

**THE ANALYSIS OF STUDENTS' PERCEPTION TOWARDS THEIR
DIFFICULTIES IN WRITING JOURNAL REVIEW: A STUDY AT
STUDENTS OF ENGLISH EDUCATION PROGRAM OF FKIP
UNIVERSITY OF MATARAM**



ARTICLE

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**The Analysis of Students' Perception towards Their Difficulties in Writing Journal
Review: A Study at Students of English Education Program of FKIP University of
Mataram**

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ABSTRACT

This research was aimed at analyzing the difficulties faced by students of English education program of FKIP University of Mataram in academic year 2016-2017 during the process of writing journal review, the factors that might contribute to those difficulties, and the solutions to overcome those difficulties. This research used qualitative method. The population of this research was 120 students who had finished the task of writing journal review and the sample of this research was 20 students who had been chosen using purposive sampling technique and followed by random selection technique. The data was collected through questionnaire and interview. Data was analyzed by using tabulation and explanation. The result of the study revealed that there were some difficulties that the students found in the process of writing journal review, namely: a) writing the introduction, body, and conclusion of journal review, b) paraphrasing, c) giving comments or recommendations, d) finding relevant journals as comparison, e) deciding the weaknesses and strengths of the journal, f) analyzing content of the reviewed journal, and g) connecting different ideas into cohesive paragraph. The factors contributing to those difficulties were internal factors which included a) lack of vocabulary and ability in academic writing, b) lack of reading ability, and c) lack of confidence in giving critical comment, and external factors such as a) access to the comparing journals and b) insufficient feedback from the lecturer. The solutions to overcome those problems were a) reading lot of journals and references, b) consulting with friends, c) searching and reading the guideline to write journal review in the internet, d) asking feedback from the lecturer and e) reading the examples of journal review.

Keywords: *difficulties, journal review, writing process*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis kesulitan-kesulitan yang dialami mahasiswa program pendidikan bahasa inggris FKIP universitas mataram di tahun akademik 2016-2017 selama proses menulis resensi jurnal, faktor yang mungkin berkontribusi kepada kesulitan-kesulitan tersebut, dan solusi untuk mengatasi kesulitan-kesulitan tersebut. Penelitian ini menggunakan metode kualitatif. Populasi dalam penelitian ini adalah 120 siswa yang sudah menyelesaikan tugas menulis resensi jurnal dan sampel penelitian ini berjumlah 20 orang siswa yang dipilih menggunakan tehnik purposive sampling yang diikuti oleh tehnik pemilihan secara acak. Data dikumpulkan menggunakan kuesioner dan wawancara. Data dianalisis menggunakan tabel dan penjelasan. Hasil dari penelitian ini menunjukkan bahwa terdapat beberapa kesulitan yang mahasiswa alami saat proses menulis resensi jurnal, yaitu: a) menulis pembukaan, tubuh, dan kesimpulan dari resensi jurnal, b) menafsirkan, c) memberikan komentar atau rekomendasi, d) menemukan jurnal yang terkait sebagai pembanding, e) menentukan kelemahan dan kelebihan dari jurnal, f) menganalisis isi dari

jurnal yang direvisi, dan g) menghubungkan ide-ide yang berbeda menjadi paragraf yang kohesif. Faktor yang mempengaruhi kesulitan-kesulitan tersebut adalah faktor internal yang mencakup a) kurangnya kosakata dan kemampuan dalam menulis akademis, b) kurangnya kemampuan membaca, dan c) kurangnya rasa percaya diri dalam memberikan komentar yang kritis, dan faktor eksternal seperti a) akses untuk mendapatkan jurnal pembedaan dan b) tidak cukupnya umpan balik dari dosen. Solusi untuk mengatasi masalah-masalah tersebut adalah a) membaca banyak jurnal dan referensi, b) berkonsultasi kepada teman, c) mencari dan membaca panduan untuk menulis ulasan jurnal di internet, d) bertanya kepada dosen dan e) membaca contoh-contoh ulasan jurnal.

Kata kunci: *kesulitan, ulasan jurnal, proses menulis*

1. Background of Study

Language, as the tool for communication, is represented in two main forms; spoken and written forms. Spoken language is represented by the use of verbal language which is uttered orally, while written language refers to the use of language by writing it on papers. Apart from the priority of spoken language, the mastery of written language is very important for communication. Students' activity in learning a new language, especially a foreign language, cannot be separated from writing. Students deal with various kinds of written language that help them to learn and use language better.

