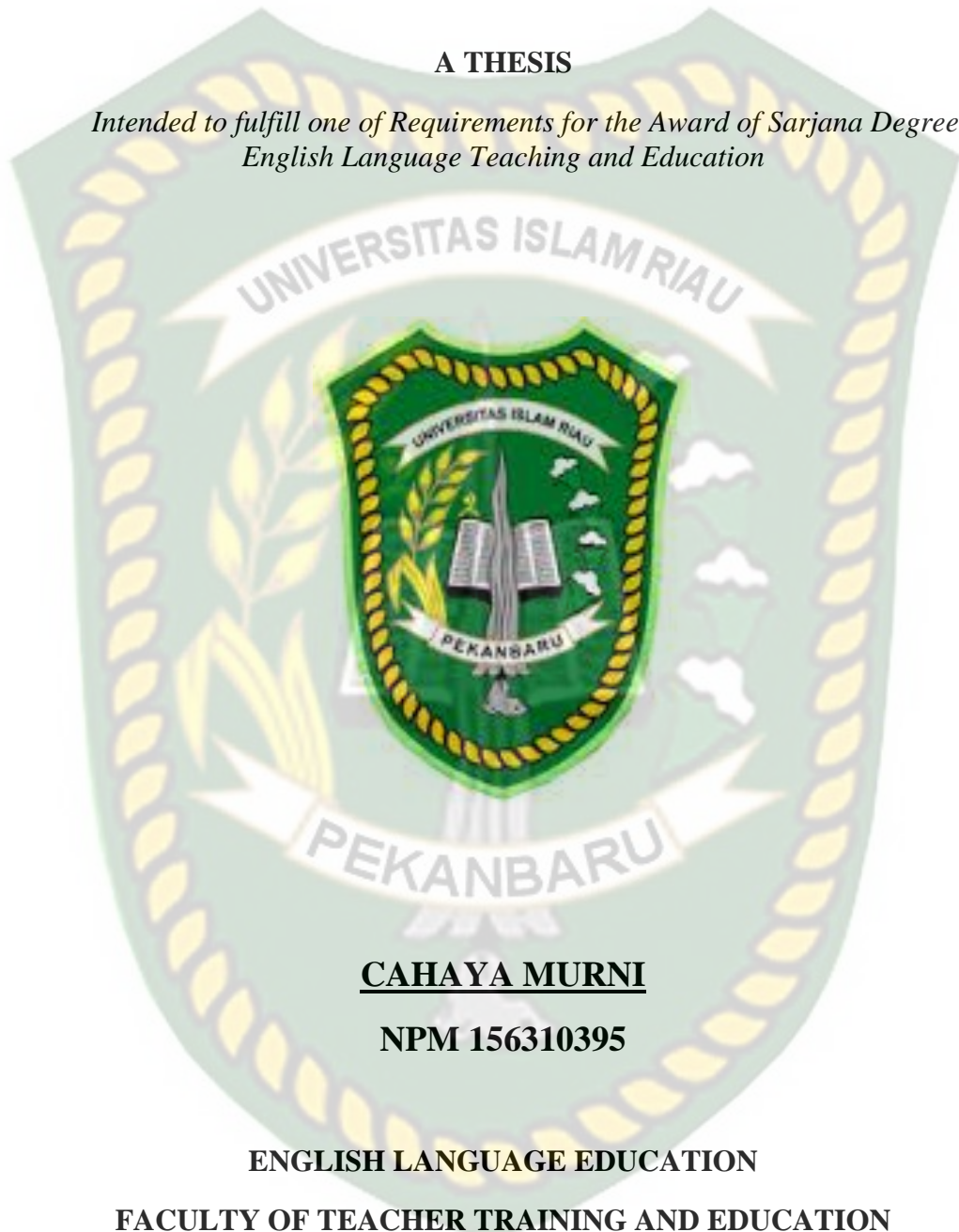


**AN INVESTIGATION OF ESSAY WRITING OBSTACLES OF
THIRD SEMESTER STUDENTS IN ENGLISH LANGUAGE
EDUCATION OF ISLAMIC UNIVERSITY OF RIAU**

A THESIS

*Intended to fulfill one of Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



CAHAYA MURNI

NPM 156310395

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU**

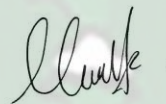
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DECLARATION

