

**Students' Problems in English Writing:
An Analysis on Senior High School Students' Writing Work**

THESIS

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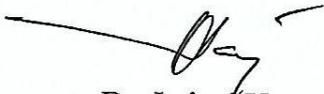
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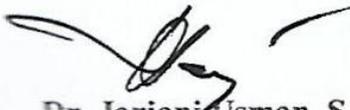
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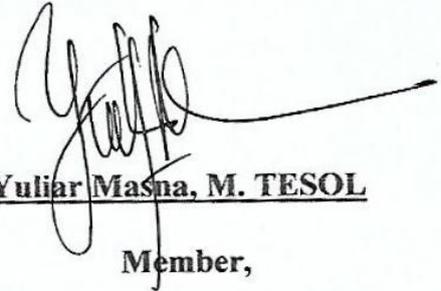
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May Allah always bless us.

Banda Aceh, July 1, 2018

Maisal Rahmadi Aka



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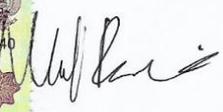
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ABSTRACT

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Keywords : **English Writing, Writing errors, Students' perception.**

This study explored to find out the most common errors students make in their English writing work and figure out students' perceptions towards their teachers' supports to solving the problems. Mixed methods, qualitative and quantitative were employed to answer the research questions. Qualitative data were analyzed descriptively and quantitative data were statistically analyzed. The qualitative data findings from the document analysis on this study exhibited that the students make many kinds of errors in their English writing work. Total numbers of the errors made was 350 errors under the 21 error sub-types. Grammar aspect place in the first most frequent errors that students made (159 or 46% errors), followed by mechanic aspect (123 or 35% errors) in their writing work. Regarding to students' responses of their teacher supports to solving the problems, the results of questionnaires show that most of students agree that their teacher gives support in solving the problems such as giving suitable activities in teaching English writing and correcting in mechanic, organization, grammar, vocabulary, and content writing aspects. Similar study confirmed by Ariyanti & Fitriana (2017) found that EFL students have major difficulties in grammatical, cohesion and coherence terms. Moreover, Abbas (2017) said that students felt difficult in developing and organizing idea with correct grammar in composition, mean that the aspect of grammar influenced to other aspects in English writing. Dealing with teacher support in solving the problems, he confirmed that teacher have to facilitate and improve the students writing skill with appropriate learning material and reflection.

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CHAPTER I

INTRODUCTION

This chapter presents and discusses background of the study, research questions, the aim of study, significance of study and operational definitions.

A. Background of Study

Learning writing is compulsory for Senior High School Student as stipulated in *Kurikulum 2013* (Ministry of Education and Culture [MOEC], 2016). It is expected students to be able to write various genres of text within mastery on three competences that “*fungsi sosial, struktur teks, dan unsur kebahasaan, yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya*” [social function, text structure, and language feature, those are given and chosen as communication purposed and context] (MOEC,2016, p.2). In order to write an appropriate composition text, students are supposed to understand definite rules in writing within using proper grammar, correct placement of capitalization, proper sentence organization, and so on.

However, many students are unable to write in grammatically accepted English. This is what I found during my teaching practicum period from February to April 2017 at senior high school in Banda Aceh, where number of students’ lamentations were found in producing written text. An informal interview was carried toward the students and confirmed that students got low score and some marks written in their paper indicated that their writing was not good enough. Furthermore, usually some marks and circles were found on their paper surrounding some words or even

sentences and found some comments. They admitted that they did not usually read these carefully and fix the mistakes.

In addition, an informal interview was conducted toward the English teachers in a senior high school who taught in twelfth grade. The teachers said that they use assessment to support students' writing composition. They assessed the students' writing using the conventional assessment by giving comments and feedback toward their writing. The teachers added that they were aware that students faced some difficulties in writing in English, such as capitalization, misspelling words, error in sentence arrangement, and so forth. But those things must be prepared well when the students in tenth grade. Teacher did not need to teach the same things over the semesters, so that they would have progress in the last grade for senior high school level.

With respect to English Writing, several competencies were expected to be achieved by students *Kurikulum 2013* for education after junior high school that is mentioned in *KD 3* and *KD 4* on using English practically. It is expected that students are able to use English in interpersonal, transactional, and functional on oral and written in personal life, social culture, academic, and profession purposed.

A number of studies have been conducted in EFL those provided students' ability in composing English writing. Sari (2015) did research on senior high school students level made similarity large number of intralingual and interlingual errors. Due to literal translation used of L1 structures into L2, omission of BE in nominal sentence, the use present BE in past event, the use present verb in past event, and omission of bound morpheme (s') as possessive marker.

Herlina (2011) studied students' obstacles in composed writing is grammar error due to most of the students made high frequency of error in conducted sentences using variety tenses and the researcher also found students' difficulties in tenses that was proven by questionnaire, the reasons are students still influenced by mother tongue, they always take a note about the materials are given by teacher but they seldom review the lesson at home, students had less comprehending by teacher explanation, and students cannot concentrate and got the unclear teachers' explanation because some of students made much noise during teaching learning process.

Moreover, Sari (2015) stated in the research pretest review, students were still low in all of English aspects, the students' obstacle most in composing descriptive text is grammar which had the highest difference of the maximum score was 4.2 from 8 total points. Even though the researcher had given treatment using peer assessment to reflect the writing task, the result in the posttest has increased but did not change significantly and grammar still the highest error frequency than content, organization, vocabulary, and mechanic aspects which is 3.1 from 8 total points.

Primarily, because of the common problems were found from the students, teacher must be aware of students' problems in writing. Due to, knowing the sources that indicated learners' making of the errors is an effective way to help reduce errors. Therefore, the implementation of an appropriate assessment would be able to find out the problems. Mikre (2010) views assessment as a tool to diagnose students' difficulties in learning. It means that assessment is useful to teacher in term of knowing and realizing students' strength and weaknesses in particular subject.

Thus, the researcher used a scoring scale that could score and analyze specifically students' problem in English writing skill for EFL. The scoring scale called as analytic scale for rating composition tasks (see appendix 1). Brown and Bailey (2004) stated every student faced different lacks in producing a writing. Therefore, five major elements needed in assessing learners to find out their weaknesses and strengths. So that, Brown and Baileys' analytic scale for rating composition tasks is suitable to use for foreign language students in Indonesia. Due to Browns' scoring scale split five aspects that conducted to analyze student used of social function, text structure and language features in composing text as *kurikulum 2013* expected.

It means the analytic assessment can be used to help teacher in evaluating students writing short composition. Hopefully, the result of this research will give some contributions for English teachers and English learners about the difficulties faced by the tenth-grade students in producing composition text. Besides, this research will help the teachers to overcome students' difficulties and provide detail information in developing student's writing skill.

B. Research Question

To address the problem, this study guided by the following research questions:

1. What are the most common errors students make in their English writing work?
2. What are students' perceptions towards their teachers' supports to solving the problems?

