destination. People will be absolutely sure when they get a lot of information to do or talk about something. Indonesia is also developing which responds to the global environment so that English begins to be taught from elementary school to a higher education. It has been taught since kindergarten. PGRI Semarang University as one of the institutes of teacher education and education in Indonesia also helps the application with the evidence via opening an English Department. In the PGRI Semarang University curriculum, English offers with 4 English skills. They are listening, speaking, reading, and writing. Therefore, English

Department students should achieve ¹¹ English skills. In the study the writer will be concerned with writing, especially academic writing. Although writing has been taught since ¹⁴ the first semester, in the writer's opinion the result is not satisfying. Many students have troubles when they should express their ideas and create their opinion in written form. Hence, it is important for the writer to know Ability of PGRI Semarang University English Department 6th semester students to create academic writing.

LANGUAGE LEARNING

Language definition. A man is a social person who needs friends in his life. Also, it is not difficult to imagine living alone without a companion. So, it is true that ancient Greek scholars said that one does not care who has to live in the community (Ramelan, 1992, p.7). It means that it is impossible to live without any communication. Both human beings and animals always need community in order to facilitate their efforts to provide their necessities of life. On the other hand, they have to cooperate with each other which can only be carried out in a community. For instance, when someone needs rice for his daily food, he does not need to grow it himself. It will be enough for farmers to do it, while he can get rice by buying it from farmers. He may have a special ability to create tools such as hoe and plow. He can sell it to the farmers who need it to cultivate the land. Therefore, it is clear that members of the community need to work together for their own benefit (Ramelan, 1992, p.7). Second, the community itself needs a means of communication to create itself

LEARNING PROCESS

In the learning process, teacher and student should know learning theory because they have to handle it as well. At least, they need to understand the definition of theory and try to apply it in real condition. Purwanto (1991, p. 85) said that (a) Learning is behavior's change, (b) Learning is behavior's change that needs practices and experiences, (c) Its change is relatively constant. Therefore, the learning process should create three aspects as above, especially for the English learning process in which it needs many practices done by students continuously. Because it is actually 'practice makes perfect'. Student, the individual learner is the center of the learning process. Moreover, she/he has to express her/his language as much as possible. All the resources in the school or community are made available to serve her/his theory defined as having an insight process. It is commonly called cognitive theory (Dahar, 1989, p. 20). But Ausable in Seumahu (1980, p. 1) classified the learning process into two dimensions in the classroom as follows: 1) The first dimension is reviewed by the learning process divided into *reception learning* and *discovery learning*. It is related to the way of subject matter given. 2.) The second dimension is divided into rote learning and meaningful learning. It is related to how students can take information in cognitive structure. In the same time, Rusyan (1989, pp. 24-25) stated that some factors which influence the learning process are; activities, practices, experiences, association, appreciation, readiness, and physiology. Finnochiaro (1974, pp. 13-15) mentioned three crucial factors in the learning process. They are; students, school and community, teachers and the use of English teaching methods.

LEARNING ACHIEVEMENT

Successful learning discourse is the next step after the learning process takes place in the classroom. This capacity that the result of the studying procedure is the student's mastering performance. Learning process is the knowledge achievement level or student's skills to reach the goal, which has been determined in every subject matter in contain time (Arikunto, 1986, p. 269). Besides that, students also have to know about some factors which influence the learning process so that they understand what to do. Santoso divided some factors that influence the process of learning achievement into two:

INTERNAL FACTORS

Factors, which are coming from a student's inner self consisting of a). Intelligence; This factor plays an important role in academic success as it can help solve problems quickly. b) Talent; By having practices, one who has a proper talent will be more capable of doing something. c) Willingness; This factor is related to feelings. If students have it to learn English, they will be more cheerful in the learning process. d) Motivation; One who has a high motivation to learn English; he has the effort to do maximally. e) Attitude; This factor is concerned with doing something. One who has

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a real attitude in learning English, so he will get a good learning achievement. f). Maturation; Teaching the subject matter, which is according to the student's maturation level, will influence his learning achievement. So, material should be suitable with a student's maturation level.

EXTERNAL FACTOR

Factors, which are coming from outer's students involving environment, curriculum, subject program, facility, teacher, and other instruments in the learning process (1988, pp. 8-19) So, English learning achievement is a student's level to achieve the purpose of English teaching in a certain time. It is symbolized with the score and mark.