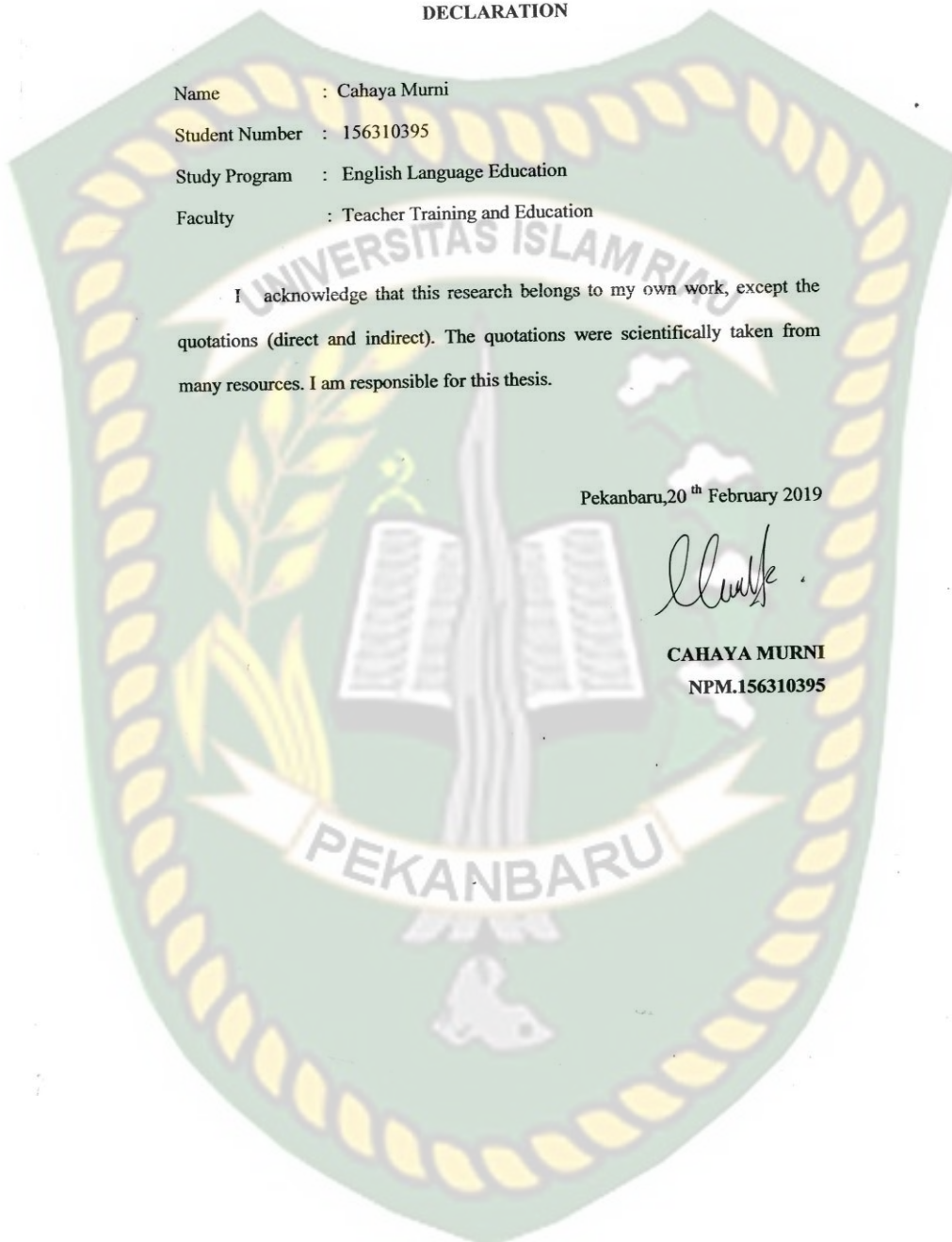
Name : Cahaya Murni
Student Number : 156310395
Study Program : English Language Education
Faculty : Teacher Training and Education

I acknowledge that this research belongs to my own work, except the quotations (direct and indirect). The quotations were scientifically taken from many resources. I am responsible for this thesis.