In writing, students are required to master not only writing skill, but also reading skill. Those skills are developed continually from the very beginning stage of general educational level (elementary school or kindergarten). When the level of education is increasing, the requirement for reading and writing is also expanding with various purposes and ways. Students at lower level of education will have simpler consideration of reading and writing tasks than those at higher education level. Therefore, it is generally indicated that the activity of reading and writing is suited to the level of students' proficiency.

Furthermore, the purpose and way of reading and writing for higher education level students have developed into more complex degree. One of the advanced purposes of reading and writing is to create or to write a review about scientific journals, articles, or books. For students, the skills in reading and reviewing are needed to build their critical thinking of any issues or phenomena occurring in everyday situation. The critical thinking will help them in judging any information that they receive. Moreover, it provides the students with the ability to analyze, pick and filter the information from all kinds of problems in the world. Therefore, developing students' critical thinking is a major importance.

In line with the above explanation, the critical thinking is also required for college students in the area of language program. Mostly, the representation of the ability of students

to think critically is in the form of written paper. As college students mostly deal with academic journal, the term *journal review* is commonly used for assessing students' critical thinking. Journal review is seen as the tool to know how far the students can comprehend and filter other people's ideas and compare their own view with other's. Furthermore, journal review can broaden students' knowledge and literature references in their study. So far, journal review is considered as having a lot of benefits for students in academic purposes.

However, in the real condition, writing journal review is not easy for students. In reviewing journals on some issues, students often face a lot of difficulties during the process of reviewing that may lead into deviation of the original essence of review, such as summarizing, comparing, and evaluating the content of the journal being reviewed. Those difficulties are caused by several factors, either from the students themselves or from other participants such as lecturers. Students who are commonly new in putting a review into academically written form can be problematic. Moreover, Meier (1992) stated that one of the causes of 'bad' journal reviews is because the lecturers never teach the students (reviewers) about how to review journals properly. This lack of knowledge in reviewing journals results in improper outcome that does not give significant contribution for the readers, authors of journals, or even reviewers themselves.

In addition, as a student of English education program, I also faced those kinds of difficulties when I was required to write a journal review. Furthermore, during small talks outside the class, it seemed that similar difficulties are also found by my classmates and other students who have written journal reviews. Through that small talk, students admitted that they felt problems in the process or steps in writing a review, such as summarizing, paraphrasing, and giving comments to the reviewed journal. Therefore, concerning the same experience of difficulties that the students have experienced, the intention of conducting research in that topic rises into my mind.

Moreover, previously mentioned problems are influenced by some factors, which the researcher refers as internal factors such as from the students' writing ability and also external factors, such as from the lecturers' feedback. Those difficulties are commonly encountered by the students in college when they are required to write a review. Therefore, those difficulties are important to be deeply examined.

Thus, students often face a lot of problems and difficulties in writing journal reviews. Therefore, based on the illustration of problems stated on the previous paragraphs, the researcher decided to conduct a research to find the difficulties faced by the students at English education program during the process of writing journal review.

2. Research Questions

This research is conducted to answer the research questions below.

1. Based on students of English education program's perception, what are the difficulties they face during the process of writing journal review?
2. What factors that may contribute to the difficulties in the process of writing journal review?
3. How do the students overcome the difficulties they found in writing journal review?

3. Purpose of The Study

This research is aimed at:

1. Identifying students of English education program's perception towards the difficulties they faced in the process of writing journal review
2. Finding out the factors that may contribute to the difficulties in the process of writing journal review
3. Revealing how the students overcome the difficulties they found in writing journal review

4. Definition of Key Terms

- a. Difficulty: a trouble or effort that something involves (Oxford Advanced learners Dictionary, 1995). The difficulty in this research refers to the problems that the students face in the process of writing journal review in terms of summarizing, analyzing, comparing, and evaluating the content of the journal being reviewed.
- b. Review: "A critical, constructive analysis of the literature in a specific field through summary, analysis, comparison, and evaluation" (Mayer, 2009). In this study, *review* is considered as the process in evaluating the content of a particular journal through the steps of summarizing, analyzing, comparing, and evaluating. Thus, the review in this study is defined as the process or steps in creating a product of writing passage by the students/reviewers.
- c. Journal: a serious magazine or newspaper which is published regularly, usually about a specialist subject (Cambridge Advanced Learner's Dictionary, 2008). In this context, the journals focused on the scholarly journals for academic purposes that have been published regularly in an accredited international journal publisher. In this case, the journals are ELT Journals taken from www.academic.oup.com which are given by the lecturer to the students to be reviewed.
- d. Writing: writing is defined as a process of discovering and organizing someone's ideas by putting them on papers as well as reshaping and revising them (Meyers in

Karolina, 2006). In this study, writing refers to the act to create a written paper in the form of journal review paper.