WRITING

Definition of Writing. In principle, writing capacity making an attempt to create written messages. Before we write, we want to find out what to write, what meaningful content material wants to be conveyed. In order to deliver our message successfully, we adopt quite a few writing strategies as outlined by means of Bram: To deliver our message successfully, writers practice a range of non-talent-focused writing strategies. Any (ambitious) creator can study them and apply them to his writing. Each learner is then influenced to continue the practice. Certainly we improve our writing in general through writing ourselves (1995, p.7). Writing is actually nothing when it deals with a child who concentrates on shaping individual letters. It will be quite different when we watch a college student sitting quietly in front of his table and trying hard to express his ideas, experiences, thoughts and feelings which may be purposeful in the form of written language. In this case, writing does no longer only imply forming letters and then inserting them together to form phrases and phrases into sentences, but also a challenge how to make a right sentence, so that the reader is familiar with exactly what the creator tries to convey through his writing. Meanwhile, Byrne (1993, p. 1) cited When we write, we use photo symbols: that is, letters or combinations of letters that are related to the sounds we make when we speak. Thus, to some extent, we can say that writing is the act of forming these symbols: making marks on any flat surface. But writing is more than just developing graphical symbols, more like speech than making sounds. Furthermore, Byrne explains that symbols must be arranged, in accordance to sure conventions, to form words, and phrases ought to be organized to shape sentences, although once more we may additionally be given is "write" if we simply list words, such as an inventory category, such as a shopping list. Tarigan (1986) stated that writing skill can be started with composing words into sentences so that the writer's messages can be understood by the reader. According to Bereton in Yuni (2005, p. 14), all writing is always someone (writer) saying something (text/sentence) to someone else (reader). Like speech, which is considered the main means of communication, writing is additionally a potential of communication where the written form is used to categorize the writer's purpose. Gere in Yuni (2005, p. 14) pointed out that writing is communication. Communication means imparting knowledge or information about a certain subject. In fact, from a language teaching point of view, the pressure is often more to write than to speak correctly. According to an explanation of the writing style that a writer acquires in college, writing consists of choosing, writing a sentence, writing a paragraph, writing an essay, and writing a thesis proposal.

WRITING AS ONE OF LANGUAGE

Writing Process; It has been defined that writing is the mixture of the physical and psychological aspect. A creator who wishes to produce a piece of writing have to assume how to make those factors work together in the writing process due to the fact the central action of writing in it. On the different hand, it can be said that no writing without a method of writing. There are three degrees of writing, they are: prewriting, writing, and revising. (Blanchard and Root, 2003, pp. 41-44).

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Prewriting. Prewriting is the thinking, talking, reading, and writing you do about your theme earlier than you write a first draft. Prewriting is a way of warming up your Genius before you write. Just as you warm up your body before you exercise. There are a number of ways to heat up earlier than you write: a) Brainstorming; Brainstorming is a rapid way to generate a lot of ideas on a subject. The motive is to make a list of as many as possible besides traumatic about how you will use them. Your list can consist of words, phrases, sentences, or even questions. To brainstorm, follow these steps: Begin with a broad topic, Write down as many thoughts about the subject as you can in 5 minutes. Add

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more gadgets to your listing by using answering the questions what, how, when, where, why, and who. Group similar objects on the listing together. Cross out gadgets that do not belong.

Clustering. Clustering is every other prewriting technique. It is a visible way of showing how your thoughts are related the use of circles and lines. When you cluster, you draw a layout of your ideas. To cluster, comply with these steps: Write your topic in the core of a blank piece of paper and draw a circle around it. Write any thoughts that come into your thought about the subject matter in circles around the fundamental circle. Connect these ideas to the core phrase with a line. Think about each of your new ideas, and then connect them. Repeat this process until you run out of ideas.

Write. After spending some time questioning about your subject matter and taking the vital pre-writing steps, you're prepared for the subsequent step in the writing process: writing your paragraph. When you write the first draft of your paragraph, use the ideas you generated throughout the previous writing method as a guide. As you write, remember: Start with topic sentence declaring the main idea, which includes various sentences that assist the foremost idea. Stick to the topic, don't consist of data that would not at once aid the main idea. Arrange the sentences so that the order of thoughts makes sense. Use sign phrases to help the reader apprehend how the ideas in your paragraph are related. Review. It is nearly not possible to write a best paragraph the first time. The first attempt is known as the first draft. After completing your first draft, you have to work on improving it. This step is known as review. When revising your paragraph, you can do the following: Add new thoughts to aid the topic. Cross out the sentences that do no longer correspond to the subject. Change the order of sentences. Use the following checklist to revise your paragraphs.

