

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

*Analisis Level Penulisan Akademik Mahasiswa IAIN Parepare pada Kelas Persiapan IELTS*

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### ABSTRACT

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. 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.

**Keywords:** IELTS Preparation Class, Students' Academic Writing Levels.

### ABSTRAK

*Penelitian ini dimaksudkan untuk mendeskripsikan tingkat penulisan akademik dari 13 siswa EFL di IAIN Parepare dan untuk mempertimbangkan apa persepsi siswa tentang tingkat penulisan akademik IELTS setelah menyelesaikan kelas Persiapan IELTS. Peneliti menggunakan metode deskriptif kualitatif. Peneliti mengumpulkan lembar kerja siswa dan dinilai berdasarkan deskriptor skor band menulis IELTS yang terdiri dari empat aspek kriteria penilaian penulisan: pencapaian dan respons tugas, koherensi dan kohesi, sumber leksikal, rentang tata bahasa dan akurasi. Untuk mendapatkan informasi tentang persepsi siswa,*

peneliti memandu wawancara. Hasilnya ditemukan bahwa 2 siswa mencapai 7 nilai band (Good User Level) sebagai yang berprestasi tertinggi. Kemudian, 2 siswa mencapai nilai band 5,5 (Modest User Level) sebagai pencapaian sedang, dan hanya 1 siswa yang mencapai 3 skor band (Extremely Limited User level) sebagai yang berprestasi terendah. Peneliti memilih tiga teks terpilih yang ditulis oleh MA yang mewakili pencapaian terendah, NQA yang mewakili pencapaian tingkat menengah, dan SHB yang mewakili pencapaian tingkat tertinggi. Hasil penelitian menunjukkan bahwa esai sebagian besar mengalami kesulitan dalam rentang gramatikal (akurasi) dan sumber leksikal baik dalam tugas 1 dan tugas 2. Selain itu, para siswa berasumsi bahwa tingkat / tugas menulis akademik IELTS sulit. Kesulitan siswa muncul dalam kosakata dan tata bahasa. Kesulitan siswa muncul dalam kosakata dan tata bahasa. Mencapai tingkat pengguna ahli sulit karena bahasa Inggris bukan bahasa pertama mereka. Juga, ini adalah pertama kalinya bagi mereka untuk memperkenalkan tes IELTS.

**Kata Kunci:** Level Penulisan Akademik Mahasiswa, Kelas Persiapan IELTS

## A. INTRODUCTION

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 (Sardi et al., 2022). 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 underpreparedness caused by the ineffective teaching of writing at the school level, socio-economic issues, and poor reading. Rahmatunisa (2014) revealed that the Indonesian EFL students had issues in terms of linguistics, cognitive, and psychological. 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' 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. 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.

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

For those reasons, the researcher intended to explore the academic writing

level of EFL student at IAIN Parepare after finishing the IELTS preparation class. 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. The result of this research was expected to be a reference for teachers in teaching English, especially in teaching academic writing for tertiary student (Sardi et al., 2022), and the results of this research expected to be a reference for similar research.

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. 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. According to Chin, P., etc (2013), Writers must analyse their issue in order to give an objective of view that is supported by relevant and objective evidence.

Moreover, IELTS writing task compositions typically are essay writing. Essay writing is a frequent element of undergraduate student in many subjects according to Redman, P., and Maples, W. (2017). 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.

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 introduction, body and conclusion. To summarize, 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. METHOD**

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. The research subjects were 13 students that were finished the IELTS preparation class at the language laboratory of IAIN Parepare. To gain more complete data, the researcher applied several research instruments namely documentation and interview.

The researcher used documents to give supporting data to answer research problems. 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. 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.

To calculate the students' score, the researcher used IELTS writing band score descriptors as the rubric assessment. Furthermore, there are several steps taken in analysing the data in qualitative research. Abdussamad (2021) state that according to Miles and Huberman there are three steps

taken to analyse qualitative data namely data reduction, display data, and conclusion. In reducing the data, the researcher chose which aspects of the data that appeared in the interview transcriptions. Then, 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. 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.