- e. Perception: a belief or opinion, often held by many people and based on how things seem (Cambridge Advanced Learner's Dictionary, 2008). In other words, perception can be defined as a way we think about or understand something or someone. In this research, the perception is defined as the students' opinions or reasons of their difficulties in the process of writing journal review.

5. Literature Review

a. Writing Academically for EFL Learners

For foreign language learners, especially EFL learners, writing is admitted to be very complicated because the learners have big differences in writing style, sentence structure, vocabularies, and other aspects that lead them produce a lot of errors when writing in English (Hourani, 2008). Moreover, for learners in higher level of education or university students, writing in English turns into more complicated matter because the students are required to write academically, or fairly known as academic writing. Academic writing differs from other free-writings due to its explicit rules and requirements. As Ankawi (2015) said that "academic writing requires that the students write from a formal perspective while applying all the rules relevant to the writing and use the correct style of citation when providing evidence for claims". Academic writing is not only a writing as an activity to express ideas in writer's mind, but also to build up the skill of deep thinking and analyzing information from various sources with some specific and strict rules to be followed.

Consequently, the students in college should pay serious attention when they are asked to write an assignment in the types of academic writing, such as essays, research papers, and reviews. Thus, EFL university students have to broaden their knowledge in academic writing to produce better writing products.

b. Problems in Academic Writing

Lamberg in Rodrigues, Mira and Jimenez (2013) identified major problems that college students attempted at academic writing which stated as follows:

- They have problems in grammatical structure of a good writing
- They lack self-management skills. Symptoms include a history of incomplete courses, turning in papers late, and not knowing specifics details of the assignments such as due date or amount required.

- They lack a strategy for composing and have no set of procedures for working through a writing assignment from beginning to end.
- They fail to understand and follow directions. They may write good papers but do not follow the instructor's assignment.
- They write poorly organized papers and sometimes fail to select a topic.
- They have many errors and patterns of errors; in other words, they lack a system of proofreading.
- Their papers lack introductions.
- They have problems in understanding and accepting the teacher's criticism.

c. Writing Journal Review

Despite of reviewing books, academically, students in university are usually required to review academic journals. Journal articles are considered as the most valued in scientific communication because they have passed some scientific procedures in order to be worth published (Fernandez-Ríos and Buela-Casal, 2009). LaRochelle et al. (2011) define article review as the evaluation of reading passages compared to other literatures to find the connection and lacks of the passages being reviewed. This evaluation is purposed to bridge the ideas between the information served in the article and the reviewer's or other people's knowledge. More deeply, Mayer (2009) states that journal article review is a critical analysis of the literature which is built on a specific topic by summarizing, analyzing, comparing, and evaluating information of particular journals. Through a review, the readers are served with general view of a journal without the need to read the entire content of the journal.

In addition, a journal review evaluates the strengths, weaknesses, and validity, as the reflection of reviewer's summary, analysis, and interpretation (Coutts, 2016). Then, a good journal review is supposed to be able to give clear information about the journal being reviewed in order to let the readers give judgment of the value of the journal.

Reviewing journals takes an important part in improving students' writing ability especially their writing ability academically. Moreover, not only will the review improve students' writing ability, but also will build students' skill in research-based thinking. The Trent University Academic Skills Centre (2010) also considers journal review as an important tool to develop critical thinking because it gives the chance to students to respond another person's research, ideas, and interpretations. Students can engage in indirect interaction with the journal writers by serving their critical thinking about the content of the journal.

Moreover, writing journal article review will help students to improve their critical reading skill, as well as analytical and interpretive skill (The Trent University Academic Skills Centre, 2010). Helping students to improve critical reading skill means that the process of writing journal review forces the students to comprehend and look thoughtfully into the journal. By reading critically, the reviewer can give appropriate response in his/her review. On the other hand, writing journal review will develop the analytical and interpretive skill of students because in doing the process of writing journal review, the students have to analyze the journal thoroughly with the correct interpretation about the main information in the journal. Therefore, writing journal review is considered as an important part in the process of improving students' skill in many aspects of academic requirements.