C. The Aim of Study

The aim of this study are:

1. To find out the most common errors students make in their English writing work.
2. To figure out students' perceptions towards their teachers' supports to solving the problems.

D. Significance of Study

Practically, this study is significant to contribute for teacher in evaluating students composing writing due to difficulties and problem would be found to transfer their ideas into written words within consist of many aspects. For example, in writing students must think about language used, organization of paragraph, and content that must be difficult for tenth grade student. It expected many teachers consider as most the aspect that must develop in writing skill for students to avoid in making the same error in next grade.

E. Operational Definitions

1. Students' Writing Work

Literally, writing is activity of writing [U] books, articles, etc in general (Oxford Learner Pocket Dictionary, 2008. p.502). According to Harmer (2004), writing is an essential skill to communicate that designed to express and developed ideas as written media and one of four important language skills that has always formed in syllabus of language teaching. In writing the writers inform an idea and message in the written form that the reader can understand easily.

Writing is the most important way of personal expressing. This statement was strengthened by R. Indrisano and J.R. Squire (2014), “Students and their teachers are finding that writing can be a powerful means of making sense of experience and constructing meaning. Whether students can be shown how to use writing to think, understand, and learn”. The purpose of everything that teachers do in English classes is to help students to develop their writing and speaking skills. Students must be able to express themselves in both speech and text.

2. Students’ Problems

According to Oxford Dictionary, problem means a thing that is difficult to deal with or understand (Oxford Learner Pocket Dictionary, 2008. p.341). In reality, most of the students always face problem in writing process, Students’ difficulty in writing good composition can be seen from their poor writing. It is proven when the students cannot be able to write a simple text. Marta (as cited in Siregar, 2013) pointed out in her research found that among the 40 students, only 11 students get good score and the other 29 students unable to write well. As the result the students get bad score in their writing. In brief, it can be said writing is very difficult to study.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the relevant theories used in this study. It is concerned with the relationship between students' writing obstacles and writing competencies of descriptive text as the focus of this study. Therefore, this chapter presents among others the topics of English writing, students' problem in writing, students' competency in writing, and analyzing students' writing error.

A. The Nature of Writing

Writing is one of essential skills in language learning besides reading, speaking, and listening. It is one of important language skills which should be learned well by students of English as a foreign and second language. Weigle (as cited in Fathali and Sotoudehnama, 2015) said that writing along with speaking has become an important skill for educational, business, and personal reasons. It implied that acquiring writing skill becomes a necessity. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Composing written text is a complicated activity which needs full of concentration and knowledge about what we are going to write. In other words, writing can be stated as an ability which allows students as writers to put their thoughts into words in a meaningful form. However, writing can be learnt by everyone by much practicing and reading a lot of books to get inspiration to write.

As an essential part in language learning, writing has its own definition and point of view from many language experts. Brown (2001) states that writing is the written products of thinking, drafting, and revising that need particular skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final product. In short, in producing a piece of written text, the intelligence becomes a crucial requirement to be employed. Students are expected to be able to produce good compositions by mastering this skill. However, writing is considered as a difficult skill to be mastered as Chastain (1971) said that students should have a complete control of elements of language in writing which make it more difficult than other language skills. Meanwhile, Kennedy (1998) defined writing in two points of view; first, writing is a mysterious work which need an inspiration to produce it, and second, writing is viewed as an uninteresting task where language learners have to give more attention on elements in writing such as punctuation, capitalization, subject-verb agreement, placement of prepositional objects, and so forth.

Furthermore, Iskandarwassid and Sunendar (2008) state that writing is the most difficult skill in language learning. In addition, Celce-Murcia and Olshtain (2000) said that a person who writes a written text has to able to communicate her/his ideas in order to make the reader extract the writer's ideas and meanings. Moreover, Weigle (2002) explained that writing has higher standardization than other skills like speaking. It means that accuracy in writing is viewed as the more importance than accuracy in speaking. There is always a face-to-face interaction among language users presently

in communicating, while in writing, the written text is used by the writers to express and communicate their ideas to the readers whenever and wherever which makes the writers be able to produce the writing clearer and more comprehensible.

Based on the explanation above, it can be concluded that writing is a form of communication which provides language learners in conveying their ideas and thought into a written product. This skill is viewed as one of difficult skills because it requires the writers to have the ability of thinking, drafting, and revising. Furthermore, the knowledge of making a comprehensible writing becomes a main requirement because the writers should be able to create an acceptable text within using elements of writing such proper grammar, correct placement of capitalization, proper sentence organization, and so on to develop students' writing competencies. In addition, writing in school is analyzed as a skill which has aim to enable the students to express their feeling, thought, imagination, knowledge, and idea on any topic given by teacher.

B. The Aspects of Writing

Writing involves many different aspects which every student needs to learn and comprehend. In order to create a good paragraph, the language learners are supposed to understand about the certain competencies within the text producing such as using proper vocabulary, appropriate sentence arrangement, correct capitalization placement, and so forth. Brown (2007) classifies the elements of writing into 5 categories namely organization, content, grammar, mechanics, and vocabulary. The elements of writing will be explained as follows.

1. Organization

The existence of organization in writing is viewed important because it provides a framework to help the readers fulfill their expectations of the text. A piece of writing which is well-organized helps the readers to follow the text easily. It means that if a writer does not have good ability in organizing the text, the readers will face confusion. Shehadeh (2011, cited in Khatib and Meihami, 2015) mentioned organization as a fluency of expression, clarity in the statement of ideas, organization of ideas, sequencing and development of ideas. In short, Nik, Sani, Chick, Jusoff, and Hasbollah (2010) simplified the definition about organization as the beginning, middle, and the end of a text.

Moreover, Bruce (2008) stated the organization as an aspect of linguistic element of discourse which is often known as cohesion. Furthermore, organization is noticed as a central component of communicative language which involved a number of elements, often classified as cohesion and coherence, reference and rhetorical organization, and all of which is related in order to create and interpret the connection, function, and extension the units of language. To sum up, organization in writing is a crucial element which has an important role in providing readers an easiness to understand a written text through the existence of cohesion and coherence.

2. Content

In composing a good paragraph, important criteria like content is obviously needed. According to Nik, Sani, Chick, Jusoff, and Hasbollah (2010), content is the understanding of events, actions, findings, and views which are presented clearly. Similarly, Shehadeh (2011, cited in Khatib and Meihami, 2015)

notes content in writing as knowledge of subject, development of thesis, coverage of topic, relevance of details, substance, and quantity of details.

To sum up, content is an element in writing which is viewed as knowledge on how to develop a thesis correctly and thoroughly. In other words, content is an aspect that a writer should master to create a good writing which is readers can read and understand the essay easily because the paragraph is well-arranged and clearly connected.

