

EXPLORING STUDENTS' PROBLEMS IN WRITING ESSAY

THESIS

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THESIS

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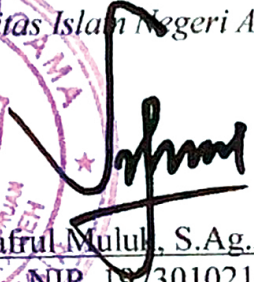
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SURAT PERNYATAAN KEASLIAN
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Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul :

Exploring Students' problem in essay writing

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Desember 2023

Saya yang membuat surat pernyataan,



Lola Marlinda

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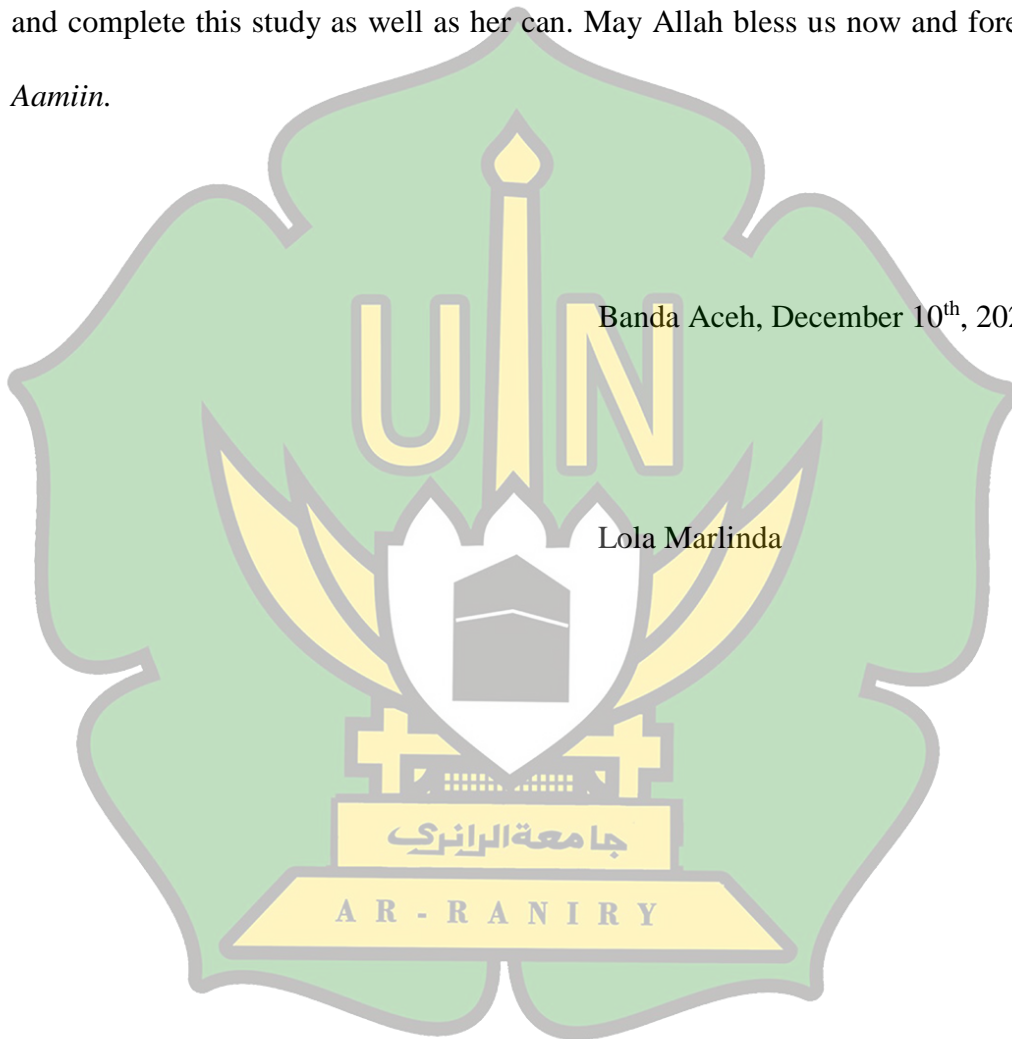
On this occasion with great humility, I would like to thank to all of those who have given me support, help and guidance, thus this thesis can be finished well. I would like to thanks to Mrs. Siti Khasinah, S.Ag., M.Pd, and Mrs. Azizah, M.Pd as my supervisors, who have given support and direction as well as the encouragement that are very helpful and useful during the preparation and writing of this thesis. Then, my special thanks are directed to my academic advisor and also as the head of English Language Education Department Ms. Syarifah Dahliana, M.Pd., M.Ed., Ph.D who has supervised me and supported me. Hope Allah gives the most precious reward for their good deeds. *Aamiin*.

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ABSTRACT

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An essay is a piece of writing that makes a claim, makes an argument, conveys a feeling, or starts a discussion. It is a piece of literature that can be personal, critical of literature, or an entirely scholarly investigation of a subject. In this study has a title of exploring the problems of essay writing. The research objectives are to find out the the students' difficulties in writing essay and the students' way to overcome the difficulties. The data collection techniques used in this research is quantitative and qualitative data. It was gained from the closed-ended questionnaire section and the semi-structured interview. In analyzing the questionnaire data, this study conducted likert scale formula and in interview section, the researcher used data reduction such as coding and written summarization of interviewee's response. This study involved 37 students or 25% of 146 students as a sample of study in year of 2021 in the Department of English Language Education of Universitas Islam Negeri Ar-Raniry. However, the study's result showed that there are four difficulties in writing essay, in term of using grammar, punctuation and spelling, vocabulary, and learning strategies. To address the difficulties of using grammar, punctuation, spelling, vocabulary, and learning strategies in writing an essay, you can follow these strategies like improving grammar and punctuation, expanding the vocabulary, organize and structure the students' essay. Besides, to support students' arguments, use examples and evidence personal experiences. Moreover, ask a teacher, tutor, or experienced writer to review your essay and provide constructive feedback. This can help the students identify areas for improvement and develop their writing skills.

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CHAPTER I

INTRODUCTION

This chapter emphasizes the study's background, research question, goals, and hypothesis as well as its relevance, its limitations, and its terminology

A. Background of Study

Individuals need to communicate constantly because they are humanity. Even while spoken communication still accounts for the majority of interactions, writing is still used extensively. According to Hidayati (2018), writing is a crucial written communication technique. A fundamental ability is writing, according to Graham (2019). This adaptable ability is used by writers to discover and learn new concepts. In addition to exploring the meaning of events and circumstances, writers also utilize this fundamental talent to communicate emotions, persuade readers, amuse readers, build fantastical worlds, preserve knowledge, mend psychological wounds, and chronicle experiences. The process of finding and selecting appropriate words, phrases, and sentences is one that research must go through when they are writing.

Besides, writing is a crucial component of the English language as well as with reading, listening, and speaking. Students are encouraged to develop writing abilities as early as possible since writing is an English ability that is connected with other English skills because it has many advantages. The least advantages that students can gain from writing are the ability to express themselves and their

thoughts, to increase their vocabulary, and to improve their memory and critical thinking.

Since many students feel that they need an ability to express their thoughts and feelings in a text interpretation, therefore, it is the students' writing skills that are very important for their academic success. Through their writing, students can express their thoughts and who they are as individuals. Students can write simply and freely in journals or in complexly planned works such as essays to explain their ideas (Bestari et al., 2020). The students are also very expressive and quickly adjust to everything they encounter so far. So that the new things they learn can stick or last a long time, it is much better if their ideas and emotions are expressed in writing. Moreover, students will find many terms and expand their vocabulary by reading a variety of sources and then doing a writing. The new words they have learned will stick with them as long as they write them down and utilize them in their writing. Vocabulary is crucial to language learning in general, but it is especially important for writing exercises (Razali & Jupri, 2014).

Additionally, developing students' ability to write in English could enhance their understanding of grammar and increase the clarity and significance of their work. Atkins and Wilkins (2013) claimed that without vocabulary, nothing can be conveyed, then it is very little can be conveyed without grammar. Further, by writing, students can sharpen their critical thinking abilities so they can strengthen their analytical and critical thinking abilities.