Meanwhile, writing journal review could be problematic for college students. The difficulties could be caused by some factors, whether from internal or external factors. Cho and MacArthur (2011) proposed some of the common causes of difficulties in writing a review paper, which include the lack of feedback given by the instructors (teachers), problems related to inexperienced reviewer/student in determining readers' points of view, and also some problems that relate to academic writing.

6. Research Design and Method

This research was conducted by the ground of case study which used qualitative method. Qualitative method was used because the researcher believed that this method was suitable to answer the research questions as to find out the problems experienced by the students in the process of writing journal review. While case study was aimed at finding the reasons that cause some certain phenomena which became the focus in this research. A case study enabled a researcher to dig the information from the research subjects as much and deep as possible.

7. Setting and Subjects of The Study

This study was conducted at Faculty of Teacher Training and Education University of Mataram. The subjects of the research were the eighth semester students at academic year 2016-2017 who had experienced and finished the task for writing journal review in their sixth semester.

8. Population

The focus population of this research was the students of English Education Program of FKIP University of Mataram who dealt with reviewing journal article. There were 5 classes of regular (morning) and non-regular (afternoon) classes that consisted of 120 students.

9. Sample

As the sample of this study, 20 students were chosen by the researcher. The samples were students of English Education Program of FKIP Mataram University who had finished the task of writing journal review. The samples were decided by using purposive sampling technique because the participants were only those who passed the task to write journal reviews. The total number of sample was decided following Arikunto's sampling computation. Arikunto (2006) stated that if the population is more than 100, the researcher may decide to use 10-15% or 20-25% or more of the whole population as the subject of study. Thus, 20 students (about 15% of the total population) were randomly selected among those 120 students who had written journal reviews to become the subject of this study.

10. Instrument

1. Questionnaire

Questionnaire was one of the instruments to collect data which consisted of some questions. Questionnaire was chosen as the instrument in this research because it was effective and efficient for both the researcher and the subjects of research in term of time as well as of predictive questions and answers. The questionnaire consisted of 25 items which were divided into 23 close questions (fixed questions and answers) and 2 open questions (questions based free answers). The questions included the students' opinion about the task of writing journal review, the difficulties they found in writing journal review, the factors that influence those difficulties, and the solution of their problems.

The questionnaire was made by the researcher concerning the common difficulties in the process of writing journal review supported by the related literature about the difficulties. The items of the questionnaire had been validated by using try-out technique and also by the validation from advisors.

2. Interview

Interview was used to support data from questionnaire. In this research, semi-structure interview was applied. Data from interview enabled the researcher to find out more information which was not stated in the questionnaire. The questions in the interview were aimed to strengthen the questions in the questionnaire. Then, the process and result of interview were recorded and transcribed in the form of written text to facilitate the researcher in analyzing the data.

11. Data Collection Procedure

In collecting data, firstly 20 students were randomly selected that became the participants in this research. Then, the researcher gave them questionnaires and let them answer each point of the questionnaires as honestly as possible. The questionnaire was presented in two kinds; open-ended questions and close questions. Open-ended questions consisted of questions that require the participants' own answers, while close questions needed them to choose the answers provided. After all the questionnaires had been spread and filled by the participants, the results of the questionnaire were observed. Then, the researcher interviewed 10 students who were willing to be interviewed. Then, the researcher interviewed them about their answers to support the given data and to get more information.

12. Data Analysis

a. Data Analysis of The Questionnaire

After collecting the questionnaires that are spread to the students, the results of the questionnaires were accumulated and tabulated to see the percentage of each item's occurrence by using the following formula:

$$P = \frac{\sum}{x} \times 100$$

where:

P = Score percentage of each item

\sum = number of statement (yes, no, sometimes, no idea)

X = the total number of respondents

100 = constant number

Thus, the result of tabulation was classified and analyzed based on the following major scope:

1. Difficulties that the students experience in the process of writing journal review.
2. Factors that contribute to the difficulties in writing journal review.
3. The solutions used by students to overcome their difficulties in writing journal review.

b. Data Analysis of The Interview

The analysis of data from the interview was done through the following stages:

a. Transcribing data

The recordings as the results of the interview were transcribed to facilitate the researcher to analyze the data.

b. Reducing data

After transcribing the data from the recordings, the data were reduced to optimize the essential points that relate to the issues in the research.

c. Classifying data

The last, after the data had been transcribed and reduced, the data were classified into the main problems of the research, which were the students' perception about their difficulties in the process of writing journal review, the factors contributing to those difficulties, and the ways to overcome those difficulties.