3. Grammar

Generally, grammar has its own definition toward the language learning. Subasini and Kokilavani (2013) defined grammar as the structure, sound, and meaning system of language. It means that grammar is an important part in language which has major function. People can understand what other people say because they understand the pattern of the language, and the rules of the grammar in certain language. In line with this, Muhsin and Baker (2008, p. 1) explained that grammar has a major function in producing coherence and contextual meaningful discourse.

Furthermore, Fulcher and Davidson (2007) discussed about the importance in having proficiency in grammar as an important concern for any communicative approach which aims to provide learners with knowledge of how to determine and express the literal meaning of utterances accurately. Grammar as the use of sentence structures and constructions including the accuracy and correctness in using agreement, number, tense, word order, articles, pronouns, and preposition.

4. Vocabulary

Undeniably, vocabulary is a crucial thing in producing a piece of written text. Employing the vocabulary becomes a necessity for every single writer because the target of writing, readers, may receive the messages through the words written. The statement is supported by Long and Richards (2001) stated that vocabulary has a major role in writing because through vocabulary a writer can convey the message he wanted to convey to the reader. The importance of vocabulary also supported by Igbaria (2013) that knowing words is not filling papers with new words and memorizing them, students need to understand is the word meaning in context and how words are used. Nation (2011) English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills i.e. listening, speaking, reading, and writing.

Ur (2012) defined vocabulary as the words of language. It means, in using a language, mastering vocabulary is a main requirement for language users in terms of speaking, reading, listening, and writing. In addition, another definition about vocabulary is maintained by Alqahtani (2015) defined vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

5. Mechanics

In composing a paragraph, mechanics is an important thing that cannot be separated because it contributed the specific judgment about the quality of certain writing. Kane (2000) mentioned that mechanics refers to the appearance of words, to

how they spelled or arranged on paper. Furthermore, Shehadeh (2011, cited in Khatib and Meihami, 2015) divided mechanics into several aspects namely spelling, punctuation, capitalization, paragraph indentation, and so forth.

Based on the statements above it implies that mechanics in writing is about how a written text is formed including about whether a writer spells words properly, puts the right capitalization, places punctuation appropriately and other classification mentioned in the mechanics rules.

C. Analyzing Students' Writing Errors

Some studies attempt to examine sources of errors since knowing the sources that lead to learners' making of the errors is an effective way to help reduce errors. James (1998) pointed out that errors made by learners are very significant as the indicators of how learners acquire the language. According to Corder (1967), errors made by learners are beneficial to teachers and learners. For teachers, errors are evidence of learners' progress of the language learning. Teachers can refer to it in order to help improve learners' writing skill. For learners, errors can be served as resources for their language learning. In other words, learners would reflect from their lack in composing text. As James (1998) proposed that Error Analysis (EA) is the analysis of learners' errors by comparing what the learners have learned with what they lack. It also deals with giving the explanation of the errors in order to accurately reduce them.

Assessing students' writing task is not simple task to do by teacher. Students' writing ability and what is to test was considered such as hand writing ability, correct spelling, correct grammatical sentence, paragraph construction or logical development of a main idea. (Brown, 2010). Besides, Erford et al. (2001)

reviewed teachers awareness of the way they assessed students' writing must consider the measurement factors that caused text quality between one student is different with other students in common items such as spelling, writing speed, capitalization, punctuation, and writing quality also can present a special challenge in determining a scale's dimensionality.

To sum up, for the purpose that described above, a rating scale is required to analyze learners' error in producing text. It concerned "Rating scales allow for an indication of the degree or frequency of the behaviors, skills and strategies, or attitudes displayed by the learner. (Manitoba Education Citizenship and Youth, 2004, p.10).

There are three types of rating scales in assessing students' writing works that can be developed by teachers as judgements of their scoring criteria: primary trait scales, holistic scales, and analytic scales (Weigle, 2009).

1. Primary trait scoring, it is defined to the specific writing assignment and essays. Degree of success is judged in which the writer has carried out the assignment.
2. Holistic scoring as practically, widely used in ESL for the TOEFL Writing Test. It focused on signing a single score to a script based on the overall impression of the script. Other advantage of holistic scoring is the writers are rewarded for what they do well (White in Weigle, 2009).
3. Analytic scoring rating scale provided more detailed information about students' performance in composed writing. Scripts or students' writing are rated on several aspects of writing or criterias rather than given a single score.

such as content, organization, cohesion, register, vocabulary, grammar or mechanics. According to Brown and Bailey (2004) designed a scoring scale within five categories to range specifically students level. There are a. organization, b. logical development of ideas, c. Grammar, d. Punctuation, spelling, and mechanics e. style and quality of expression. Thus, The Brown and Bailey's scale has number of score each subdivision to get 100-point. Each element has four criteria in range 20 until 1 that explained Excellent to Good, Good to Adequate, Adequate to Fair, Unacceptable-not college level work.

D. Indonesian Students' Problems of English Writing

Writing is one of the productive skills that enable people to convey or to express a thinking process and those thoughts are ideas imprinted in a written form (Angelo, 1980). The ability to write well is not a naturally acquired skill, writing skills must be practiced and learned through experience (Myles, 2002). Undoubtedly, problems were found for students in the act of composing text using English, especially for those writing in a second language (L2) in academic contexts. The statement is supported with English proficiency among Indonesian students is generally low (Lie, 2007; Mattarima & Hamdan, 2011).

There are a number of research that have explored the Indonesian students' problem face in English writing (e.g. Fauziah, 2011; Herlina, 2011; Putri, 2015; Sari, 2015). Some of their finding as follows: Putri (2015), students were found that cannot write appropriately in diction, grammar, and mechanics missed aim in composing text at competencies aspect. Some reasons were found for those problems, such as students

do not have reading habit to enrich vocabulary, because of the vocabulary lack so that students difficult and get stuck to start writing, students cannot explore their idea easily, and students think grammar is very difficult to be mastered. Besides, some problems also were found on teachers' perspective, such as the teacher feels that it is difficult to assess the students' writing accuracy since has not found the suitable assessment rubric, teaching media also does not have enough to teach writing and teacher has not found suitable technique to teach writing.

Furthermore, the researcher also found the reasons why that made students accuracy low, such as: the students do not like to write a text based on their idea, so that plagiarism is made habitually due to easy access in internet to copy text and get writing assignment. Sometimes, the students do not pay attention to the teacher, some of them just talk to their friends or even busy with their own activity. Moreover, the teacher does not have numerous techniques in teaching writing. The students' opportunity to write do not gave by the teacher was caused seldom conducts writing activity, so that it influences the students' ability in writing. Thus, it is difficult to achieve communicative competence in many English classes in Indonesia (Yuwono, 2005).

In addition, Fauziah (2011) found that most of the students made grammar aspect errors on using simple past tense. They made those errors because they did not care the form simple past tense, they are still using the V1 for the simple past form, they did not change V1 into the V2 as the form of simple past tense. Besides, most students exactly made errors on selection and addition. Selection means that the

students did not write the verbs, phonemes, structures, or vocabularies item well and addition means that students not only commit elements which they regard as redundant but they also add redundant elements. It is caused by Intra-lingual transfer.