On the other side, one of the main issues facing both native English speakers and many students learning English as a foreign language globally is writing difficulty (Hidayati, 2018). The hardest skill for students to master is writing. The toughest skill for EFL students to learn is information gathering because it presents difficulties with idea generation and text organization (Renandya & Richard (2002). But when writing an essay, coming up with ideas is one of the tasks. Previous studies have revealed that students have trouble composing essays. Many students still veer away of writing, though. The majority of them believe that learning to write is challenging. Students frequently refrain from writing for a variety of reasons, including the lengthy writing process and the struggle to come up with a topic. Undoubtedly, Rahmatunisa in Rosiana & Yasmin (2017) mentioned that one issue is that Indonesian students believe that writing is a difficult ability to learn because of the drawn-out process of writing itself, which includes the plan, draft, re-draft, edit, re-edit, re-plan, etc.

Writing requires the brain to organize a variety of exposures or inputs into a well-structured written text. According to Paltridge (2004), writing is the most difficult talent for learners of second or foreign languages to master. It can be difficult to form and organize ideas as well as translate them into comprehensible language. The problem is exacerbated if they have low linguistic proficiency. The issue is a result of a number of inadequate writing sub-skills.

Therefore, in the process of studying and teaching English, many students make missteps or errors. This also takes place while writing. Common mistakes can include issues with the writer's language, writing organization, substance, and, most

importantly, grammar. The use of grammar is essential in writing. The students' writing still contains grammatical faults due to their lack of grammar expertise. When this occurs, the students require outside critique to improve their writing. In order to boost their writing and decrease the difficulties which they encounter during their writing activity, students truly need feedback and correction. Thus, the demand for grammar correction for students is necessary. Ur (2006) stated that feedback is information that is given to the students about their performance of their learning task, and the objective is to improve their performance.

In a study by Al Badi (2015), ESL students from four different countries with writing issues at an Australian university revealed that all participants appeared to struggle in a similar way regardless of their educational experience. Cohesion, consistency, determination, and the source of pertinent themes, references, and citations were some of the issues. Another study discovered that students frequently made spelling and grammar mistakes. Many students struggled to formulate a thesis. Some students had trouble coming up with ideas, writing cohesive, clear essays, and communicating those ideas (Uba & Souidi, 2020). Belkhir and Benyelles (2017) claimed that students have problems with coherence and cohesion. There are several issues with writing, such as the challenge of employing language and punctuation. Due to their inadequate reading, first-language translation, and writing skills, the learners experienced it.

A crucial component of the learning process is written corrective feedback. Feedback is critical for students who struggle to produce quality writing because it enables them to enhance their performance. To comprehend the subject matter and

develop their writing, the students would want lecturer's critiques. In addition, giving students evaluation will help them feel that their teacher is paying attention to them and genuinely cares about them. As a result, when they receive a writing assignment following the lecture, they will be more cautious and serious. Students must receive feedback in order to polish their writing. It is pertinent to the findings of Listiani (2010) study that discovered about the majority of the students said that comments on their writing's organization, substance, mechanics, and vocabulary had assisted them in improving their writing.

As we know, English majors in some universities should participate in a variety of writing exercises. Paragraph writing, essay writing, academic writing, and thesis, for instance, are all types of writing courses offered at English Language Education Department in UIN Ar-Raniry for each semester. If a student wishes to receive a Bachelor's degree, they must submit a thesis during their last semester. According to Kumar and Stracke (2007), the educators' correction on written drafts is a kind of communication in a supervisory setting since it allows the educator to communicate with the supervisee and give them improved academic training, particularly in writing.

Therefore, the researcher did a preliminary research for this study and found that many students still experienced difficulties in their writing learning including in the field of grammar, incoherent sentences, lack of use of new vocabulary, sentences that are not connected, and also ideas that are not conveyed efficiently due to lack of vocabulary mastery. Things like this should be given a correction from the lecturers regarding their problems so that they can be resolved. In addition,

the researcher of this study wishes to explore the perceptions of students regarding the difficulties of lecturers on the results of their writing abilities.

The fifth semester of English Language Education Department students also struggle with writing since they are unsure of how to decide on the primary concept, utilize suitable grammar, and choose appropriate punctuation. According to earlier research by Hadiani (2017), the students' greatest problems were in delivering ideas and following grammar norms. The students' poor grammar skills were primarily to blame for the result. Some students have difficulty with writing in terms of content, organization, vocabulary, grammar, and mechanics, according to prior studies on UIN Ar-Raniry students, particularly in the English Language Education department.

Moreover, according to Byrne (1993), there are three sorts of students' writing challenges. There are three categories: linguistic issues, psychological issues, and cognitive issues. Additionally, the researcher would classify students' challenges with essay-writing on linguistic issues as part of the current study. Tenses, subject-verb agreement, punctuation, spelling, and sentence structure are among the linguistic elements that need to be studied. The researcher also suggests outlining the reasons and solutions for the students' essay-writing problems.

Additionally, based on previous study above, the researcher is interested in conducting a research that focused on “Exploring Students’ Problems in Writing Essay” which has a purpose to explore the students’ problems towards the error and mistakes in Essay writing activity that has already corrected by the lecture. English

Language Education Department will be a research place. Students in that place will be the research participants for study sample.

B. Research Questions

Based on the background above, the researcher formulates study question such as:

1. What are the students' difficulties in writing essay?
2. How do the students overcome writing essay difficulties?

C. The Objective of Study

Based on the formulation above, the research objectives are to find out the students' difficulties in writing essay and the students' way to overcome the difficulties.

D. Scope of Study

This research only focuses on Exploring Students' Problems in Writing Essay. In case, the researcher dig out the students' perception towards their difficulties in their writing essay. For this study, the fifth semester-students year 2021 in English Language Education Department. The population of this study are more than 100 students. The researcher chose 10 of those students, who has passed the subject of Essay Writing.

E. Research Terminology

a) Linguistic Problem in Writing Essay

Language issues in an essay seem to be the main obstacles for students to build a strong English essay. The typical sequence of activities for teaching writing is as follows: (1) familiarization, where students study grammar and vocabulary, usually through a text; (2) controlled writing, where students imitate given patterns, frequently from substitution tables; (3) guided writing, where students work with model texts; and (4) freewriting, where students use the patterns they have developed to write a letter, a paragraph, an essay, and the like (Richards, 2002). Widodo (2008) came to the conclusion that writing is a tool for learning, thinking, and organizing knowledge or ideas in addition to being a way of communication. Additionally, writing is a complex activity that requires completing a composition assignment at various phases. Undoubtedly, this skill has been regarded as one of the hardest for learners to grasp, especially in an EFL context (i.e., Indonesia). The challenge comes from the requirement to not only produce and organize ideas using the proper vocabulary, sentence structure, and paragraph organization, but also from the necessity to translate those ideas into a legible text while adhering to a specific rhetorical pattern (Richards & Renandya, 2002).

In this research, writing is important because it can be a means to develop yourself. Every human being is born with the advantages and disadvantages of each. But unfortunately not many people do aware of the advantages it has, so that potential cannot be optimized as well possible. By writing, people who have

linguistic verbal intelligence can develop themselves well. If humans do not have the confidence to speak in public, then they can write down what's on their mind and read it without feeling nervous or afraid of being wrong.

b) Writing Essay

Writing essays is one of the skills that students taking academic writing courses need to have. One of the duties for students to complete is essay writing if they are taking English as a subject. Students must be able to write an effective essay in order to submit it for evaluation. If the writer studies some literature, they won't be confused about selecting the essay's major ideas or topic again. As a result, readers are free to write articles on whatever subject they like. The keywords will be used to help them develop their writing (Astika & Sulistyo, 2017).

A single topic is sufficient for students to discuss in the essay. The essay's subject can express themselves in a variety of methods, including explanatory, descriptive, and narrative. They can compose the essay in general as well as in a specific manner. The essay is made up of logically written paragraphs, each of which has a single topic or thesis statement. The essential point of the essay only appears in the opening paragraph, not throughout the entire paragraph. (Nugraha, 2016). In conclusion, writing an essay is more difficult than writing a paragraph, with the exception that an essay is lengthier. Additionally, because essays are lengthy pieces of writing, authors require additional skills, drive, and self-assurance to convey their thoughts.

In this research, based on the researcher's opinion that writing is important because writing is a trusted means of communication. Written communication is different from oral communication which is done by mouth. In written communication. Delivery of information can be more complete, systematic and directed. In contrast to verbal communication which sometimes comes out of the corridor and incomplete. While they are both forms of communication, writing is distinct in its own right. Our fingers are conditioned to arrange letters into words, words into phrases, sentences into paragraphs, and paragraphs into essays at the appropriate moment when writing. Anything that is incomprehensible or doesn't fit can be changed or removed. On the other hand, oral communication is limited to the movement of the mouth during speech, and occasionally the listener finds it difficult to understand what is being said.