CHECKLIST FOR REVISION

- Make sure you have a subject matter sentence.
- Cross out sentences that are now not associated to the fundamental idea.
- Check if the sentences are in the right order.
- Add new thoughts if they help the topic sentence.
- Be positive to include sign phrases to guide the reader.
- Check punctuation, spelling and grammar.

(Blanchart and Root, 2003, p. 44)

METHODOLOGY

Type of the research In this research, the writer will use the descriptive quantitative method. According to Hornby (1995, p. 314), the word "descriptive" means giving a picture in words or describing something without feeling and judging. It uses natural environment sources data to analyze. There is not any reference from the research to the object or variable data.

SUBJECTS OF THE STUDY

Population. The population of this study included all thesis proposals by sixth-semester regular students of PGRI Semarang University English Department for the academic year 2021-2022. The total number of sixth-semester regular students was 283 students. So the total population is 283. Taste. In this study, the author will use the random sampling technique because it is convenient to put in force and does not need to follow tough procedures. Probabilistic sampling is a sampling manner such that all persons in a populace have the equal probability and freedom to be chosen for sampling (Sumanto, 1990, p. 23).

INSTRUMENT

The records sources will be collected the usage of necessary equipment to attain the lookup objectives. The tools can inform if the search was once successful. In general, there are countless types of search engines, which can be used to retrieve data. That is observation, test, interview, document, etc. Arikunto (1996, p.51) considers that a device is a gadget or capability used via a researcher to collect facts or statistics so that work can be performed easily and outcomes may additionally be better. In this study²³ the writer will use documents as a device to accumulate data. This will be in the form of thesis proposals from sixth semester students of the Department of English at PGRI University Semarang in the tutorial year 2021-2022

TECHNIQUE OF DATA COLLECTION

To achieve objectives of this research, the writer will collect the data by explaining the method of collecting data and the procedures of collecting data as follows:

Method of collecting the data. In this research, the writer will choose a research method that is suitable for the subject matter. So, she chooses a documentary method in this study. Documentary method is a method of collecting data in the form of a document, or related information by reading related books, newspapers, journals, magazines, encyclopedias, and the like. In this regard, the documentary method will be applied to get the document of thesis proposals from the lecturers.

Procedures of collecting the data. The writer will assail some steps to collect the data, they are as follows: The writer will ask for permission from the chairman of the English Department of PGRI Semarang University to do the research. The writer will borrow for students' thesis proposals from the lecturer of Seminar on Thesis Proposal class and copy them.

TECHNIQUE OF DATA ANALYSIS

Since this lookup ambitions to attain the objectives, the facts evaluation is also aimed at accomplishing the goals. Therefore, the data analysis will be conducted as follows: To determine the academic writing ability of the 6th semester students of PGRI Semarang University in the academic year 2021-2022, the author will use the following techniques: Before the data obtained is analyzed, the author should establish rules for how the data is scored. When assigning data points, the writer will use analytical notation. According¹⁹ Brown (2004, p. 243), assessment of classroom performance is best served by grading analysis, where up to six key elements of writing are scored, thus giving allowing learners to focus on their weaknesses and capitalize on their strengths. In addition, he says that analytic grading may be called analytic assessment more appropriately to capture a closer association with classroom language instruction than with formal testing⁶. Therefore, the author will define aspects using a scoring profile proposed by Jacob in Brown (2004, p. 244), where five slightly different categories are given score values. They are; content, organization, vocabulary, syntax, and mechanics of the student's thesis proposal. The following criteria will be the basis for all ratings; moreover, the writer will present the highest for all criteria. That is:

1	a.				
	b.				
	c.				
	d.				
	e.				

(Jacob in Brown, 2004, p. 246)

Once character scores are obtained, the author will discover the average of all ratings using

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

Following formula:

In which:

\bar{X} = The mean of score

$\sum X$ = The total scores

N = The total sample

(Sudjana, 2002, p. 67)

Once individual scores are obtained, the writer will find the average of all scores using

Level of Mastery	Predicate
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor
30-39	Fail

(Arikunto, 2002, p. 245)

Based on the criteria, it will be concluded that the academic writing ability of students in the sixth semester of English department PGRI Semarang University educational 12 months 2021-2022 is excellent, good, good, common or not. To identify problems that the sixth semester students of PGRI Semarang University's English Department may face in the academic year 2021-2022 while writing academic papers, the writer will see the student's overall writing will be focus on the content, organization, vocabulary, syntax mechanism of the thesis proposal. From the results of data analysis, one can know what errors they may encounter. To achieve the third objective of this study, the author traced several potential sources of students' problems. It uncovers potential sources of clerical errors. It will focus on content, organization, vocabulary, syntax, and mechanics.