13. Findings and Discussion

13.1. Students' Difficulties in Writing Journal Review

Based on the result from questionnaire followed by interview, it was found that students faced some difficulties in the process of writing the journal review which were related to the steps and process in writing the review. Those difficulties will be discussed and described in this discussion section.

13.1.1.1. Writing the introduction, body, and conclusion of journal review

In the process of writing, writing the introduction part became the most difficult one, as it provides the background of the writing. In writing journal review, students mostly faced difficulty in writing introduction part because they were confused about what should be put in the introduction. The responses of the students regarding the problems of writing the introduction part were mostly due to the students' confusion when they started to write as they were not used to write a review of journal articles. They did not know what they should write to introduce their journal reviews and felt difficult to find the key words to begin their review.

In the process of writing the body and conclusion of the journal review, the students said that it was difficult to put their analysis of the reviewed journal into the body and also to conclude their review. They said that it related to their ability in analyzing, summarizing and paraphrasing the content of the reviewed journals. When they could not understand the gist discussed in the reviewed journal, they could not decide the content of the body of their review. It continued until the conclusion part which contained the reviewer's comments about the reviewed journal.

13.1.1.2. Paraphrasing

Based on the questionnaire result, paraphrasing the content of the reviewed journal became the major problem faced by the students in writing journal review which was chosen by 95% of the students. They felt difficult in doing paraphrasing because they had to find other words to express the ideas of the journal's author without changing the original meaning of the reviewed journal content. They were afraid that the result of their paraphrase would differ from what the author of the journal said in his/her journal and led them into plagiarism. Furthermore, their limited capacity of vocabulary related to the topic in the reviewed journal which often discussed about a specific field also affected their ability in paraphrasing, since those vocabularies were unfamiliar with the vocabulary that the students commonly used.

13.1.1.3. Summarizing

The main reason of this difficulty was because the students thought that all aspects of the reviewed journal were important, so they did not know which part of the journal had to be put in the summary. The students felt confused about what they should choose to be put in their summary and afraid of leaving some important points of the journals when they wrote the summary. This was due to the students' assumptions about the perfectness of the journals being reviewed which were published internationally and the thought that all points of the journal were important. Additionally, they became difficult in summarizing when the journal had many pages.

13.1.1.4. Giving comments or recommendations

Sizable percentage of students' responses agreed that they found difficulty in giving comments or recommendations, which gained the total number of 90%. This is because the students did not know what comment they should give to the journal. Because the journals they were reviewing were internationally published and written by experts in the field, the students did not feel at the position of giving comments so they were confused to write their comments. In short, most of them did not have any comment for the journal they were reviewing.

Moreover, the students felt difficult in giving critical comments or recommendations because they thought that they were not critical enough to give comments or recommendations to the authors since they were new in reviewing journals and had not read many journals as the references in giving comments or recommendations. They had not been taught about how to give comments to a journal, or what aspect that should be commented in the journal. In addition, some students said that their low proficiency and knowledge about

the topic made them confused and doubt to give comments or recommendations. Therefore, they found difficulty in that process.

Apart from the previous reasons, some students also felt confused to stand their position as the reviewer, whether they were in the position of pro or contra to the author's idea of the reviewed journal. This was caused by the lack of reading and poorness in understanding the content of the reviewed journal.

13.1.1.5. Finding relevant journals as comparison

The difficulty in finding relevant journals as comparison took 90% of the students' response, indicated that they had serious problem in this process. The students explained that it was difficult to find relevant journals because there were a lot of journals available in the internet that they should read one by one to make sure that those journals were related to the journal they were reviewing. The students felt lazy to read those journals, resulting in difficulty to find the relevant comparing journals with the same topic with the reviewed journal.

Additionally, the students had problems in selecting the journals which had the same topic as the reviewed journals because there were a lot of journals with similar topic but not relevant to the content of the reviewed journal. It made them hard to compare the ideas of other journals with the ones in the journal being reviewed. This difficulty was also caused by the access to the journals which were often unavailable and not free-downloaded.