CHAPTER II

LITERATURE REVIEW

In this chapter, the writer literally provided the review and definition of theories from previous studies. This chapter discusses related to writing skill, the barrier of writing essay, and the technique for solving the difficulties in essay writing.

A. Writing Skill

One of the integrated skills that students have acquired both inside and outside of the classroom is writing. Although it is not a natural talent, writing is a process that kids can study and practice on their own. Writing allows students to learn new things and develop their other talents. The ability for students to express and organize their thoughts and feelings in the text is another aspect of their communication. In this way, writing helps students learn how to explore and learn new topics.

Harmer (2007) stated that writing has been widely regarded as a very important skill in teaching and learn English as a Second Language (ESL) because it is a comprehensive skill which helps strengthen vocabulary, grammar, thinking, planning, editing, revising and other elements. Writing also helps improve all listening skills, speaking and reading because everything is interrelated. Writing skill is a special ability that helps writers to express their thoughts into words in a meaningful form and mentally interact with the message. Writing is an integral part of a larger activity in which the focus is on something else like language practice,

acting or speaking. On the other hand, writing is a textual representation of language media through the use of a set of signs or symbols. Some people think that writing is hard. Everson, (1991) believed that writing requires the ability to create your own words and ideas, but it also requires the ability to criticize them to explain which one to use.

Additionally, writing is a very private activity, and one person may express themselves in many ways. Writing is now a required ability for pupils at the secondary and collegiate levels. It is also one of the academic skills that takes time to master. It entails idea generation, text development, and text revision. It has evolved from an unconventional, conventional approach that concentrated on writing convention to a process that might suit a writer's need to plan, brainstorm, get feedback, and modify their work (Schools, 2007). Writing may be summed up as a crucial talent in students' lives, both inside and outside of the classroom, based on the opinions of the experts. There is a procedure that students or other people can use in order to develop their writing abilities and produce written work; this process does not require innate talent.

1. The Process of Writing

Brown (2000) claimed that the writing process is divided into three parts. Pre-writing, drafting, and revision are the three stages, they are:

a. Planning

Planning is the initial stage. The first step in the writing process involves gathering ideas, such as selecting a topic, honing that topic idea, and then obtaining

evidence to support that notion. The writer must make as many notes as possible to capture the idea during the prewriting phase. Pre-writing is used to generate ideas, and there are many different ways to do this, such as reading (in depth), skimming or scanning a paragraph, doing some independent research, brainstorming, listing, grouping, addressing a topic or question, and freewriting.

b. Drafting

The writing of a theme constitutes this step. We'll generate fresh concepts that were not on our list or blueprint for brainstorming. We may add or remove any portion of the writing at any time.

c. Editing

Step five of the writing process is editing. This process is referred to as editing and revising. Two phases of polishing yield the best results. Prioritize rewriting above minor grammatical, punctuation, and spelling errors. Start by addressing the main issues with the content and arrangement. After all, the author can present the completed work of their writing.

B. Writing Essay

One topic per essay is plenty for the students to discuss. The subject can use a variety of essay types to convey themselves, including expository, descriptive, and narrative. They are capable of writing the essay both specifically and generally. Each paragraph in the essay is organized logically around a single topic or thesis statement. The essay's key point only appears in the first paragraph; it does not present throughout the entire paragraph (Nugraha, 2016). In conclusion, writing an

essay requires more effort than writing a paragraph does, despite the fact that essays are lengthier. The essay is a lengthy piece of writing that requires the author to have greater knowledge, inspiration, and self-assurance to convey their ideas.

Students may gain in-depth understanding of a subject through essay writing thanks to their reading and study. To critically debate and evaluate topics within a word limit is an excellent essay-writing talent. The development of an argument or the analysis of ideas is typically the emphasis of an essay. Rahmatunisa (2014) found that students generally find it easier to write essays in their mother tongue than in a foreign language. It occurs because it is simpler to recognize words in one's mother tongue than in one's native languages. It will depend on the circumstances. When we attempt to write in a foreign language, issues will arise.

Language issues in an essay seem to be the main obstacles for pupils to build a strong English essay. The typical sequence of activities for teaching writing is as follows: (1) familiarization, where students study grammar and vocabulary, usually through a text; (2) controlled writing, where students imitate given patterns, frequently from substitution tables; (3) guided writing, where students work with model texts; and (4) freewriting, where students use the patterns they have developed to write a letter, a paragraph, an essay, and the like (Richards, 2002). Widodo (2008) came to the conclusion that writing is a tool for learning, thinking, and organizing knowledge or ideas in addition to being a way of communication. Additionally, writing is a complex activity that requires completing a composition assignment at various phases. Undoubtedly, this skill has been regarded as one of the hardest for learners to grasp, especially in an EFL context (i.e., Indonesia). The

challenge comes from the requirement to not only produce and organize ideas using the proper vocabulary, sentence structure, and paragraph organization, but also from the necessity to translate those ideas into a legible text while adhering to a specific rhetorical pattern (Richards & Renandya, 2002).

C. The Barriers in Writing Essay

An essay is a brief, nonfictional piece of formal writing that students are required to write as part of their coursework or as a way to demonstrate their understanding of a certain subject. In a particular situation, more than 70% of English pupils had writing issues (Ristianingsih, 2012). This situation probably becomes the key issue that educators should address. As with waiting in line, the first crucial step is to encourage students writing fluency (Westwood, 2008). In order to improve pupils' fluency, for instance, it is important to address their writing challenges. As a result, the primary issue that should be addressed in this study is the obstacles that students face when writing. As a result, the main focus of the objective was to identify the obstacles that students faced when writing. In connection with the prior study, Ristianingsih (2012) discovered that students face barriers. Both internal and external influences were covered. Additionally, the motivation of the students support them to peel up their idea and thought into the writing activity (Isnaini, 2004). It means, the students will not be productive if they are less of motivation.

Besides, the extrinsic component of students' writing activity and the intrinsic component of students themselves. First, when it came to the writing's

basic elements—vocabulary, syntax, topic and idea generation, spelling, and punctuation—students frequently encountered difficulties. Second, the inherent impediments that students face are defined as anxiousness, a lack of drive, and diminished excitement. Third, time management is another extrinsic factor that prevents students from writing because it is believed that learning to write in ten minutes a week is insufficient. Also, the environment and state of the class are three obstacles to writing. First of all, the lesson is not receiving all of the pupils' attention in class. They are talking and engaging in other classroom activities. It indicates that the students engage in activities unrelated to those required for learning. Second, the students don't make the most of their classroom time. In the teaching and learning process, if the students do not comprehend the content, they don't ask questions or speak back to the teacher. There is no student input to the teacher when they are lecturing in a classroom. Third, the students lack motivation to complete their schoolwork due to their poor writing abilities (Astika & Sulistiyo, 2017).

Fareed et al. (2016) also found that grammar, vocabulary, syntax, writing anxiety, a lack of ideas, poorly organized structure, and reliance on the native language are the main causes of writing issues. The most frequent grammar mistakes made by students in their writing are subject-verb agreement, employing words from different word classes, and utilizing the wrong single and plural forms.

a. Grammar

The essay barrier in grammar refers to the challenges and difficulties that individuals, particularly non-native English speakers, face in expressing

themselves effectively and accurately in written English. These barriers can encompass errors in grammar, inappropriate selection of words, ineptness in structuring sentences, and struggles with academic terminology. Research has shown that students often encounter difficulties in structuring appropriate essays and face challenges with grammar, syntax, and semantics in their writing. Additionally, the lack of practice in using the language for day-to-day conversation and writing their own thoughts and ideas can contribute to these barriers. Overcoming these barriers requires practical strategies, such as signing up for language courses, hiring a tutor, and encouraging students to communicate in English with friends and teachers. It is essential to address these language barriers and provide support to improve students' academic writing skills.

b. Punctuation and Spelling

The essay barrier in punctuation and spelling can pose significant challenges for students. Research has shown that students encounter difficulties in using correct grammar, punctuation, and spelling in their writing. These difficulties can lead to errors in verb usage, subject-verb agreement, punctuation mistakes, wrong word choices, and misspellings. To overcome these barriers, students can benefit from increased awareness of their grammatical errors and the provision of support to develop their language skills. Additionally, seeking guidance from language courses, tutors, and continuous practice in writing can help improve students' proficiency in grammar, punctuation, and spelling. By addressing these challenges through targeted support and practice, students can enhance

their writing skills and overcome the barriers related to punctuation and spelling in essay writing.