Those researchers above talked about students' problem in composing English writing. Putri concentrated on problems faced by students in English writing referred five writing aspects by Hughes and the reasons of the problems happened based on teachers' perceptions. Furthermore, Fauziah discussed students' problem in English writing focused on grammar aspect purposed to the result of previous study gave solution to overcome it. Then the problems reasons were specified into inter-lingual and intra-lingual.

Abbas (2017) found the students are also feel difficult in applying correct grammar, choice of word, and writing mechanics such as: punctuation and capitalization, the students have low motivation to write an essay, and seldom to practice writing at leisure time. Moreover, Ariyanti & Fitriana (2017) explored the difficulties faced by EFL students in writing. They found that Indonesian students have major difficulties in grammatical, cohesion and coherence term. Minor aspects also had been revealed regarding students' writing in paragraph organization, dictions, and vocabulary misspelling. Meanwhile, this research has different focus with those previous research. It discussed about students' common problems in composing writing work referred five aspects that conducted by Brown and Bailey. Thus, finding out the reasons of the problems happened refer on students' perceptions themselves.

E. Teachers' supports to students in writing

The learning process of writing often presents problems and difficult skill for EFL students to develop and learn. It becomes teachers' duty to support in reducing the errors. In EFL, where is limited class meeting for a few hours per week, students have to struggle with many structural aspects including selecting proper words, using correct grammar, generating ideas, and developing ideas about specific topics. It supported by Reid (1993, as cited in Shin, 2006), teacher must response in helping students to improve their writing by communicating feedback detailed to allow students to act, commit, and change in their writing. In responding the students' practice in writing English, teacher must consider when and how frequently the errors made during the writing process. The objective aspects also need to be concerned such topic sentences, organization, and details purposed to focusing mainly on the students' strengths and weaknesses.

Furthermore, students' writing difficulties may be a result of different factors, because "...not only self-strategies influence students' performance, but also the effectiveness of the methods and techniques that teachers apply in their English composition courses" (Aragón, Baires & Rodriguez, 2013, p. 1). They argued that students who have low interest in writing and learning to write mostly have low writing proficiency (p. 1). Another research which confirmed writing difficulties was conducted by Salem (as cited in Huwari & Al-Khasawneh, 2013), in which he concluded that ESLs and EFLs encounter difficulties impeding them to writing effectively. Yet, those students' difficulties or problems in writing can be solved by considering appropriate or effective teachers' writing strategy (Abbas, 2017).

According to Dwivedi and Chackravathy (2015), teacher also took important role in developed students' skills practically. the teachers and the students go side by side when it comes to mastering English skills, specifically in writing skill which is many high school students face problems. As Harmer (2001) points out, the role of a teacher depends on what the teacher wants his/her students to achieve; the teacher should be able to switch between various suitable method, technique, and be aware of how to carry them out in teaching English writing.

It is a difficult task for the teacher who is also a foreign language learner too, but he or she must learn to teach how to write in an appropriate and acceptable way. According to (Walters, 1983, p.18), "There is a no win-win situation for both teacher and student. The teacher can avoid it, to some condition, by taking care not to put his students in situations where they have no recourse except to use their native language." As a teacher of writing, he or she needs to be extra careful to lead the task of writing in a smooth and acceptable way in order for students to be enthusiastic for going on with the process of writing.

Teacher supposed to encourage the students' work and let them keep on writing, no matter how the output is. "What the student needs is to be able to write correctly so that he or she is not afraid to put words on paper because of apprehension that the text may be couched in non-literary language," (Neville, 1988, p.43). The teachers should backup students for whatever is presented. But this does not always work when students present unacceptable English. What teachers can do is to politely not accept the work with some comments on the weakness.

Those factors tend to teacher in supporting students' problems in writing activities. Due to the gaps between students' needs and teachers' role in reducing the problems, the issue becomes how teachers can support students to be more successful writers in composing texts.

F. Strategies to Deal with Problems in English Writing

Hedge (1988:9) stated that good writers appear to go through certain processes which lead to successful pieces of written work. She has proposed the following steps that good writers follow in the process approach of writing.

1. The writers start with an overall plan in their head.
2. They think about what they want to say and who are they writing for.
3. They then draft out sections of the writing and as they work on them, they constantly reviewing, revising and editing their work.

The statement above also supported by Wei (2017), there are two important techniques that can be used as writing strategies for the ESL students. The first technique is planning before writing, and the second technique is rewriting and revising their texts.

The best writing was done via a slow process of drafting, reviewing with self and peers, revising and reviewing again and again, in a seemingly endless loop (Webb, 2015). However, many teachers in the writing process approach emphasizes re-visioning and reflecting of the writing process with engaging of drafting from brainstorming, listing, and outlining to developed content and focus, in which students

focus on re-visions to their essays before handing them in to the teacher to receive instant feedback.

Meanwhile, there were some problems with this movement over the years that have addressed. Traditional evaluation and assessment practiced in which a teacher collects student's essay, reads the essay, comments on errors, assigns a grade and returns the essay to the student who will file it away, never to return to it again. If the teacher continues to assess student writing in this format, the strategies which is to write, review, revise and repeat process in order to compose writing work were not applied. Instead, teacher only prioritized the final product.

Blaauw-Hara (2006) sets out to address this problem and provide specific strategies, supported by research to help students achieve the necessary fluency in writing. These strategies include:

1. Teacher responses to papers should focus on revision strategies and should not include a grade.
2. There should be more one-on-one teacher student interaction that focuses on talking and listening.
3. Working on problems in the student's own writing by helping him develop critical reading strategies, providing him with models of good writing and proofreading strategies.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used in this research. Therefore, it is necessary to discuss about the research setting, research design, population and sample, data collection, and data analysis.

A. Research Setting

MAN Banda Aceh 1 is where the research was conducted. According to schools' official website, MAN Banda Aceh 1 was established in 1957, the place located in Jl. Pocut Baren No.116. Gp. Keuramat, kota Banda Aceh. Currently the school is leaded by Drs. H. Mukhlis, M.Pd. According to data of MAN Banda Aceh 1, this school has the total of 80 lecturers and 888 active students.

B. Research Design

This research is purposed to find out the most students' problems in their English writing experience and figured out either the teachers support the students or not in composing text.

Thus, this research utilizes a mixed-method approach, both qualitative and quantitative. Qualitative research was conducted for this research. This approach is used to explore and to understand the meaning of individual or group in social field. Mason (as cited in Mackey and Gass, 2005) Qualitative research have to be referred to descriptive data that do not in statistical procedure used. It is applied in limited sample number since this study focused on analysis process.

Quantitative approach is also used in this study to provide the descriptive statistics in order to figure out students' perception for their teachers' support to solve the problem in composing writing work. According to Creswell (2009, p. 233) "Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures".