13.1.1.6. Deciding the weaknesses and strengths of the journal

The process of writing journal review was difficult when the students had to find the weaknesses and the strengths of the journal being reviewed. The data showed that this difficulty was agreed by 85% of the students, meaning that they perceived problems in doing this process. In deciding the weaknesses of the reviewed journal, the students said that they had trouble in seeing what was unclear or needed to be revised in the journal as the journals were written by experts and were published internationally through editing and revising process by professionals. Some students also explained that they had less knowledge about the topic of the reviewed journal because they did not understand the content of the journal and did not read lot of relevant journals so that it resulted in the trouble to decide the weaknesses or the strength of the journal.

13.1.1.7. Analyzing content of the reviewed journal

Analyzing the content of the reviewed journals became problematic for the students because they often could not understand the content of the journals. It was caused by the complexity of sentence structures and advance vocabularies that the author of the journal

used in the journal. Students often could not get the meaning and intention of the reviewed journals as they were unfamiliar with the experts' words presented in the journals.

In addition, the problem in analyzing the journal was to get the main point of the reviewed journal. In this case, some students revealed that it was because the author of the journal used a lot of vocabulary which were unfamiliar to the students.

13.1.1.8. Connecting different ideas into cohesive paragraph

Some students felt difficult in connecting different ideas into cohesive paragraph since a journal review needed some ideas of other experts as the comparison with the author's idea so that the journal could be classified into a good or a bad journal. They were confused how to connect one idea to another idea and put them into cohesive paragraphs without breaking the flow of the journal review content. Besides, they also did not know how to put their idea among experts' ideas and stood their position as the reviewers.

13.1.2. Factors contributing to the difficulties

13.1.2.1. Internal Factors

Regarding the result of the questionnaire and interview, the internal factors that contributed to students' difficulties were *lack of ability in academic writing and vocabulary*, *lack of reading ability*, and *lack of confidence in giving critical comment*.

a. Lack of vocabulary and ability in academic writing

As any other writing, lack of vocabulary became the most important factor which caused writing problems. The same factor also contributed to the difficulty in writing journal review, as almost all students agreed that their limited vocabulary, especially academic vocabulary, made them difficult to write. They revealed that their limited knowledge of vocabulary did not only affect their willingness to write, but also affected their willingness to read the journal since the journal often used advanced and unfamiliar vocabulary. This affected their ability to comprehend the content of the journal which made them lost the idea to write the review of the journal.

Lack of vocabulary also affected the result of the journal review writing, which, as the students said, their writing became too monotonous in the use of vocabulary. They tend to copy the author's words and put them into their review.

Apart from vocabulary factor, students' difficulty in writing journal reviews was also affected by their ability in academic writing. Students' ability in academic writing was very contributing to the difficulties faced by the students during the process of writing journal review. All students agreed that their low proficiency in academic writing became the most dominant factor which caused them difficult to write a journal review. The students uttered

that they were not used to write academically using formal language while reviewing an international journal required them to use formal and academic style in writing.

b. Lack of reading ability

Students' ability in reading was very influencing the process of comprehending the content of the journal they were reviewing as well as understanding the content of the comparing journals. The students admitted that their reading ability was low due to their laziness in reading. It made them difficult to comprehend the content of the reviewed journal. Because they could not comprehend the journals properly, it became not easy in writing the summary and analyzing the content of the journal. Some students said that it was difficult for them to write because they did not have any idea about what to write in their review due to less information that they knew as the effect of less reading ability.

In addition, some students admitted that they were lazy to read. Because they were lazy to read, it was difficult for them to read the journals with complex vocabulary and language structure. It resulted in the limitation of important vocabulary in their journal review paper.

c. Lack of confidence in giving critical comment

Students' confidence in commenting the content of the reviewed journal became one of the factors which caused the problems for the students to write a journal review. The students found that they were not confident enough to give critical comments about the lacks in the reviewed journal because they thought that the journals that they were reviewing did not have weaknesses to be commented. They felt confused about what comments that should be given to the journal as they thought that they had less knowledge about it.

13.1.2.2.External Factors

Beside the internal factors, there were some external factors that contributed to students' difficulties in writing journal review. Those factors were the access to the comparing journals and insufficient feedback from the lecturer.

a. Access to the comparing journals

In the process of writing journal reviews, access to the comparing journals influenced the students' problems because the students needed to look at other experts' journals to support his/her position as the reviewer. In this case, students mostly got problems because some journals were not free to be accessed in the internet. The students answered that the procedures to get the journals were often complicated as they were required to register to certain sites and pay for the journals or e-books that they wanted to download.