## FINDINGS

### 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 1: Students' worksheets on IELTS writing task 1

Task 1	
<b>MA</b>	<p>The graph illustrates the employment rates in different six countries in two different years.</p> <p>Generally, in 2005, employment rates of male across six countries <b>have</b> high average. <b>eventhough</b>, in the three different countries are up significantly and another three countries are down significantly too. <b>In the other hand, in 1995 employment</b> rates of female in different six countries <b>show</b> increase and decrease rates.</p> <p>In 2005 and 1995, males <b>get</b> the highest rating in 70 and 80' from employment in Iceland. <b>Beside</b> that, the second highest rating of male was happened in <b>switzerland</b>, but the female's rating in 2005 was <b>more high</b> than male in 1995. <b>Beside</b> that, the same data also <b>show</b> in <b>united kingdom</b>, <b>Where</b> the female's rating in 2005 was <b>more high</b> than male's in 1995 with average score 55.</p> <p>In brief, male's employment rates across six countries were <b>high than</b> female's employment rate in different six countries</p>
<b>NQA</b>	<p><b>The diagram</b> shows the employment rates of male and female in 1995 and 2005 across 6 countries.</p> <p>The man that <b>join</b> as employers in 1995 increased in 3 countries, however <b>its</b> dip into half of it in <b>UK</b> despite that <b>its</b> became stable in <b>new zealand</b> and <b>USA</b>. In 2005 man diagrams shows the increased in 3 countries but slowly get decreased in 3 others country.</p> <p>The female <b>diagrams shows</b> the <b>diffrent frulturation</b>. In the Switzerland, <b>UK, and USA countri</b> but the high employers than <b>3 country</b> such as Australia, Iceland and New Zealand that have fewer rates in 1995. It also same in 2005 that</p>

the country who increased the female employers only Switzerland, **UK and USA**. The other country like Australia, Iceland and New Zealand only rise slightly.

**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 **extremely** than the other 6 countries.

**SHB** 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.

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.

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.

**Notes: Bold words or expressions indicate grammatical mistakes, improper punctuation, spelling, lexical choices, and cohesive devices, etc.**

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 2: Students' error on IELTS writing assessment task 1

Indicators of Assessment	Respondents		
	MA	NQA	SHB
<b>Task Achievement</b>	<p><b>The graph illustrates the employment rates in different six countries in two different years.</b></p> <p>(Background not highlighting key feature stages).</p>	<p><b>The diagram</b> shows the employment rates...</p> <p>(Address the task but the format inappropriate and not highlighting key features stages).</p>	<p>Clearly presents and highlighting key features but could be more fully extended.</p>
<b>Coherence and Cohesion</b>	<p><b>In the other hand, Beside that.</b></p> <p>(Use basic cohesive devices but</p>	<p><b>So</b>, the employment rates of male in the Iceland...</p> <p>(Arrange information and ideas coherently</p>	<p>...not only male but also female.</p> <p><b>Moreover</b>, Male employment rates</p>



	inaccurate or repetitive).	but use inadequate of cohesive devices).	had been always dominating..  (Use cohesive devices effectively and clear overall progression, but cohesion within sentences faulty for mechanical).
<b>Lexical Resource</b>	<b>Employment.</b> (Error in spelling/word formation). <b>employment rates, female, male, different, countries, high.</b> (Used basic vocabularies that repetitively).	<b>Different, frulturation, countri, extremly.</b> (Error in spelling/word formation). <b>employment rates, increase, female.</b> (Use limited range of vocabulary, but this is minimally adequate for the task).	Use a sufficient range of vocabulary to allow some flexibility and precision.
<b>Grammatical Range and Accuracy</b>	<b>eventhough, switzerland, united kingdom, Where.</b> (Capitalization).  the female's rating in 2005 was <b>more high</b> than male's.  In the other hand, <b>in 1995</b> employment rates  six countries were <b>high than</b> female's.  (Used a limited range of structure, make frequent grammatical errors and punctuation).	<b>Its, UK, new zealand, USA.</b> (Wrong detail and Capitalization)  The man that <b>join</b> as employers in 1995.  The high employers than <b>3 country.</b>  The employment rates of male in the Iceland <b>is</b> the highest among the others country.  (Use limited range of structure and make frequent grammatical errors).	Overall, <b>The</b> employment rates.  The <b>UK</b> had been.  Moreover, <b>Male</b> employment rates.  Female employment rates <b>was</b> highly reached by Switzerland.  (Has a good control of grammar and punctuation but may make a few errors).