C. Population and Sample

The research conducted in MAN Banda Aceh 1. The researcher chose the school because during the teaching practice in the school was found there was no significant improvement of the students' writing competence.

The researcher selected the first grades students of MAN Banda Aceh 1 as the population. It has 320 students of tenth grade who studied there which is divided into 10 classes namely X MIA-1, X MIA-2, X MIA-3, X MIA-4, X MIA-5, X IIS-1, X IIS-2, X IIS-3, X AGM, X IBA. Hence, in this case the researcher chose the respondents purposively. The sample will be selected for class X IBA with total 33 students in class. The researcher chose the class based on the teacher's recommendation. The teacher stated that the students in the class more focus in learning languages lesson than MIA and IIS major. Moreover, they already tested to join in MAN Banda Aceh 1 and entered in language major class. It considered the language major students' level would be a standard measure for this research to find out students' problem in writing.

According to Mackey and Gass (2005), in purposive sampling, a researcher chose the sample based on their knowledge about the sample in order to gain the data. Creswell (2003, p. 185) stated that “purposive refers to selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge”. In addition, as stated by Cohen, Manion, and Morrison (2000) in purposive sampling, researchers build up a sample that is satisfactory to their specific needs.

D. Data Collection

In collecting the data, two instruments were used, document analysis and questionnaire. Researcher will analyze students' writing text task under one topic assigned that was given by teacher without any treatment in class. The texts were ranged from one to one and half page in length (100-150 words). According to Huot (1990), the most valid way to assess writing composed is to have people write one or more text. Indeed, the students already finished eight chapters in first semester and they would have been going to second semesters. In every chapter, students must compose writing task, so that they already had written eight texts in advance.

Furthermore, after the researcher got the first data of participants, the researcher used the second technique to get the result. For each participant selected by the researcher would be given 20 questions with close-ended question related to the research. The last source of data is the students' answers of the questionnaire. The questionnaire in the form of closed statement (to be answered individually) given to participants directly. Questionnaire in this study was an enclosed questionnaire, contains positive and negative statements.

The scale model of measurement used is a likert scale. The numbers of statements area about 20 points. Each statement consists of possible answers that have been provided; they are strongly agree (SS), agree (S), Neutral (RR), disagree (TS) and strongly disagree (STS).

They answered the questionnaire within a week as maximum, but most of them return the questionnaire at the same time as researcher distributed. Before they answered, the researcher explained the purpose of the research to help the participant answer the questionnaire.

E. Data Analysis

1. Document Analysis

Error analysis is the main resource of data analysis method. Steps of error analysis followed method as was specified by Corder (1974). First, each essay was examined word by word and sentence by sentence. Second, the data was counted to find out number of errors and converted it into percentage to examine the frequencies. Corders' analysis approach had been used in many previous studies (e.g. Chastian, 1990; Frantzen, 1995; Kobayashi and Rinnert, 1992; Kroll, 1990). The researcher used encoding/decoding the students' writing task by checking various errors and frequencies were counted respectively. After analyzing type of errors, the researcher will classify errors based on five elements conducted by Brown and Bailey.

Researcher labeled the error categories with circle using manual coding program. Referring to the step of classifying errors, the errors were categorized according to characteristics of each error sub-type based on the error classification, which is adapted from Promsupa, P, et al., (2017) "An Analysis of Grammatical Errors

in English Writing of Thai University Students”. The researcher circled the errors and marked codes of errors above the students’ deviant sentences such as in Organization aspect Oti, the “O” means that Organization and “ti” for Title, Oi (Introduction), Oto (Topic), Ob for (Body), Ote (Transitional Expression), Oa (Arrangement), and Oc (Conclusion). Furthermore, in Content aspect applied Ci, means ideas. Grammar aspect coded with Grc, “G” for Grammar and “rc” for Relative Clause, Gp (Preposition), Gm (Modals), Ga (Articles), Gvf (Verb Form), Gss (Sentence Structure), Gq (Quantifier), and Gpp (Possessive Pronoun). Moreover, Mechanic aspect coded with Mc (Capital), Mp (Punctuation), Ms (Spelling). Vocabulary aspect coded with Vpv (Precise Vocabulary) and Vps (Parallel Structure).

Every occurrence of errors was recorded from each sample even if its occurrence was repeated in order to find the frequency of each error sub-type. According to the step of quantifying errors, the frequencies of each error sub-type were calculated into percentages. The results were recorded in a checking form of error types with frequencies and percentages ordered in rank to find out the lowest until the highest frequency results. In order to the same frequency found, the rank would follow the highest until lowest total frequency found in the English writing aspect that indicated as the most errors made. Bazeley (2007) stated basic of coding in qualitative data analysis with pencil on hardcopy print out for first time or small-scale studies was recommended to give more control over the work.

2. Questionnaire Analysis

The questionnaire is probably the most common method in educational research. According to Nasution (2011, p.128) “questionnaire is a data collection that

uses a list of questions.” Each item should be in line with what is needed to be found in order to complete this research. Moreover, every item should be in good and understandable language so that will be easy to answer. Sukardi (2009) also suggested providing rating scale to make the questionnaire easier; therefore, the participant will not be left disoriented. The data collected through questionnaires were analyzed based on the students’ answers.

The data obtained from the questionnaire is analyzed by calculating the means of the students’ answers in each item of the questionnaire. The items were in the form of Likert-Scale questions; with 5 options: (1) strongly disagree, (2) disagree, (3) Neutral, (4) agree, and (5) strongly agree.

All mean scores referred to the number of students who agreed or strongly agreed (or disagreed and strongly disagreed) with statements indicative of teachers’ support to solve the students’ problem in composing writing work. The higher of the total points are the most satisfied with teacher support. The researcher guided and gave direction to students about the question in order to facilitate them in answering the question. The data from the questionnaire were analyzed by calculating the means of students’ answers to each perception. the result of the data from likert-scale form divided into three categories : low, middle, and high level that indicated the students answer toward their agreement or disagreement perception.

CHAPTER IV
THE RESULTS AND DISCUSSIONS

The purpose of this study is to find out students' common problems frequently found in their English writing work and figured out students' perception for their teachers' support to solve the problem. This chapter discusses the research findings based on the data obtained from the document analysis and questionnaire. It attempted to answer the questions of the study.

A. Result of Document Analysis

Students' common problems frequently found in students' writing work. Specific common problems found in their writing work, the elements' writing error problem in this study classified as follows in Table 1 below.