c. Vocabulary

The essay barrier in vocabulary terms refers to the challenges students face in using academic language and an adequate range of vocabulary in their writing[1]. Some common challenges related to vocabulary in essay writing including about the limited vocabulary. Students may struggle to express their ideas effectively due to a lack of knowledge of specific words or terms. Inaccurate word choices: Students might choose the wrong words to convey their meaning, which can lead to confusion or misinterpretation. Overuse of synonyms. It means by using too many synonyms can make the writing unclear and less coherent. Incorrect verb tense or mood: Students may struggle to use the appropriate verb tense or mood, which can result in errors and confusion. To overcome these barriers, students can expand their vocabulary by learning technical and theoretical terms related to their subject. Practice using the language in day-to-day conversation and writing their own thoughts and ideas. Pay attention to the context and the intended meaning when choosing words to use. By addressing these challenges and implementing these strategies, students can improve their vocabulary and enhance their academic writing skills.

d. Learning Strategy

The essay barrier in learning strategy encompasses various challenges faced by students in academic essay writing. Some of the key barriers identified in the

research is about teaching second language. Learners. Educators face challenges in teaching essay writing to second language learners, which can impact the effectiveness of the learning process. There is the lack of time for construction. Time constraints can be a barrier to providing effective instruction in academic essay writing, affecting the depth and quality of learning. Also, the inflexibility of the curriculum, teaching style, and assessment methods can create barriers to learning, particularly for diverse learners. Language barriers, including errors in grammar, inappropriate word selection, and struggles with academic terminology, can hinder effective essay writing. To overcome these barriers, educators and students can implement various strategies, such as providing support for second language learners, creating more flexible and inclusive learning environments, and offering practical tips and techniques to improve language skills and academic writing abilities.

According to the above experts' finding, a variety of things contribute to students' writing problems. Some of the causes are the teacher's fault, including failing to provide pupils feedback. If the teacher does not provide comments on students' writing, students will not get motivated to write and they will not develop self-confidence in what they write. In order to encourage students' excitement for writing, feedback is essential. Additionally, there are internal influences that originate with the students. Students must, however, possess insight or background knowledge prior to writing. Students often struggle with writing due to a lack of reading, vocabulary, and transfer of their target language, among other things.

The most frequent difficulty encountered when writing an essay is generating an idea or thesis statement. This section is the most important one since it serves as a succinct explanation of the writer's goals and what the reader can anticipate at the conclusion of the work. Writing a clear, concise, and convincing statement might be difficult for many pupils. Developing a thesis statement requires practice and exploring novel approaches, which is the only way to address this problem. Developing a more precise and comprehensible statement will be facilitated by this. The concept statement will serve as a roadmap for the remainder of the essay and it will ensure it is accurate and follows the topic

D. Technique to Overcome the Problems of Writing Essay

Prewriting is any structural experience that affects a student's active engagement in thinking, talking, writing, and working on the subject matter of a writing lesson. These tasks or experiences, which can involve teamwork or solitary work, can be verbal, written, or experiential. Additionally, it outlines various methods for assisting students in brainstorming, topic development, and writing down ideas.

There are seven prewriting strategies, according to Meyers (2005), to start structuring students' ideas (brainstorming, clustering, and freewriting). Writing requires a specific order of steps, according to another expert (Hyland, 2008). Writing, as defined by Sperling & Fredman (2001) is a collection of related processes that include planning, translating, and reviewing. However, the procedure frequently went beyond those points. The writing process was broken down into

multiple steps by Bailey (2015), including: (1) choosing appropriate sources, (2) reading texts, (3) taking notes, (4) planning and outlining, (5) incorporating a variety of sources, (6) organizing paragraphs, and (7) rewriting and peer-reading. The aforementioned procedures can be used to produce a well-organized text.

The process of generating ideas at random, often known as brainstorming. The concepts can then be used as the starting point for other tasks, like writing or speaking (Khan, 2013). Students must understand that the purpose of brainstorming is to encourage them to come up with a variety of ideas, which is the first step in the writing process for all writers, regardless of their degree of experience. Later on in essay writing process, they will have the chance to expand on these concepts.

The clustering procedures began by writing the topic in the center of the paper and circling it as a pre-writing step. Next, write down some concepts you have in mind, arrange them in boxes or circles, and then connect each one with a line to the words before it. After clustering, all of the concepts' designs were displayed (Meyers, 2005). However, mind mapping or concept mapping, which is a useful method or tactic to aid students in coming up with ideas, is also occasionally used to refer to clustering. It is also simple to do and understand. The freewriting method is another effective method for drawing on existing knowledge. Because the goal of the freewriting technique is to simply put one's thoughts on paper, the writing quality is not significant. Using the freewriting technique, the writer can cut out the ideas that are not helpful and keep only the most crucial ones based on the requirements of the pupils. Students can write on the subject's ideas without caring about spelling, punctuation, grammar, or logic, according to Meyers

(2005). Because freewriting is only a means to organize thoughts into paragraphs that can be changed, expanded, or removed, students' freewriting may be unorganized.

Moreover, there are other techniques for overcoming the problem of writing essay, namely: a. A narrow-down topic: Select a subject that is more narrowly focused. Think about "Who? What? asking "Where, When, Why, and How?" about the topic. By using that tactic, we will be able to narrow down your options and choose what we want. Let's focus on the issue of gun control as an example. Your thesis statement might be something along the lines of "Bad gun control laws, not video games, are the issue."

b. Well-structured body paragraph: In writing essay, the paragraph needs the topic sentences, the main part of the essay and conclusion with a transition.

c. Clear the statement: It is usually one sentence that shows the reader what your essay is about. The challenging part is to squeeze the purpose of our writing into one sentence and in such a way that would make the reader want to debate it.

E. Previous Studies

According to Ismail (2011) study in the title *Exploring students' perceptions of ESL writing* stated that writing has traditionally been seen to be crucial to learning a second language. The majority of the research in this field has been with how to improve writing abilities, but in more recent years, some academics have looked at how students perceive writing. This study set out to look into how students felt about writing in general and academic writing in particular. The study included 64

female students from an ESP program in total. The study's general design was quantitative and qualitative in nature because data was gathered through the use of a questionnaire and focus groups. The information gathered through the questionnaire and focus group interview was analyzed using both quantitative and qualitative methods. Additionally, the results, according to Christzer et al. (2018), demonstrated that students have trouble producing academic essays. Lack of variety in substance and ideas, a lack of connectives in organization, the erroneous use of words and idioms, bad sentence structures in language use, the use of the first-person pronoun in terms of formality and objectivity, and a lack of references are some of the challenges.

Furthermore, another study entitled *Exploring Students' Difficulties in Writing (A Case Study at the Department of English Education UIN Syarif Hidayatullah Jakarta)* that Humairoh (2021) claimed the study looks at how language issues contribute to students' difficulty when writing essays. This study presents a case study as a qualitative investigation of State Islamic University Syarif Hidayatullah Jakarta sixth-semester students. Purposive sampling produced a sample of 32 students—6 males and 26 females. Closed-ended questionnaires, documents, and semi-structured interviews were the non-testing tools employed in this study. In this study, data from each instrument was gathered in the following ways: using a google form for the questionnaire, through student essays for the document, and through a video chat on WhatsApp for the open interview. Miles and Huberman in 1984 followed the steps for this study's data analysis, which included data reduction, data interpretation, and conclusion formulation.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher generally explained about the research design, the research method, location of the research, population and samples, research instruments, techniques of collecting data and data analysis.

A. Research Design

A research design is a set of judgments regarding what problem should be investigated in what population using what research approaches for its purpose. (Babbie, 2004). It is a typical approach of doing a research study. It denotes that the researcher selects a method and design that is qualified to answer the study's issue, including participant participation and data collection. This study employed a descriptive qualitative and quantitative method to answer the research topic. A mix method was used to analyze, investigate, and study social phenomena; to decipher the meaning of people's perception of actions, situations, events, or artifacts; or to gain a comprehensive grasp of numerous aspects of social life (Leavy, 2017).

Tashakkori and Creswell (2007) stated a mixed method as research in which the researcher collects and analyses the data, incorporates the findings and draws inferences using both qualitative and quantitative approaches in a single study. In this study, the researcher decided to utilize a qualitative and qualitative approach in order to look more closely at how students issue with essay writing. In this study, the researcher looked into students' psychological and cognitive problems with essay writing in addition to their language difficulties in writing.

B. Population and Sample

In this study, random sampling was used to get the participants since the researcher defines specific characteristics for the individuals.