5 FINDINGS AND DISCUSSION

This study deals with the lookup findings and discussion. The lookup findings have been analyzed primarily based on students' thesis proposals and the dialogue used to be derived from the analysis of the findings.

Students' capacity to compose academic writing. As it mentions in the discovering that the facts used to guide this study is documentation which was once the form of the thesis proposals of the sixth semester college students of the English Department of PGRI Semarang University in the academic yr 2021-2022. The records used to be then analyzed the use of the idea proposed via Jacob in Brown (2004), Sudjana (2002), and Arikunto (2002). It used to be done to provide the applicable reply to the essential lookup query posed in chapter I: To what extent are the sixth semester students of the English Department of UPGRIS Semarang in the academic year 2021-2022 capable to compose academic writing? In line with the theoretical proposed – to discover out the students' capability in composing academic writing – the author referred to Jacob in Brown (2004), Sudjana (2002), and Arikunto (2002) to be the base of examining the data. In analyzing the data, first, she scored the students' thesis proposals by means of using analytic scoring based on the content, organization, vocabulary, syntax, and mechanics. The following is the result of the students' potential in composing educational writing. There are 30 students' thesis proposals as a pattern in this study. Besides that, the table also describes the rankings of the college student in academic writing. So, from the records of the table, the writer finds out the capability to compose academic writing of the sixth semester college students of the English Department of PGRI Semarang University in the educational 12 months 2021-2022. The creator calculates the complete score of the students' thesis proposal into the mean. In calculating the mean, the creator used the following formula:

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

In which:

\bar{X} = the mean of the score

$\sum X$ = the sum of all the score

N = the total number of the students or the sample

Sudjana (2002, p.67)

In this case, there are 30 students' thesis proposals (N) as the sample in this research, whereas the sum of all of the ratings of the college students (X) is 2107. From the data, the writer inserts it into the system:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2107}{30} \\ &= 70,2\end{aligned}$$

The mean of all the scores in composing academic writing is 70,2. After finding out the mean of all the scores, the result was concluded based on the following criteria:

Level of Mastery	Predicate
80 – 100	Excellent
66 – 79	Good
55 – 65	Fair
40 – 55	Poor
30 – 39	Fail

Arikunto (2002, p. 245)

The figure of 70,2 is in the range of 66 – 79 which is labeled into good. Therefore, it can be concluded that the ability of the sixth semester students of the English Department of PGRI Semarang University in the educational 12 months 2021-2022 in composing educational writing is good. Problems may be confronted by the sixth semester college students in composing educational writing. From the calculation of the suggest above, the students' capability in composing tutorial writing is good, however, from the desk of the students' score, there are various students with the rating below the average. So, it capability that there are a number of college students that faced some issues in composing tutorial writing. To discover out the problems might be faced with the aid of the college students composing tutorial writing, the writer saw from the standard of the students' writing which was once centered on the content, organization, vocabulary, syntax, and mechanics. They are as follows:

CONTENT

Content. It worries the development of ideas. A correct thesis inspiration addresses the assigned topic; the ideas are concrete and fully developed; no extraneous material. The issues confronted by the college student in composing tutorial writing related to the content are: Their writing may additionally tackle the troubles but omit some points. Ideas could be extra completely developed however some extraneous cloth is present. The development of ideas is now not whole and the paragraphs are now not divided exactly right. Their thesis proposals do no longer mirror careful wondering or were hurriedly written. Some student thesis proposals do no longer replicate college-level work; there is no apparent try to examine the problem carefully. Lack of aiding proof or references. Organization. This ability the shape of the thesis

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proposal. Well arrange the writing of scholarly articles with right titles, high-quality introductory paragraphs, stated topics, and body of the article; transient expression is used; the sketch of the material show plan (may be drafted by way of readers); Supporting proof is given for generalizations. In this study, the creator observed that college students might also encounter some troubles in organizing the thesis proposal. They are as follows: The thesis proposal has an applicable title, introduction, and body, but can also lack some evidence. Some ideas are not absolutely developed, the sequence makes sense, but transitional expressions are missing or misused. Vocabulary. It refers to the decision of structure and lexical gadgets to give a unique tone or flavor to the writing. In this study, the creator discovered that college students use inappropriate vocabulary in writing academic articles. For example in the following sentences: ... and this is the group where the problem of this research find out about . The grammar of the above sentence is incorrect and the use of vocabulary is not appropriate. The correct sentence is: ... and this is the organ where the object of this research is carried out... or a tool for expressing ideas, thoughts, views and feelings. According to the above sentence, the underlined word is not appropriate. The exact vocabulary is the vocabulary of thoughts.