Furthermore, the journals or books about reviews were not available in the library, so the only source to access the journal was the internet. Looking back to the previous problems in accessing the journals or books in the internet, the uneasy access to the sources of references contributed to the students' difficulty during the process to write a journal review.

b. Insufficient feedback from the lecturer

Another factor which influenced the difficulty in the process of writing journal review was the lecturer's feedback which was insufficient for the students. From the interview data, even though the lecturer gave them feedback during the lecture, the feedback was not sufficient enough and still confusing for some students. Several students uttered that the lecturer only gave them the task to write a journal review without any explanations about it so that they only did it to fulfill the task.

13.1.3. Solutions to overcome the difficulties

In overcoming their difficulties, the students applied some ways. First, most of the students (about 60% or 12 out of 20 students) overcame their difficulty in analyzing the content of the reviewed journals and paraphrasing by reading more journals and references to get more knowledge and information. To get more information, the students read a lot of journals with the same topic and analyzed which journals had the same view with the author of the reviewed journal and which journals had the opposite. Moreover, it was admitted by the students that reading various journals would help to increase their vocabulary. They found that reading was the best way to enhance some formal or academic vocabulary which became very helpful for them to write academically, especially to write a journal review.

Second, the students consulted with their friend about their journal reviews in order to get feedback or comments to make their review better. They evaluated their journal review with the help of their friends before submitting it to the lecturer. In doing this, several students said that they asked their friends who had good proficiency in English and got good achievement in class to read their journal reviews and asked them to give comments. Comments from their peers helped them to revise their draft before they submitted their final draft to the lecturer.

Third, the students searched and read the guideline to write journal reviews in the internet to cope the problems which emerged in the process of writing the introduction, body, and conclusion of their journal review. They made use of the internet as the main source of getting the guideline and more information about journal reviews to help them organize the ideas and the structures of a good journal review when they started to write it. They searched in the articles, scholarly journals, and blogs to see how to write a review, what aspects were

included in, how to conclude the review, and so on. This way was very beneficial for the students as the beginning step to start to write journal reviews.

Fourth, they asked the lecturer about the guidance to write a journal review and ask for feedback and revision of their review. When the students got stuck and felt confused about journal review writing, they asked their lecturer to give them feedback of their journal reviews during the discussion in the classroom. Few students did this way while most of the students preferred to ask their friends to get feedback and comments, due to their shyness to ask the lecturer about their journal review.

The last, about 10% of the students solved their problems in writing the content of their journal reviews by reading the examples of journal review which had been written and available in the internet. The students read various kinds of journal reviews in different fields so that they could have overviews about what a review should contain, how the language is used and how the ideas are organized. By reading the example, the students could see the content of a journal review and helped them to write a better journal review.

14. Conclusion

Based on the discussion of the findings in the previous chapter, it can be concluded that:

- a. The students felt difficulties in the process during writing the journal review which were in the forms of writing the introduction, body, and conclusion of journal review, paraphrasing, giving comments or recommendations, finding relevant journals as comparison, deciding the weaknesses and strengths of the journal, analyzing content of the reviewed journal, and connecting different ideas into cohesive paragraph.
- b. The factors contributing to the difficulties in the process of writing journal review were categorized into internal and external factors as follows:
 - Internal factors which include lack of ability in academic writing and vocabulary, lack of reading ability, and lack of confidence in giving critical comment.
 - External factors which include access to the comparing journals and insufficient feedback from the lecturer.
- c. The solutions to overcome the difficulties that the students used were by reading more journals and references, consulting with friends, searching and reading the guideline to write journal review in the internet, asking feedback from the lecturer and reading the examples of journal review.

15. Suggestion

Based on the result of the research, some suggestions are given as the followings:

- a. For the students as the reviewers, they have to read a lot of journals and books. Moreover, the students should practice more in writing, especially in writing journal article reviews.
- b. For the lecturers, the researcher suggests that the lecturers should give appropriate and sufficient feedback for the students so that the students understand about how to write journal reviews correctly. The lecturers should also give guidance and references of writing a good journal review.
- c. For other researchers, the researcher suggests them to add more sample and give more elaborations about other specific aspects of difficulties in the process of writing journal review.

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