Table 1. The result of analysis elements' writing Error

Element of Writing	Item	Error Categories	Error Code	Error Frequency (<i>f</i>)	% out of Total Errors	Rank (<i>r</i>)
Organization	1	Title	Oti	3	1%	13
	2	Introduction	Oi	1	0%	18
	3	Topic	Oto	1	0%	19
	4	Body	Ob	0	0%	21
	5	Transitional Expression	Ote	3	1%	14

	6	Arrangement	Oa	1	0%	20
	7	Conclusion	Oc	3	1%	15
Sub Total				12	3%	
Content	8	Ideas	Ci	6	2%	10
Sub Total				6	2%	
Grammar	9	Relative Clause	Grc	1	0%	17
	10	Preposition	Gp	3	1%	12
	11	Modals	Gm	7	2%	11
	12	Articles	Ga	12	4%	7
	13	Verb Form	Gvf	82	23%	1
	14	Sentence Structure	Gss	43	12%	3
	15	Quantifier	Gq	9	3%	8
	16	Possessive Pronoun	Gpp	2	1%	16
Sub Total				159	46%	
Mechanics	17	Capital	Mc	45	13%	2
	18	Punctuation	Mp	38	11%	4
	19	Spelling	Ms	40	11%	5
Sub Total				123	35%	

Vocabulary	20	Precise Vocabulary	Vpv	39	11%	6
	21	Parallel Structure	Vps	11	3%	9
Sub Total				50	14%	
Total				350	100%	

Table 1 describes the five aspects of writing in analysis organizations, contents, grammars, mechanics and vocabulary (see Table 1). The results presented that the students totally committed 350 errors under the 21 error sub-types. This study found that students had the greatest problem in composing English writing work. The three most frequently found errors were, grammar aspect 46% of verb form errors ($f = 82$, $p = 23\%$, $r = 1$) was found. The second most frequent errors were found in mechanics aspects 35%, which was capital sub-type errors ($f = 45$, $p = 13\%$, $r = 2$). The third most frequent errors were found in same aspect in grammar of tense sub-type errors ($f = 43$, $p = 12\%$, $r = 3$) respectively.

The researcher identified the errors and summarized in the following points.

1. Title was not mentioned (Title: absence of title)
2. The last semester holiday was a moment that I'd been waiting for. My last holiday was classified (Introduction: lack evidence)
3. It tells us about three (Saharath Sangkapreecha), who recently took office in his workplace moved his family from Bangkok to Ladda Land housing. (Topic: missed the topic)
4. We have the opening ceremony next introduction, playing game then we pray. (Transitional Expression: misused)
5. A paragraph in total body of text (Arrangement: could not be outlined by reader)
6. Conclusion was not mentioned (Conclusion: incomplete)

7. I was very unpredictable, in august we were invited to Jakarta (Ideas: does not reflect the content)
8. About legendary bird “Garuda”, which turned out (Relative Clause: ,which it turned out)
9. After Someday, we go to Rantau Prapat (Preposition: After + noun)
10. We can use as a key (Modals: We could use)
11. I must strong until gas station (Articles: until the gas station)
12. We comeback to Banda Aceh (Verb Form: We came back to Banda Aceh)
13. They almost everyday buy this rice (Sentence Structure: Almost every day they buy this rice)
14. We saw so many merchant (Quantifier: many merchants)
15. I stay in grandma house (Possessive Pronoun: grandmas’ house)
16. We looking Trees, Animals, Shops, Schools etc. (Capital: We looking trees, animals, shops, schools, etc.)
17. There we eat rice gurih rasyid. (Punctuation: There, we eat rice gurih rasyid.)
18. Watching horror movie (Spelling: Watching horror movie)
19. I leave at 14.30 at they (Precise Vocabulary: I leave at 14.30 at there)
20. Wedding party my aunt (Parallel Structure: My aunt wedding party)

Relating to the difficulties result found on grammatical error aspect in English writing. It confirms as Elkilic and Akca (2003, cited in Morelli, 2003) has pointed out that students face major difficulties in grammar aspect in EFL classroom, over 50% reported finding some difficulty in learning and remembering grammar. However, it need to be taught grammar through various methodologies and approaches to cater to their styles of learning, and teacher should consider students’ perceptions when making decisions about how to teach grammar to reduce the problems.

B. Result of Questionnaires

In this section, researchers aimed to encompass all respondents; the researchers added a method of using questionnaires distribution to all students in this research. The questionnaire was conducted on 28th April 2018 and returned on 28th April 2018 which was facilitated directly by researcher in class. The questionnaires were

distributed and were analyzed the result revealed the means of the sample that respond to.

1. Students' problems in English writing

Table 2 and 3 below show the means of students' problem perception statement in composing writing text.

Table 2. Question result for students' problems in English Writing.

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q20
1	5	4	4	3	3	4	4	3	4
2	5	4	3	4	3	3	3	3	4
3	5	4	3	3	3	3	3	4	4
4	4	3	4	3	4	4	4	4	5
5	4	5	3	2	2	2	2	1	5
6	5	4	3	3	4	4	3	4	4
7	4	5	5	3	2	2	4	4	5
8	4	4	4	3	4	4	5	4	1
9	4	5	3	4	4	2	4	2	1
10	4	3	4	3	3	3	3	3	5
11	4	5	3	3	3	4	4	3	3
12	4	3	4	3	3	3	3	2	3
13	5	3	5	2	3	3	3	2	4
14	5	3	4	3	3	3	4	4	5
15	5	4	4	3	3	5	3	3	5
16	4	4	3	3	2	2	3	2	3
17	4	4	5	3	3	3	3	3	3
18	5	5	3	3	4	5	4	4	4
19	5	3	3	3	3	3	2	2	3
20	4	3	2	1	1	1	1	1	5
21	5	3	3	3	4	3	3	4	4
22	4	5	3	4	2	3	4	5	5
23	4	2	3	4	4	4	4	4	4
24	5	4	4	4	3	4	4	3	5
25	5	4	3	3	1	1	1	1	4
26	3	3	3	4	4	4	4	2	4

27	3	3	3	2	2	2	3	3	3
28	4	4	4	4	3	3	2	2	4
29	5	3	3	2	2	2	2	3	5
30	4	3	3	4	5	5	5	5	4
31	4	5	4	5	4	4	5	4	5
32	4	4	4	3	3	3	3	4	2
33	4	5	4	5	4	4	5	4	5
Total	143	126	116	105	101	105	110	102	130
Means	3.18	3.06	3.18	3.33	3.09	4.36	4.18	4.39	4.33

Note:

N= 33, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree.

The data in Table 2 above show the means of each question, from question 1 (Q1) to question 20 (Q20) for 33 students participating in the research. It can be seen that the means range from 3.09 to 4.33, which means that the means (average) of students' perceptions on facing problems in composing English writing work fall into the middle level. The highest means fall into 4.33 as in question no 1, this means that students agree would feel as problem in composing English writing if they never practice to write. Moreover, most of the means fall into 3 (Neutral) that show as students' problem in composing writing work as in question no 3, 4, 5, 6, 7, and 8 meaning that they have lack in English writing aspect problems such as organization, content, grammar, vocabulary, and mechanic. Related to Table 2, the finding confirms that students need teacher support to reduce the problems. Otherwise, in question no 5 shows the lowest means fall into 3.06, it assumed that the difficulties of content aspect were not being problem in English Writing text than other aspects based on students' perception. In order to better understand the meaning from the questionnaire, it is worthwhile to present in the data as Table 3 below:

Table 3. The ordering statements result of students' problems in English Writing.