SYNTAX

Syntax is the rules of grammar for arranging words into sentences and sentences into sentences. Syntax is almost exclusively about sentence-level parsing. Therefore, syntax or grammar is the description of the rules that govern the degree of formation of sentences. Good grammar meets certain necessities such as fluency in English grammar, correct use of relative clauses, prepositions, complements, articles, verb varieties and tenses; no run-on paragraphs or phrases. From analyzing the data, the writer found many errors related to the syntax in students' writing such as: Errors in using subject/verb agreement. The following are some students' errors in using subject/verb agreement:

Students' writing: Recounts as a new text type which is introduced to the students has an important role ... Correct sentence: Recounts as a new text type which is introduced to the students have an important role ... Students' writing: Spoken and written language differs in English, especially to increase the students' ability ... Correct sentence: The writer try to find some new ways to teach English, especially to increase the students' ability ... Correct sentence: The writer tries to find some new teaching English especially to increase the students' ability ...

Wrong tenses. The following are some students' errors in using tenses: Students' writing: It will be better for the writer to explain some words ... Correct tense: It will be better for the writer to explain some words ... Students' writing: ... because it can increase their new words. Correct tense: ... because it can increase their new words. Students' writing: It can translate into Indonesia ... Correct tense: It can be translated into Indonesia ... students' writing: The writer wants to choose students' ability ... Correct tense: The writer wants to choose students' ability ... Wrong word order Students' writing: The skill translating is very important and ... Correct word order: The translating skill is very important and ... Students writing: Based on the above discussion, ... Correct word order: Based on the discussion above, ... Students' writing: The students much practices in order to make him accustomed ... Correct word order: The students should practice it much in order to make him accustomed ... Students' writing: ... as well as in some cases difficult. Correct word order: ... as well as in some difficult cases.

Errors in the use of prepositions. Know the ability to write reports based on spoken narrative text... What are the difficulties that SMA students face... How to overcome difficulties that SMA students face... Discrete sentences and run-on student writing: idiosyncratic of spoken language makes listening skills a bit difficult to acquire. The main focus of teaching English is the ability to speak in short stories, the ability of students to use the language in real-life communication. Explain the communication process. Voiceovers are part of a new genre of teaching English to students.

MECHANICS

In the study, the creator located that many students encountered many errors associated to the use of machines, such as the use of correct English writing conventions: left and right margins, all fundamental uppercase letters, paragraph indents, punctuation, and spelling. The following are examples of scholar mistakes in the use of mechanics:

Incorrect spelling. For example: The college students ought to be lively and instructors motivate them in ... The underline phrase above must be written with the word "them". The predominant objective of the study is to check out the potential ... The underline phrase above be written with the word "the". For the writer ... The underline word above should be written with the phrase "writer"

Incorrect punctuation. For example: To know how the teacher solves the problems. The sentence above should end with a full stop. Through this research it was hoped to be valuable ... The sentence above should be given a comma such as the sentence below: Through this research, it is hoped to be valuable ...

Incorrect capital letter. For example: Recount as genre part in English Teaching which ... The underline letter should be written with the small letter like the following sentence: Recount as a genre part in English teaching which and it does not deliberate, we also learn their language ... The underline letter should be written with the capital letter like the following sentence: ... and it is not deliberate. We also learn their language ... The potential sources of the problems might be faced by the students in composing academic writing.

In finding out the potential sources of the problems, the writer traced some predictions focused on the content, organization, vocabulary, syntax and mechanics.

Content. The potential sources of the problems related to the content are: (1) the students may not master the topic of their thesis proposal so that they face difficulties when they have to state their ideas in written form; (2) lack of reading might also become one of the potential sources of the problems. Therefore, they cannot develop their ideas although actually those ideas are in their thoughts.

Organization. The potential source of the problem might also be faced by the students in composing academic writing related to the organization of thesis proposals. The students may not understand the organization of the thesis proposal well. Therefore, they face difficulties when they have to compose academic writing.

Vocabulary. The potential source of the problems might be faced by the students in composing academic writing related to the vocabulary is because the students may not master the vocabulary related to the topic they choose.