1. Population

A population is the total of all individuals who have specific characteristics and are the researcher's interest. Creswell (2008) stated that a population is a group of individuals who have the same characteristic. This study was conducted on the English Language Education Department of UIN Ar-Raniry involving the total population of 146 students of batch 2021.

2. Sample

The sample is a part of the population itself and has the characteristic to investigate. Arikunto (2013) distinguishes sample based on the number of population, namely between for a population is less than 100 and more than 100. He states that if the subject is less than 100, it is better to take all, then the research is population research. Furthermore, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more depending on the ability of the researcher to be seen from time, energy and funds, the narrow area of observation of each subject, and the risk borne by the researcher. The participants would be 37 students from the population as the sample using random sampling.

In this study, random sampling is used to get the participants since the researcher defines specific characteristics for the individuals. Random sampling is a type of probability sampling in which everyone in the entire target population has

an equal chance of being selected. The sample is randomly selected which is intended as an unbiased representation of the total population (Creswell,2012). If for some reason, the sample is not representative of the population, the variation is called sampling error.

C. Instrument of Data Collection

The researcher used a few methods to gather data. Closed-ended questionnaires and semi-structured interviews made up the instruments. The instruments sought comprehensive information about respondents' issues connected to the problems of this research.

1) Questionnaire

Closed-ended questionnaire served as the first instrument. According to the perspective, there are various sorts of questionnaires, based on Arikunto (2013). Regarding how to respond, there are two different types of questionnaires: The first is an open questionnaire, which provides students plenty of chances to express their opinions in response to the researcher's inquiry. The next questionnaire forces pupils to select one response from a list of options. In order to identify linguistic factors and reasons why some students have writing difficulties, the researcher gave the students a closed-ended questionnaire. Tenses, subject verb agreement, punctuation, spelling, and sentence structure were some of the linguistic issues that the researcher split the questions into several parts.

The students responded to some questions based on linguistic problem-related characteristics. The researcher provided students a column of justifications

for their responses. To make the information easier for the students to understand, these surveys were translated into Indonesian. Every student also received a questionnaire with all the statements and questions on it. The researcher requested the students' essays as the second study instrument once they had finished responding to the questionnaires. The one who would be answered all interviewed questions are all classes of English department students in year 2021 namely 146 students of it. The sample of this study would be the students who has passed subject of essay writing, 37 students or 25% of 146 would be chosen as questionnaire participants, 10 students of 37 would become interview participants of this study and The selection of students would be randomly selected and take turns to complete this research (the researcher would spread the questionnaire form to the students WhatsApp Group then the responses of them could be discussed in study's finding).

Data analysis is the process of searching for data and compiling the data obtained systematically (Sugiyono, 2016). The questionnaire analysis was carried out using SPSS and Microsoft Excel applications to find out the results of the research. An example chart of the questionnaire analysis based on the types of statements and indicators is provided below.

Table 1

No	Alternative answer	Score	
		Positive statement	Negative statement
1.	Strongly agree	4	1

2. Agree	3	2
3. Disagree	2	3
4. Strongly Disagree	1	4

Likert's scale (Sugiyono, 2016)

As the questionnaire follows the pattern of a Likert scale, thus, the analysis also follows the formula of a Likert scale analysis, as provided below. (Sugiyono, 2016):

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Number of percentages

F = Obtained frequency

N = Number frequency or sample

100% = constant value

2) Students' Essay Document

The second instrument was students' essay as the document. The researcher asked for the document of students in the form of their essay writing. Then, the researcher analyzed the document according to the students' linguistic problems indicators that the researcher had made above. Therefore, students' writing essays were the second procedure to collect the data. First, the researcher asked students' essays. Then, the researcher analyzed the data. The researcher also synchronized the students' questionnaire answers with the results of their essay writing. If there were

irregularities or inconsistencies with their questionnaire answer, the researcher interviewed the students through semi-structured interviews.

3) Interview

This study, the research consists of the participants to provide in-depth data about their ideas, skills, views, attitudes, and experiences about the issue and record responses refers to the interview section (Creswell, 2012). An interview is a face-to-face or virtual contact between two persons to discuss a specific issue and acquire thoughts and knowledge through responses to questions (Griffie, 2012).

Moreover, according to Edwards and Holland (2013), there are three types of interviews namely structured, semi-structured, and unstructured interviews. To collect data for this study, the researcher conducts a semi-structured interview. A semi structured interview is one in which the questions have been pre-planned, but spontaneous questions can be inserted in between to elicit a more thorough response from the interviewee (Stuckey, 2013).

The researcher used a semi-structured interview through face to face meeting with ten sixth-semester students of English Education Department. A semi-structured interview is an interview in which the respondent must answer the questions that the interviewer has prepared. Then, the questions are asked to all respondents in the same order. Through the interview, the issue can be obtained a deep and understanding of students' difficulties in writing through textual interpretation of the data obtained. The one who would be answered all interviewed questions are 10 student of English department in year 2021.

D. The Technique of Analysis Data

Mackey and Gass (2005) stated that data analysis is an effort or method to process data into information so that the characteristics of the data can be understood and useful for solving problems, especially problems related to research. In other words, data analysis is the activities carried out to convert the data resulting from research into information that can later be used in drawing conclusions. In qualitative research, data are continuously collected from a variety of sources utilizing a variety of data collection methodologies. Three different techniques are employed in this study: a closed-ended questionnaire, a semi-structured interview, and a document derived from student essays. Additionally, the researcher used Miles and Huberman's three processes to achieve the data analysis (1994) Data reduction, display, and conclusion were the steps in the research analysis process.

a) Data Analysis for Questionnaires

The researcher employed closed-ended questionnaires for the data analysis. The students received the questionnaire using a google form. A percentage of the questionnaire's results was automatically provided by the google form. By conducting an online survey, the researcher is able to determine what proportion of students responded "strongly Agree, agree, disagree, strongly disagree " when asked if they had trouble in writing (google forms). Calculating the survey findings, however, did not imply that all of the survey data had been examined. The questionnaire's results must therefore be read again by the researcher. In addition, the researcher must categorize the questionnaire data to determine what questions

were responded "strongly agree and agree" and what questions were answered "disagree and strongly disagree."

The researcher narratively explained the results of the questionnaire data after learning each category of students' responses from the questionnaire data. The researcher then created a percentage table using the results of the students' questionnaire responses, followed by a narrative explanation of the percentage in terms the readers may easily grasp (Indonesian language).

The researcher used Sugiono (2008) theory for complete a percentage of participants' answers.

$$P = F/N \times 100\%$$

Note:

p : Percentage

f : Frequence of the asnwers

n : Respondents quantity

100 : Fixed number

b.) Data Analysis for Students' Essay Document

In this study, students' essay document was really important. The document was used as the second tool for data analysis. Through a soft file, the researcher questioned the students about their essays. The students submitted the researcher their file via email and WhatsApp. The researcher used the indicators that the researcher had created to examine the student writings while the researcher waited

for all of the essays to be collected. Researchers examined students' linguistic issues with essay writing using document data. The study's analysis of students' Tenses, subject verb agreement, punctuation, spelling, and sentence structure (simple, compound, complex, and compound-complex) are all examples of linguistic issues.

c.) Data Analysis for Interview

Semi-structured interviews is used for the most recent data analysis. In this study, ten students were the subjects of semi-structured interviews by the researcher. The researcher could learn more about the challenges that students face when writing essays through interviews. The conversation lasted for almost 20 minutes. In addition, the researcher would analyse the data used Miles and Huberman (1994, p.156) concept about qualitative data analysis that consist of three procedures:

- 1) **Data reduction.** This refers to the process whereby the mass of qualitative data-interview transcripts, field notes, observation etc. – is reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on.
- 2) **Data display.** To draw conclusions from the mass of data, Miles and Huberman (1994) suggested that a good display of data, in the form of tables, charts, networks, and other graphical formats is essential.
- 3) **Conclusion drawing/ verification.** Analysis should begin to develop conclusions regarding the study. These initial conclusions can then be verified,

that is their validity examined through reference to your existing field notes or further data collection.



CHAPTER IV

FINDING AND DISCUSSION

The research observation results and discussion were presented in this chapter. The information gathered from the field through observation served as the outcome, and discussion helped to build the research's conclusion..

A. Research Finding

The results of the research described in this chapter are obtained from the findings of questionnaires and interviews that have been conducted. The result described in this session is to answer a previously determined research question, namely to find out the students' difficulties in writing essay and how the students overcome writing essay difficulties. In this session, the results of the questionnaire would be presented based on students' difficulties in grammar, punctuation and spelling, vocabulary and learning strategies in writing essay.