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.

<b>Task 2</b>	
<b>MA</b>	International exchanges are one of the collage collage student's dream. Every collage student compete to get the schoolarship of international exchanges.
<b>NQA</b>	<p><b>Nowdays</b>, 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 <b>exchanges programs</b> 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 <b>this programs</b>. However, there are much benefit that the school can get in this international <b>exchanges programs</b>. Especially when the <b>programe</b> is fully funded by <b>government</b>.</p> <p>The positive effect that teenagers <b>can get is give</b> new <b>experices</b> such as meet a new people from <b>othe</b> country. In other way the student also <b>lear</b> new things from the program. For some of student this program gives <b>motivate</b> to work hard and get the <b>scholarship</b>. <b>it Also</b> help student to get the information about the international school around the world.</p> <p>Finally, the <b>interational</b> exchange programs have more benefit <b>tha</b> the bad effect. It means <b>its</b> a good way to improve the ability of student. Student will <b>be motivate</b> to update <b>they skill</b> and try to get <b>schoolarchip</b> to visit the other country.</p>
<b>SHB</b>	<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. <b>Wheter</b> the program is going to be fully <b>beneficial</b> or <b>unbenificial</b>.</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 <b>existance</b> of many programs in international exchanging which is supported by the government. This official support is launched with considering the highly <b>beneficial</b> goods for the student. Students who 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.</p> <p>In conclusion, <b>International</b> 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 <b>overallly</b>. It will help the student to compete more in the future as experienced and wide opened people.</p>

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
<b>Task Response</b>	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.
<b>Coherence and Cohesion</b>	-	Arranges information with some organization but lack of overall progression.	Logically organizes the information and presents a clear central topic within each paragraph.
<b>Lexical Resource</b>	-	<b>Nowdays, programe, government, experices, lear, scholarship.</b> (Make errors in spelling or word formation, but not impede communication).	<b>Wheter, benificial or unbenificial, existance.</b> (produce occasional errors in spelling but not impede communication).
<b>Grammatical Range and Accuracy</b>	-	The <b>exchanges programs</b> spend... ...can't join <b>this programs.</b> ...that teenagers <b>can get is give...</b> ...gives <b>motivate</b> to work.... ...to update <b>they skill...</b> (Make frequent grammatical errors that caused some difficulty for the reader).	In conclusion, <b>International</b> exchange... ...taking the program, but <b>overallly.</b> (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

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.”

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

“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.”

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.”

“Yes, I found it difficult for me.”

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

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.”

“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.”

“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.”

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

“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.”

“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?”

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.”

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

“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.”

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.

## DISCUSSION

### 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 (2021), 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).

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 (Hastuti, S. D. S., & Widyantoro, A., 2015). 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.

### 2. Student Perception on IELTS Writing Levels

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. According to Sulisty, T., Mukminatien, N., Cahyono, B. Y., and Saukah, A. (2019), writing is recognized as the most complex abilities to be understood by the students, according to the level of education.

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. However, grammar is a form of language. According to Thompson (2013) functional grammar is complex, and students may be daunted not only by the seemingly abstruse explanations but also by the amount of recent terminology. 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.

## CONCLUSION

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.

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