Question No.	Students' problems in English writing	Means
1	I feel hard to write in English if I never practice in the class.	4.33
20	I feel I have a lack of ability in writing in English.	3.93
2	I feel unconfident to write in English if I do not proofread my writing to the teacher.	3.81
3	I feel unmotivated to write in English if I have lack knowledge in English writing aspects.	3.51
7.	I face the difficulties of mechanic aspect in English Writing text.	3.33
4.	I face the difficulties of organization aspect in English Writing text.	3.18
6.	I face the difficulties of grammar aspect in English Writing text.	3.18
8.	I face the difficulties of vocabulary aspect in English Writing text.	3.09
5.	I face the difficulties of content aspect in English Writing text.	3.06

2. Teachers' support to solving students' problems

The means of each statement of teachers' support to solving the students' problems are depicted in tables 4 and 5 below.

Table 4. Questions result for teachers' support to solving students' problems in English writing.

Respondents	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
1	5	4	5	5	5	3	4	2	2	4	4
2	5	4	5	5	4	4	3	2	2	4	4
3	5	5	5	5	5	3	3	2	3	5	3
4	4	4	4	4	4	3	3	3	3	4	3
5	3	3	3	3	3	4	4	2	3	2	3
6	5	4	5	5	4	4	3	1	2	2	4
7	4	4	4	4	4	5	4	5	2	4	3
8	4	3	5	5	5	5	5	3	1	1	4
9	4	1	4	4	4	4	5	1	3	5	2
10	4	4	4	4	4	4	2	2	2	2	4
11	5	5	5	5	5	5	3	2	2	3	4
12	4	4	4	4	5	4	4	5	4	2	5
13	5	5	5	5	5	5	1	1	1	3	5
14	5	4	4	4	4	4	3	4	2	5	2
15	5	4	4	5	5	4	2	3	3	3	4
16	5	5	5	5	5	5	2	2	2	2	4
17	3	4	4	4	4	4	2	2	2	2	4
18	5	5	5	5	5	5	1	1	1	3	4
19	4	4	4	4	4	4	3	2	3	3	3
20	4	4	5	5	4	5	3	5	5	5	3
21	5	4	4	4	4	4	3	3	1	2	3
22	5	5	5	3	4	4	1	4	5	4	4
23	4	4	4	4	4	4	3	2	2	2	3
24	4	5	5	5	5	5	3	2	1	2	3
25	5	5	5	5	5	5	4	4	3	3	3
26	4	4	4	3	4	4	3	3	2	2	4
27	3	3	3	3	3	3	2	2	2	3	2
28	4	4	4	4	4	5	3	4	4	3	2
29	4	5	3	3	3	4	3	1	3	1	5
30	4	5	5	5	5	5	1	2	3	3	5

31	5	5	5	5	5	4	2	2	4	5	5
32	4	4	4	4	5	4	3	3	3	3	4
33	5	5	5	5	5	4	2	2	4	5	5
Total	144	138	145	143	144	139	93	84	85	102	120
Means	4.36	4.18	4.39	4.33	4.36	4.21	2.81	2.54	2.57	3.09	3.63

The data in Table 4 above show the means of each question, from question 9 (Q9) to question 19 (Q19) focused on teachers' support to solving students' problems range from 1 (very disagree) to 5 (very agree). Table 5 below presented the result statement of questionnaire in order to better understand the meaning. It can be seen that the means range from 2.54 to 4.39, which means that the average of teachers' support to solving students' problems fall into the high level. In order to the positive statement that mentions in Table 5 for question number 9, 10, 11, 12, 13, 14, and 19 there are most students chose no 4 and 5 several times, like students no 1, 2, 3, 4, 6, 8, 10, 11, 14, 15, 17, 18, 21, 23, 24, 26, 30, 31, 32, and 33. It assert the students' perception showing their agreement that teacher support them in solving the problems such as, giving correction in mechanic, organization, grammar, vocabulary, and content aspects in writing. By comparison, the questions number 15 until 18 shows negative statements. Thus, the lowest means above, it showed the agreement of teachers' support in solving students' problems. most of them chose no 2 (disagree) such as question number 16 indicating that the teacher supports their students with did not give less English writing examples to students. Those support that give by teacher may reduce the students' problem in English writing.

Table 5. The ordering statements result of teachers' support to solving students' problems in English writing.

Question No.	Teachers' support to solving students' problems	Means
11.	I feel the teacher gives correction and explanation on grammatical error for writing that I wrote.	4.39
9.	I feel the teacher gives correction and explanation on paragraph arrangement error for writing that I wrote.	4.36
13.	I feel the teacher gives correction and explanation on vocabulary error for writing that I wrote.	4.36
12.	I feel the teacher gives correction and explanation in spelling error for writing that I wrote.	4.33
14	I feel teacher gives a freedom to me on developing ideas in writing English.	4.21
10.	I feel the teacher gives correction and explanation on ambiguous idea for writing that I wrote.	4.18
19	I feel teacher used precise teaching technique in English writing learning activity.	3.63
18	I feel media used still less in writing activity.	3.09
15	I feel practice exercise that had given by teacher do not maximal yet.	2.81
17	I feel topics that was given in writing activity hard to understand because it did not relate in students' real life.	2.57
16	I feel teacher still less on giving English writing example.	2.54

C. Discussion

After having analyzed the data, it is necessary to discuss them by revisiting the previously mentioned research questions in the following explanation.

1. What are the most common errors students make in their English writing work?

The data presented the frequency of students' common problems result to show result of the first research question. This study found that 350 errors were made. The participants have the highest problem percentage in grammar aspect with total 46% and verb form errors sub-type in the first rank position. Similar study confirmed by Ariyanti & Fitriana (2017) found that EFL students have major difficulties in grammatical, cohesion and coherence terms. Moreover, Abbas (2017) said that students felt difficult in developing and organizing idea with correct grammar in composition, means that the aspect of grammar influenced to other aspects in English writing. In Addition, to comparing Indonesian students' error with foreign which is used English as foreign language, Abderraouf (2016) found students revealed a high frequency of occurrence of error in mechanic aspect, on spelling, capitalization, and punctuation sub-type of errors as the second rank students' common errors found in this study. The result obtained equal finding in order to the most common errors students make in their English writing work.

2. What are students' perceptions towards their teachers' supports to solving the problems?

This question is answer by replying on the questionnaire result. As mentioned in Table 2 and 3 on students' problems in writing, it sustained to the first

question in validating the students' perception that have problems in composing writing work. According to the data results, it falls into middle level that is between 3 (neutral) and 4 (agree). There were most students answer neutral toward their agreement for statements that they faced problem in English writing. Respondent no 5, 20, 25, and 29, for instance selected 1 and 2 for problems 4, 5, 6, 7, and 8, meaning that only five students who did not have problems in English writing aspects such as mechanic, organization, grammar, vocabulary, and content. Thus, it confirmed that students show agreement that they have problems in English writing work.

