

Abstract

Ashrafiany, 2021. Meminimalisir kesulitan mahasiswa dalam menulis esai Argumentatif melalui proses kognitif, kebiasaan membaca dan menulis (Penelitian Metode Campuran Dilakukan di Jurusan Bahasa Inggris semester tiga). Disertasi. Linguistik Terapan, Program Pascasarjana, Universitas Negeri Gorontalo. Promotor Prof. Dr. Hasanuddin Fatsah, M.Hum, Kopromotor I Prof.Dr. Kartir Lihawa, M.Pd dan Kopromotor II Prof. Nonny Basalama, MA,Ph.D.

Abstrak. Tujuan penelitian ini adalah untuk mengetahui (1) kesulitan siswa dalam menulis esai argumentatif (2) untuk mengetahui proses kognitif, kebiasaan membaca dan kebiasaan menulis yang mempengaruhi kesulitan menulis siswa dalam menulis esai (3) sejauh mana “model Arshi” yang diusulkan dapat meminimalkan kesulitan siswa dalam menulis esai argumentatif. Penelitian ini menggunakan pendekatan mix method yang meliputi kualitatif dan kuantitatif. Pengumpulan data dilakukan melalui wawancara, angket, pre dan post test esai siswa, perlakuan (Pre-experimental design). Data dianalisis secara konvergen data meliputi beberapa tahapan yaitu mengumpulkan semua data dari instrumen kualitatif dan kuantitatif dan memisahkan hasilnya sebagai (tahap perbandingan dan transformasi sisi ke sisi). Hasil analisis menunjukkan bahwa terdapat enam siswa yang mengalami kesulitan dalam pramenulis, tiga siswa mengalami kesulitan dalam menyusun dan satu siswa mengalami kesulitan dalam mereview. Selain itu, kebiasaan membaca dan menulis siswa telah terbentuk selama kegiatan menulis di kelas. Selain itu, penggunaan model yang diusulkan dalam meminimalkan kesulitan siswa berhasil. Hasil penelitian menunjukkan bahwa siswa memiliki regulasi diri yang baik dalam menulis termasuk kebiasaan membaca dan menulis. Hal ini tercermin dari nilai pre test dan post test mereka yang meningkat.

Keywords : Writing difficulties, Argumentative essay, Cognitive process, Reading and Writing Habits, Proposed model

Ashrafiany, 2021. Minimizing students' difficulties in writing Argumentative essay through cognitive process, reading and writing habits (A Mixed Method Research Conducted at English Department of third semester). Dissertation. Applied Linguistics, Postgraduated Program, State University of Gorontalo. Promotor Prof. Dr. Hasanuddin Fatsah, M.Hum , Co- promotor I Prof.Dr. Kartir Lihawa, M.Pd and Co- promotor II Prof. Nonny Basalama, MA,Ph.D.

Abstract. The objectives of this research were to find out (1) the students' difficulties in writing argumentative essay (2) to find out cognitive process, reading habits and writing habits influencing students' writing difficulties in writing essay (3) the extent to which the proposed “Arshi model” can minimize students' difficulties in writing argumentative essay. The research used mix method approach including qualitative and quantitative. Data were collected through interview, questionnaire, students' essay pre and post test, treatment(Pre-experimental design). Data was analyzed by data convergent including some stages are collected all the data from qualitative and quantitative instruments and separate those results as (side-to-side comparison and transformation stages). The results of the analysis showed that there are six students have difficulty in pre writing, three students have difficulty in drafting and one student has difficulty in reviewing. Moreover, students' reading habit and writing habit have been

created during writing activities in classroom. Besides, the used of proposed model in minimizing students' difficulties is successful. The result showed that students' have a good self-regulation in writing including reading and writing habits. It reflected to their score of pre test and post test that increased.

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