Syntax. Potential sources of syntax-related problems can be faced as pointed out by Brown (2000, p. 224). The causes of grammatical errors are as follows: Transfer between languages. Transfer between languages would not be a serious problem if there were no differences or contrasts between the learner's native language and the language. target language. Problems can arise when learners switch their native language system, which is not as parallel as the target language.

When they convey their message, it will be perceived as false by native speakers of the target language. Transfer of Intralingua. Transliteration is a foreign language error that is not caused by contrast between the mother tongue and the target language. The early stages of foreign language learning are characterized by the predominance of switching between languages, but once learners begin to absorb parts of the new system and make more internal mistakes. Based on this explanation, intralingua errors are divided into three categories. They are: Coalescence. This means that two elements in the native language merge into a single element in the target language. For example, the words *beras, nasi, gabah* in Indonesia are combined into a single article. Under fragmentation. When two different elements in the mother tongue can be considered identical, since there is no such difference in the mother tongue. For example, some and all are considered the same for Indonesian language learners. They often say; I have no money, conversely, I have no money. Excessive differentiation. This is a new section, with little or no resemblance to the native language section that must be fully learned. So, it can be related to shape and meaning. For example, the sentence that I will always remember about what happened, students mean: *saya akan selalu mecingat kejadian itu*. Should have: I will always remember this accident. Besides these problem sources, students may not understand tenses well, so they make mistakes in writing sentences. Mechanical. A potential source of problems that students may face when writing academic literature related to mechanics is that students may not understand the conventions of English spelling such as left and proper margins, all letters necessary capitalization, paragraph indentation, punctuation and spelling .

DISCUSSION

From the above calculation, the common rating of college students in writing is 70.2. After finding the average of all the scores, the effects are given based totally on the criteria table. The common score is round 6679. This means that the student's capacity to write academic papers is good. Then, from the consequences of the students' academic writing ability, the writer discovered that some college students scored below the average. This potential that students may have some issues writing an tutorial text. Next, she analyzes potential troubles with academic writing, focusing on content, organization, vocabulary, syntax, and mechanics. Finally, from examining the issues confronted with the aid of students, the author has observed achievable sources of students' issues in tutorial writing. It focuses on content, organization, vocabulary, syntax, and mechanics. Potential sources of problems that college students may additionally face with regards to content material are students' lack of mastery of their chosen difficulty and a lack of studying can additionally end up one of the sources of problems. subject.

Lack of understanding of the organization of thesis proposal may also cause the potential sources of the problems connected to the organization of thesis proposal. From the sight of vocabulary, the potential problem source is caused by lack of mastering vocabulary. In the other hand, the sources of the problems related to the syntax may be

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caused by Interlingua and intralingua transfer as Brown stated in the previous discussion. The understanding of tenses may become one of the potential sources of students' problems in composing academic writing. From the view of mechanics, the sources of the issues are that the college students may additionally now not apprehend the conference of English writing such as left and proper margins, all needed capitals, paragraph indented, punctuation and spelling

CONCLUSIONS AND SUGGESTIONS

The role of English is very vital in global communication. Unlimited international communication will bring people to unlimited relationships. This potential that contemporary records systems additionally have an effect on the world via connecting people. It wants first-class human sources and science knowledge. In doing so, all and sundry should be fluent in English as it is an worldwide language used by means of all people in the world. This, of course, has to do with the use of written language in the age of globalization. In other words, the potential to use the splendid written language can have an effect on person-to-person verbal exchange now not only in one area but round the world. Therefore, written language is vital in all areas of life such as politics, society, economy, culture, engineering, science, etc. The foremost goal of this study was once to decide the academic writing ability of the sixth semester students of the English Department of PGRI Semarang University in the educational year 2021-2022, and the results can be concluded as follows: Academic writing ability Student performance is good, graded from a student GPA of 70.2. Students face problems when writing academic papers. These issues relate to content, organization, vocabulary, syntax, and mechanics. Content-related is because students do not master the topic they have chosen and lack of reading can also become one of the sources of problems. Lack of understanding of the organization proposing the thesis can also be the root of potential sources of problems with the proposing organization. From a vocabulary perspective, the potential source of the problem is a lack of vocabulary mastery. On the other hand, the source of the problems related to syntax can be caused by the transfer between languages and content as Brown pointed out in the previous discussion. Understanding tenses can become one of the potential sources of student problem in academic writing. From a mechanical point of view, the source of problems is that students may not understand English writing conventions such as left and proper margins, all vital capitalization, paragraph indentation, punctuation, and correctness.

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