In order to answer the teachers' support in solving the problems in English writing, most of students chose range 4 (agree) and 5 (very agree) for positive statements no 9, 10, 11, 12, 13, 14, and 19 indicating teacher give support to students by correcting in mechanic, organization, grammar, vocabulary, and content errors. Moreover, it confirms that in negative statement in no 15, 16, 17, and 18, the teacher gave supports on giving maximal exercise in writing class activities, a lot of English writing examples, suitable topics, and compatible medias used. Those support may reduce students' problems in English writing work.

In the other hand, Shin (2006) defined reflection on practical teaching experiences purposed to integrated teacher action to become more effective. Regarding to this study, it confirmed that teacher supported in evaluating students' writing work on correcting the error aspects in English writing. Moreover, in supporting students' problem in English writing work, Abbas (2017) stated the teacher have to facilitate and improve the students' writing skill with appropriate learning material and reflection.

CHAPTER V

CONCLUSION AND SUGGESTION

After having analyzed and discussed the finding in previous chapter. This chapter comes up with conclusion and suggestions based on findings and discussions in the previous chapter. Several conclusions, suggestions, and reflections can be drawn from the research.

A. Conclusion

Based on the result and discussion in the previous chapter, the researcher would like to come up with conclusions as follow research questions addressed.

1. The learners make a large number of errors. Grammar is the most error aspect that have made by students in composing writing work. This confirm previous research finding that EFL students have difficulties in English writing aspects (e.g., Abbas, 2017; Abderraouf, 2016; Ariyanti & Fitriana, 2017).
2. The students gave agreement responses for having writing aspects problems. In order, most of students show their agreement that teacher gave high support in solving the student's problem in English writing work such as correcting in English writing aspects and suitable activities applied in teaching English writing. The research finding above confirmed by previous research finding that teacher support students in solving the problems in English writing aspects (e.g., Shin, 2006; Abbas, 2017).

B. Suggestion

Obviously, this research still has limitations or weaknesses of the study and drawing upon the conclusions, a suggestion can be made.

1. For teachers: The teachers should be intense in facilitating the students during teaching and learning process to develop students' necessary aspects in improving their ability in composing good writing. Especially, in grammatical error aspect. Moreover, teacher must improve their support in facilitating the students in composing English writing work with suitable strategies to increase students' interest and ability in writing.
2. For researcher: This study has limitations, that comes from the problems in data collection. There were several things that the writer only took data information from a class. It is hoped that the future research will observe the class at least two classes to get comparison analysis information about students' problems in English writing work.

C. Reflection

During the research, some difficulties were faced including:

1. Adjusting to the teacher's teaching schedule as well as students' schedule was not easy because they were prepared for semester examination latticework when researcher facilitated the class to answer the questionnaires.
2. In the research, it has a problem where several students made different type of text that were asked by teacher. The teacher ordered to compose recount text but some of them made text of movie review. Thus, researcher analyzed some different texts to find students' lack in English writing aspect.

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25 April 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Maisal Rahmadi AKA
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Semester : X
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Untuk mengumpulkan data pada:

MAN I Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Problems in English Writing: An Analysis on Senior High School Student' Writing Work

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepaja Bagian Tata Usaha,
M. Sidiq Farzah Ali





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06 Juni 2018

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Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh Nomor : B-4703/Un.08/TU-FTK/TL.00/04/2018 tanggal 25 April 2018, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan *Skripsi*, dengan judul "Student 'Problem in English Writing : An Analysis on Senior High School Student' Writing Work" kepada saudara :

Nama : Maisal Rahmadi AKA
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Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Kasi Pendidikan Madrasah,

Aiyub


Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh
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Assalamu'alaikum, wr.wb.

Memenuhi maksud surat Saudara Nomor : B-4703/Un.08/TU-FTK/TL.00/04/2018 tanggal 25 April 2018, perihal sebagaimana tersebut dipokok surat, maka dengan ini menyatakan bahwa :

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Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Skripsi dengan judul "*Student' Problems in English Writing: An Analysis on Senior High School Student' Writing Work*" pada Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dimaklumi dan dapat dipergunakan seperlunya.



INSTRUMENT FOR COLLECTING DATA

Students' Questionnaires

N= 33, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree.

No.	Questions	Students' Answer				
		1	2	3	4	5
1.	Saya pernah mengerjakan tugas karangan menulis dalam Bahasa Inggris yang diberikan oleh guru.					
2.	Saya merasa percaya diri untuk menulis dalam Bahasa Inggris.					
3.	Saya merasa termotivasi untuk menulis pada saat pelajaran writing berlangsung.					
4.	Saya menghadapi kesulitan untuk menulis text dalam Bahasa Inggris yang meliputi organization.					
5.	Saya menghadapi kesulitan untuk menulis text dalam Bahasa Inggris yang meliputi content.					
6.	Saya menghadapi kesulitan untuk menulis text dalam Bahasa Inggris yang meliputi grammar					
7.	Saya menghadapi kesulitan untuk menulis text dalam Bahasa Inggris yang meliputi mechanics.					
8.	Saya menghadapi kesulitan untuk menulis text dalam Bahasa Inggris yang meliputi vocabulary.					
9.	Saya merasa guru memberikan koreksi dan penjelasan pada kesalahan susunan paragraf untuk tulisan yang saya buat.					
10.	Saya merasa guru memberikan koreksi dan penjelasan pada kesalahan ide yang rancu untuk tulisan yang saya buat.					
11.	Saya merasa guru memberikan koreksi dan penjelasan pada kesalahan grammar untuk tulisan yang saya buat.					
12.	Saya merasa guru memberikan koreksi dan penjelasan pada kesalahan ejaan untuk tulisan yang saya buat.					

13.	Saya merasa guru memberikan koreksi dan penjelasan pada kesalahan kosa kata untuk tulisan yang saya buat.					
14.	Saya merasa guru memberikan kebebasan bagi saya untuk berkreasi mengembangkan ide dalam menulis Bahasa Inggris					
15.	Saya merasa tugas dan latihan yang diberikan oleh guru kepada saya untuk menulis dalam Bahasa Inggris belum maksimal.					
16.	Saya merasa guru dalam memberikan contoh menulis dalam Bahasa Inggris masih kurang.					
17.	Saya merasa topic yang diberikan oleh guru dalam writing sulit dimengerti karena tidak dihubungkan dengan kehidupan nyata.					
18.	Saya merasa penggunaan media yang disertakan dalam aktivitas writing di sekolah masih kurang.					
19.	Saya merasa tehnik yang digunakan oleh guru sudah sesuai dengan pembelajaran writing.					
20.	Saya merasa kemampuan writing saya masih kurang.					

Adapted from research paper by Putri (2015). "Improving Students' Writing Accuracy in Writing Explanation Text Through Dyadic Essay Technique."

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Maisal Rahmadi Aka