1. The Result Of Questionnaire

1. Students' difficulties in essay writing

Table 4.1

No	Alternative answer	Students' Result	
		Frequency	Percentage
1.	Strongly Agree	17	45,94%
2.	Agree	3	08,10%
3.	Disagree	15	40,54%
4.	Strongly Disagree	2	05,40%

Based on the table above it shown that that 20 % of the participant answer strongly agree (17%) and agree (3%) that they felt difficulties in grammar. It means, the students almost have difficulty to start writing an essay with the right structure because they are and lack of their grammar. In contrast, there were 17% participant answer disagree and strongly disagree. The percentage was a combination result from 15 students who chose strongly disagree and 2 students who only chose disagree. Those means that the rest of students do not have difficulties to start writing an essay with the right structure. It can conclude that half of the participant find difficulties in grammar when they starting essay writing.

2. *Students' difficulties in implementing punctuation and spelling in essay writing*

Table 4.2

No	Alternative answer	Students' Result	
		Frequency	Percentage
1.	Strongly Agree	4	10,81%
2.	Agree	17	45,98%
3.	Disagree	13	35,13%
4.	Strongly Disagree	3	8,13 %

From the table students' answers above, it was found that 21% of participant answer strongly agree (4%) and agree (17%). The percentage was combined from 4 students who chose strongly agree and 17 students who only chose agree. It means, students believed that learning spelling and punctuation took a long time.

Additionally, because they failed to comprehend punctuation quickly, they felt unaccustomed to it. On the other side, there were 16% participant who answer disagree and stroly disagree. The percentage was a combined result from 13 students who chose strongly disagree and 3 students who only chose disagree. Those means that the rest of students did not feel difficulties in implementing punctuation and spelling when they wrote the essay. Thus, from 37 students, only 16 students who felt obstacles in implementing punctuation and spelling things in essay writing.

3. *Students' difficulties in expressing their ideas with a new vocabulary*

Table 4.3

No	Alternative answer	Students' Result	
		Frequency	Percentage
1.	Strongly Agree	4	10,81%
2.	Agree	15	40,54%
3.	Disagree	17	45,94%
4.	Strongly Disagree	1	2,70%

Based on the table above, it was found that 19% participant answer strongly agree (4%) and agree (15%) . The percentage was combined from 4 students who chose strongly agree and 15 students who chose agree. It can be seen that writing essay was challenging for students to use new vocabulary in essays to convey their own writing concepts. In addition, they claimed that the current environment did not encourage the development of English essay writing, particularly with regard to the language's vocabulary. Conversely, there were 18% participant answer disagree and

strongly disagree. The percentage was a combined result from 17 students who chose strongly disagree and 1 students who only chose disagree. Those means that the rest of students did not feel difficulties in applying a new vocabulary when they wrote the essay. Thus, from 37 students, only 19 students who felt difficulties in implementing the new vocabularies towards their essay writing and they found that it was difficult to write aspects of vocabulary in writing because in classroom learning is more dominant in Indonesian than English.

4. Students' difficulties in implementing learning strategies in essay writing

Table 4.4

No	Alternative answer	Students' Result	
		Frequency	Percentage
1.	Strongly Agree	18	46,64%
2.	Agree	8	21,62%
3.	Disagree	4	10,81%
4.	Strongly Disagree	7	18,91%

From the table students' answers above, it was found that 26% of participant answer (18%) students who chose strongly agree and (8%) students who only chose agree. It means, It required a lot of time for students to produce an excellent essay. Besides, almost all of students were unable to distinguish between supporting sentences and the core concept. They was not familiar with proper and effective writing methods. Moreover, they claimed that if it has to do with writing experience, they lack the necessary expertise to learn more English in essays in proper time. On

the other side, there were 11% participant answer disagree and strongly disagree. The percentage was a combined result from 7 students who chose strongly disagree and 4 students who only chose disagree. Those means that the rest of students did not feel difficulties in implementing the learning strategies of essay writing when they wrote the essay. Thus, from 37 students, only 29 students who felt obstacles in expressing and applying the learning strategies in essay writing.

B. The Result of Interview

All students said they have done some kind of strategies in overcoming the difficulties in essay writing. The rest of the students stated that they overcame their essay writing challenges by continually recalling the proper word choice and sentence structure. Beside that, overcoming difficulties involves taking breaks to refresh the students' mind, seeking feedback, and revising multiple times to improve clarity and coherence. They spend greater attention in order to make sure that every line they write is relevant to the subject they are writing about and does not stray from the original plan they created before beginning to write the essay. It has been supported by JM and MJ:

I overcome them by consistently remembering the appropriate use of words and sentence structure. I focus more on ensuring that each sentence aligns with the topic I am discussing and does not deviate from the initial plan I made before starting to write the essay. (JM)

Overcoming difficulties involves taking breaks to refresh my mind, seeking feedback, and revising multiple times to improve clarity and coherence. (MJ)

The most frequent difficulty encountered when writing an essay is generating an idea or thesis statement. This section is the most important one since

it serves as a succinct explanation of the writer's goals and what the reader can anticipate at the conclusion of the work. Writing a clear, concise, and convincing statement might be difficult for many pupils. Developing a thesis statement requires practice and exploring novel approaches, which is the only way to address this problem. Developing a more precise and comprehensible t statement will be facilitated by this. The concept statement will serve as a roadmap for the remainder of the essay and it will ensure it is accurate and follows the topic.

I overcome difficulties by checking grammar, word choices, and sentence structures using dictionaries, online translations, and other references to ensure accuracy in my writing. Also read sample essays, and take advantage of university writing resources or anywhere. (LS)

Read more and memorize vocabulary, in my opinion the most effective way, it will make it easier for us to write essays. (AO)

I have to learn more about grammar, because the better we master grammar, the better our essay writing will be. (RA)

Moreover, the participant AD and AH thought that the way in solving the essay writing can use the assistance of social media and here are several tips and strategies that can help students overcome these challenges. One approach is to focus on the internal, rather than external, aspects of the experience being described. This means describing one's thoughts and feelings, rather than specific people and events. Another approach is to choose an original essay structure, such as describing a challenge that is still being worked on, or focusing on a mental or emotional challenge that spans multiple activities or events. Seeking feedback from peers, family, or online support groups can also be helpful. Finally, it is important to avoid manufacturing hardship or writing a "pity me" essay, and instead focus on resilience and grit in overcoming challenges.

I overcome the difficulties I face when writing an essay, I try to practice self-compassion and remind myself that it's okay to make mistakes. I also try to be kind to myself and set realistic goals rather than feeling pressured to be perfect. I also find it helpful to set aside dedicated time for writing and to eliminate distractions by turning off my phone and closing all unnecessary tabs on my computer. (AD)

In conclusion that to overcome the difficulties in essay writing, particularly in terms of grammar, vocabulary, punctuation, and spelling, the students can follow these strategies. First, they can read extensively. Reading helps the students become more aware of grammar conventions, punctuation usage, and vocabulary. Pay attention to how authors use these elements in their writing and use them as models for their own work. Second, learn effective proofreading strategies, such as reading the essay out loud or reading sentences in reverse order. This can help the students focus on each sentence individually and identify grammatical errors. Third, practice with new structures. The students should get comfortable with unfamiliar grammar and punctuation conventions by practicing writing with them. This will assist them become more familiar with these structures and use them more effectively in your writing. Moreover, they can use assistive technology. Utilize tools like word prediction or spellchecker software to help with spelling and grammar. Additionally, consider using organizational assistive software or a digital recorder to dictate your thoughts or answers.

Then, focus on content towards the essay writing. Ensure that the writing is primarily about the content and the ideas the students want to convey. By focusing on the message, they can minimize the impact of grammar, spelling, and punctuation errors. Last is seeking a feedback. The students must ask peers, family, or teachers to review their work and provide constructive feedback on areas where

they can improve. This can help them identify areas of weakness and work on them. By incorporating these strategies into your writing process, the students can enhance their essay writing skills and improve your grammar, vocabulary, and punctuation.

Based on the questionnaire solution's result, it also can be concluded that in grammar part, there were several things that must be used as solutions for students to overcome their difficulties in writing essays. These solutions were that students must make themselves read more in order to understand the use of good and correct essay writing structures. Students should create learning targets to comprehend the correct grammar structure by studying the grammar from several learning media. Students can also learn the three main tenses to master, so that it was easier to develop them into other forms of tenses. In applying punctuation and spelling are as explained below. For example, students must be more active in practicing writing essays using punctuation and spelling. They can manage their time in understanding punctuation and spelling by frequently practicing easy essay writing. Students also should use some proofreading to master English vocabulary.

Moreover, there were several solutions that students can apply to overcome difficulties in applying new vocabulary in essay writing. This can be done by using several assistive media to master vocabulary in English. Students must use new vocabulary techniques to master new vocabulary in English. Also, students can also access the internet to easily understand aspects of good and correct vocabulary. The last one is in learning strategies. Taking positive actions is one way to help students overcome their obstacles when it comes to write the learning strategies. For

instance, students can have a deeper understanding of how to identify the main idea and supporting sentences in essays by using writing skills which are available from multiple learning sources. Additionally, students might compose brief essays more frequently and ask teachers who are more familiar with their writing style about any errors they may have made. Further, this can help the students write essays more effectively.

C. Discussion

This section is a description of the research results that have been shown previously in the results section in the form of exposure to the results of the questionnaires and interviews with respondents. The discussion that would be presented is based on considerations on what are the needs and expectations in learning English by communication department students which are intended to answer the research question. The main focus is to look at the need analysis about how English specific purpose should be practiced in class in term of writing essay.

From the research findings above, the researcher focused on three categories of students' difficulties in writing an essay. This study is essential because the researcher can discuss about students' difficulties in writing an essay on their linguistic problems, psychological problems, and cognitive problems. In addition, this study also concerned about the solution of students' difficulties in writing an essay. In first linguistic problem faced by the students is grammar.

Based on Abdulmajeed and Hameed (2017, as cited in Naseer, 2019), grammar is a non-easy solution subject. It is complicated and challenging. Students

felt difficulty using grammar when writing an essay, especially in tenses and subject-verb agreement. Tenses are considered as one of the essential elements to make a sentence. Many English Foreign Language students face difficulties to use tenses in their writing. Due to Indonesian structure, a sentence can be without a time signal, unlike English sentences. From students' results of interviews about using tenses shown that students still forgot about using tenses when writing essays because there are many types of tenses that make it difficult for students to write essays. Further, they said they got confused about choosing the suitable tenses to describe the actions and write correct sentences even though they have got the main idea for their essay writing. Therefore, students must memorize and understand the functions of each tense.

By understanding tenses, people will understand what writers mean. Masruddin (2019) said that if we have grammar knowledge, we will help people to comprehend what other people say or write. On the other hand, it is difficult for Indonesian students to use correct structure in English writing. Subject-verb agreement also becomes one of the difficulties faced by students in writing an essay. The students' result interview showed that students were confused in using subject verb-agreement, especially in singular and plural placement. They know the theory, but when subject-verb agreement was applied to the sentences, they forget to use the correct subject-verb agreement. However, the difficulty in using tenses and subject-verb agreements has been proven by previous research conducted by Singh et al. (2017), the research was found that the difficulty of using tenses and the difficulty of using subject-verb agreement was found to be the most significant

percentage. It happened because the students wrongly matched a singular subject with a plural verb and vice versa. In the use of mechanical, such as punctuation and spelling, students also found it difficult when applied punctuation and spelling in writing an essay.

The problem for EFL students in the composition of written texts includes verb forms, suitable articles, prepositions, punctuations, countable and uncountable nouns, subject-verb agreement, and spelling Bram (2002), as cited in Fitrawati & Safitri, 2021). The interview results showed that students did not realize the mistakes they made in using punctuation and spelling. They will realize their mistakes in the use of punctuation and spelling after being given feedback by the lecturer. Hence, they feel that the use of punctuation marks is challenging to apply in writing essays. Likewise, with spelling, they will have difficulty if the vocabulary is unfamiliar to them. However, this difficulty has been proven by previous research conducted by Hamed (2018), the research findings revealed that spelling, capitalization, tenses, punctuation, articles, varied words, subject-verb agreement, and prepositions were the most common types of linguistic errors found in the students' writings.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This conclusions and recommendations are presented in this chapter.

The study findings from the preceding chapter's data analysis constitute the foundation for the conclusions. After that, suggestions are drafted to enhance further studies in this area.

A. Conclusions

The study's findings led the researcher to the conclusion that essay writing presents particular difficulties. The researcher has divided the difficulties into four categories: grammar, punctuation, and spelling difficulties, vocabulary and learning strategies. In the grammar section, students still had trouble selecting and employing the proper tenses while writing essays. According to the students using the right tense in an essay can be challenging. The reason that happened to the students is that they must know, understand, and memorize a lot of tenses. Likewise, one of the trouble When it came to apply singular and plural to the subject-verb agreement, some students remained confused. However, as they come to write the essay, they were unaware that their use of subject-verb agreement was incorrect.

The challenges of using punctuation and spelling in essay writing include the risk of turning off readers with bad spelling and incorrect punctuation, the potential for ambiguity and misunderstanding when using ambiguous sentences, and the difficulty of identifying the relationship between the subject and other parts of the sentence to avoid punctuation errors. Other challenges may include learning

difficulties, lack of practice, and individualized choices of grammar conventions. To overcome these challenges, one can use strategies such as reading, practicing, proofreading, using a dictionary, learning and understanding punctuation rules, and seeking help from a teacher, tutor, or professional writer. Improving punctuation and spelling can enhance the clarity of writing and help communicate ideas more effectively.

On the other that, using vocabulary and learning strategies to write essays can provide a number of issues as well, such as difficulty with organization, mechanics, syntax, coherence and cohesiveness, and vocabulary acquisition. In addition, students could have trouble coming up with original ideas, organizing them into coherent phrases, and understanding the format and style of the essay. Students can utilize techniques like utilizing a dictionary, reading a lot about the subject, looking at excellent examples, using synonyms and paraphrasing, and asking the teacher for specific feedback to get beyond these obstacles. Instructors can also be helpful by monitoring their students' vocabulary and grammar, as well as by offering advice on organizing and mastering mechanics. Students can enhance their essay writing abilities and develop into more effective communicators of ideas by comprehending and resolving these issues.

B. Recommendations

In this recommendation section, the researcher has found several difficulties experienced by students in essay writing. Hopefully this research can be useful for other students in anticipating the obstacles faced in essay writing

However, it can be clearly seen that this writing is not perfect. There are so many shortcomings, especially the small number of samples. Hence, the researcher only analysed the research results and searched a little. For example, in this study only 4 difficulties were expressed, namely grammar, punctuation and spelling, vocabulary and learning strategies. Yet, in fact, the difficulties experienced by students in writing essays are quite numerous in other aspects. Therefore, because this research is not complete and perfect, other research can examine the topic of this research in more detail and effectively.



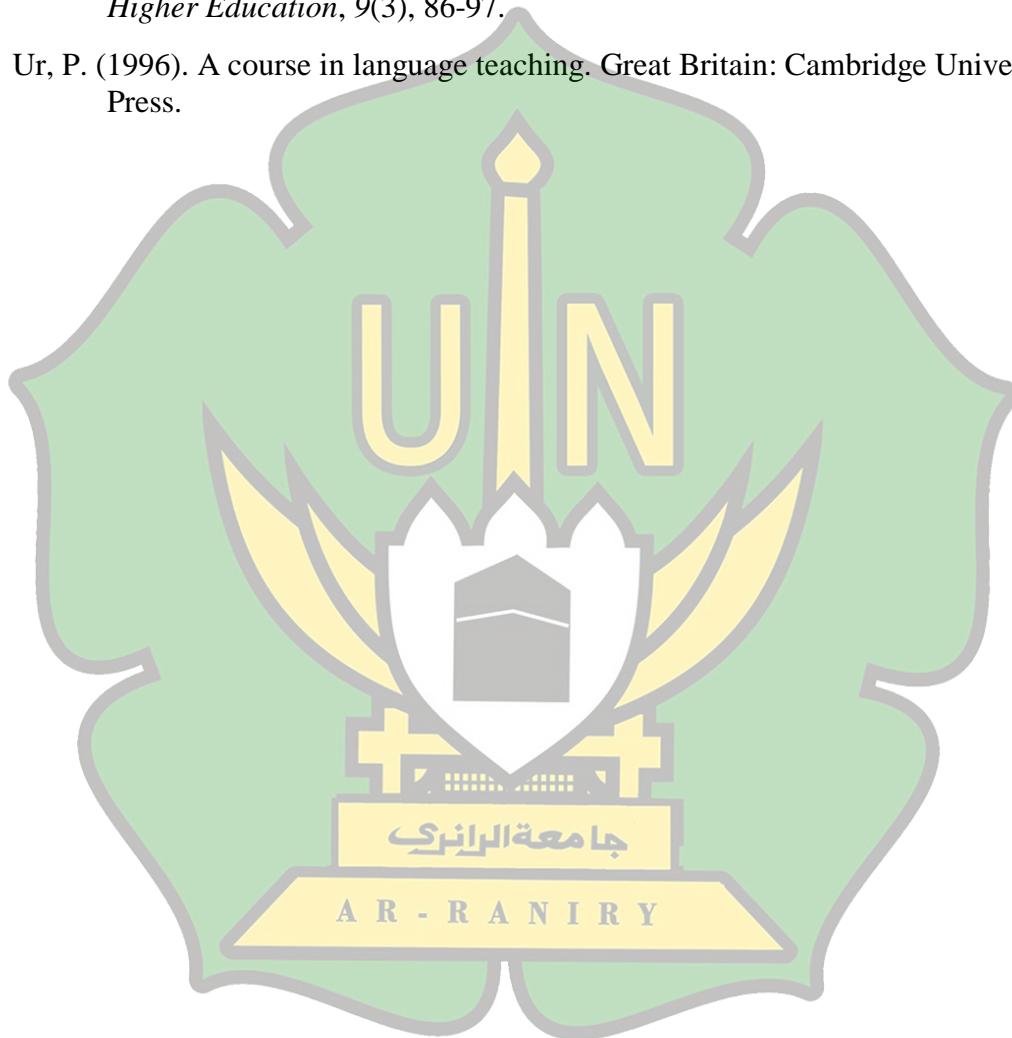
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APPENDIX A



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2271/UN.08/FTK/KP.07.6/01/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqayah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional,

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen,

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi,

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2004 tentang Pengelolaan Keuangan Badan Layanan Umum,

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi,

6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh,

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh,

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2013, tentang Statuta UIN Ar-Raniry,

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia,

10. Keputusan Menteri Keuangan Nomor 293/KM.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum,

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2013, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

Memperhatikan Keputusan Sadang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 03 Januari 2023

MEMUTUSKAN

Menetapkan
PERTAMA Menunjuk Saudara:

1. Siti Khasimah, M.Pd Sebagai Pembimbing Pertama

2. Arizah, M.Pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi

Nama Lola Marlinda

NIM 170203016

Program Studi Pendidikan Bahasa Inggris


Judul Skripsi Exploring Student Problem In Essay Writing Work

KEDUA Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA. 025.64.2.423925/2023, tanggal 30 November 2022.

KETIGA Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

KEMPAT

Ditetapkan di: Banda Aceh
 Pada Tanggal: 30 Januari 2023
 Dekan


 Saiful Huda

Tembusan

1. Rektor UIN Ar-Raniry sebagai laporan

2. Ketua Prodi PBT Fak. Tarbiyah dan Keguruan

3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan

4. Mahasiswa yang bersangkutan

5. Arsip

APPENDIX B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11522/Un.08/FTK.1/TL.00/10/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Mahasiswa 2021

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **LOLA MARLINDA / 170203016**
Semester/Jurusan : XIV / Pendidikan Bahasa Inggris
Alamat sekarang : Punge ujong

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring students' problem in writing essay*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 25 Oktober 2023

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

AR - RANIRY



Berlaku sampai : 30 November
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Reccomendation Letter from the Fakultas Tarbiyah dan Keguruan

APPENDIX C

Questionnaire for participants

Form Questionnaire

Peneliti : Lola Marlinda
 Pembimbing 1 : Siti Khasinah, S. Ag, M.Pd
 Pembimbing 2 : Azizah S. Ag, M.Pd

Mahasiswa Yang Terhormat,

Tujuan dari penulisan ini adalah untuk mengundang anda untuk berpartisipasi dalam penelitian saya yang berjudul **“EXPLORING STUDENTS’ PROBLEMS IN ESSAY WRITING”**. Penelitian ini bertujuan untuk mengetahui tantangan yang dihadapi dalam membuat essay writing. Silahkan chekclist di kolom yang telah disediakan sesuai dengan pengalaman yang anda hadapi sebagai mahasiswa Pendidikan Bahasa Inggris di UIN Ar-raniry.

Untuk menjaga kode etik penelitian, nama dan identitas anda tidak akan dicantumkan. Jika ada pertanyaan, jangan sungkan untuk bertanya. Atas partisipasi anda dalam penelitian ini, saya mengucapkan terima kasih.

Adapted from Fareed et.al (2016):

A. Challenges	ITEM	SKALA			
		STS	TS	S	SS
1. Grammar	A. Saya tidak percaya diri dan merasa sulit untuk memulai menulis essay dengan struktur yang benar				
	B. Ketika menulis essay, saya sulit dalam menggunakan beberapa <i>grammar</i> .				
	C. Saya tidak mampu memahami semua <i>grammar</i> yang terdapat dalam bahasa Inggris				

2. Punctuation and spelling	A. Saya merasa sulit untuk menulis essay dengan <i>'punctuation and spelling'</i> .				
	B. Saya membutuhkan waktu yang lama untuk memahami peletakan <i>punctuation</i> dan <i>spelling</i> .				
	C. saya tidak terbiasa dengan punctuation karena tidak begitu memahaminya dengan cepat.				
3. Vocabulary	A. saya merasa kesulitan dalam menuangkan ide pikiran ke essay menggunakan kosakata-kosakata yaang baru.				
	B. Lingkungan tidak mendukung untuk meningkatkan tulisan essay dalam bahasa inggris terlebih kosakata bahasa inggris yang sulit di cerna.				
	C. saya merasa sulit dalam menuliskan aspek-aspek <i>vocabulary in writing</i> karena pembelajaran di kelas lebih dominan menggunakan bahasa Indonesia daripada bahasa inggris.				
4. Learning strategies	A. Saya butuh waktu yang lama untuk menulis essay yang baik dan benar.				
	B. Saya tidak mengetahui perbedaan main idea dan supporting sentence.				
	C. Saya tidak mengetahui <i>writing technique</i> yang baik dan benar.				
	D. Saya tidak mahir untuk lebih mempraktikkan bahasa inggris di dalam essay jika itu terkait <i>writing experience</i> .				

	E. Saya sulit dalam menentukan main ide dan supporting idea di essay.				
B. SOLUTION					
1. Grammar	A. Saya harus membuat diri lebih banyak membaca dalam memahami penggunaan struktur menulis essay yang baik dan benar.				
	B. Saya harus membuat target belajar untuk memahami struktur <i>grammar</i> yang benar dengan mempelajari <i>grammar</i> tersebut dari beberapa media pembelajaran.				
	C. Saya dapat mempelajari 3 tenses utama untuk dikuasai agar lebih mudah mengembangkannya ke bentuk tenses yang lain.				
2. Punctuation and spelling	A. Saya harus lebih giat dalam latihan menulis essay dengan menggunakan <i>punctuation</i> dan <i>spelling</i> .				
	B. Saya dapat <i>me-manage</i> waktu dalam memahami peletakan <i>punctuation</i> dan <i>spelling</i> dengan cara sering latihan menulis essay yang mudah.				
3. Vocabulary	A. Saya harus menggunakan beberapa <i>proofread</i> untuk menguasai kosakata-kosakata dalam bahasa Inggris				
	B. Saya bisa menciptakan lingkungan pendukung dari diri sendiri dalam menulis essay bahasa Inggris dengan membawa kamus dan menggunakan kamus tersebut sesuai kebutuhan.				

	C. Saya dapat mengakses dari internet cara mudah dalam memahami aspek-aspek vocabulary yang baik dan benar				
4. Learning strategies	A. Saya bisa mempelajari lebih dalam untuk menggunakan <i>skill-skill writing</i> yang terdapat dari beberapa sumber pembelajaran untuk menentukan main idea dan supporting sentence dalam menulis essay.				
	B. Saya harus lebih sering menulis essay singkat dan menanyakan kesalahan-kesalahan yang ada didalam essay saya kepada guru yang lebih memahami <i>wriing skill</i> agar dapat saya meperbaikinya menjadi lebih baik.				

FORM INTERVIEW

No.	Questions
1.	Do you like writing essay?
2.	What difficulties do you face when writing essay?
3.	What grammar do you find difficult when writing essays?
4.	What about your technique in writing essays?
5.	How do you overcome the difficulties?