Pekanbaru, 20th February 2019



CAHAYA MURNI
NPM.156310395



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Pekanbaru, 20th March 2019

The Researcher

Cahaya Murni

ABSTRACT

Murni, Cahaya.(2019). *An Investigation of Essay Writing Obstacles of Third Semester Students in English Language Education of Islamic University of Riau.*

Keywords: Investigation, Essay Writing, Obstacles

Writing is one of language competencies beside of speaking, listening, and reading. Writing defined of the most difficult of language skills. So, Most of the students have problem in writing. This study aimed to investigation of students obstacles of third semester students of English language education of FKIP Universitas Islam Riau and find out the causes of students problem in writing.

The method used in this study is qualitative descriptive. The participants in this research were 15 students from A,B,C,D class. The research instruments used by the researcher were questionnaire, interview, and documentation. The researcher analyzed the data by using Likert Scale and the researcher explained the result of questionnaire in descriptive form. And the indicator of students' obstacles in questionnaire includes organization, word choice, grammar, spelling, supporting ideas, punctuation, and capitalization.

Result from questionnaire and documentation showed that students get obstacles in grammar skill. The total percentage were 80% of students. Therefore, the researcher used documentation to support questionnaire result. It also faced from the result of students documentation. Furthermore, the interview result claimed that most causes of students' problem were lack of practice.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is one of the foreign languages that used in globally such as in commerce, sport, science, education, and technology. In general, most people use English to communicate with other people who are usually different countries. So English is the language as connector and facilitator of humans around the world. In our country, the English language has been studied in various levels of education such as elementary schools, junior high schools, senior high schools, vocational high schools, and college whose purpose is to make students are able to use that language.

Writing is one of the language competencies besides speaking, listening, and reading. So, In this thesis, the researcher focuses on writing skill. Writing defines one of the activities to convey thoughts, ideas, and opinion in a written form that are expected to make the reader understand writing directly as an indirect communication.

Moreover, writing is important for the students because writing helps the students learn. It will help them opportunity to learn with language. The students consider to apply what they have been studied in written form. It affects students' capability in learning. Furthermore, writing increases the students' critical thinking to explore their comprehension in argument, vocabulary, writing style, and etc.

The students can find out an understanding of the topic being discussed by writing. When the students master about the topic clearly, the students will pour their opinions easily in writing.

In other hand, writing skill is essential elements but in fact teaching of writing is not successful yet. It can be seen from the learners' performances in writing and their responses towards writing. According to Alfaki (2015:40), the role of writing is to explore the idea, thoughts, opinion, and attitudes. In here, the writer can express an idea, feeling, persuading, and convincing with others. So, writing not only share the idea but also it will persuade the reader with the written and convince the reader as a communication form.

So, writing is one of the most difficult language skills. It requires complex thinking in writing. It takes good creativity skills to be used in writing. Writing also should focus on correct diction, structure, and spelling of the word. So, the reader understands with writing. In writing also have to master about vocabulary, grammar, spelling, sentence structure, sentence sequence, and etc because the form of written and spoken is opposite. Sometimes the students could speak English fluently. They are confused about writing especially produce in the essay. In fact, researchers still find students who are trained in how to develop ideas that are obtained in writing an essay.

Writing essay is an analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view. An essay is an expression of one's opinion on a matter in an essay someone briefly delivers writing from a different point of view. And it is typically of written. So, the

researcher tries to persuade the reader using selected research evidence. Even though the students should master how to write the foreign language itself correctly because they do not only write their point of view but it considers the logical and systematic to write an essay.

In fact, most the Indonesian students found some difficulties to write English as their secondary language particularly on essay writing. Generally, most of the students were not interested and excited in writing because that activity was considered to bored. So many students make mistake in writing essay mainly to bring out their opinion and idea. Even though, the writing is an essential skill for students. So, the students can increase their critical thinking when they write an essay. Then, they should analysis from literature and convey the information based on their point of view in essay form.

In addition, writing essay can build the students' grammar, vocabulary, spelling and etc level and make sure the students be fluent in which every language in writing. Through essay writing, the students can establish their confidence level because of the students release their talents in writing. It will improve their writing. So, In this research, the researcher also wants to build a situation where the learners feel enjoy in writing process. Based on the researcher preliminary research from some English students in the Islamic University of Riau, the researcher concludes that the third semester students still found some of the obstacles to writing an essay.

The first problem is organization problem. The students do not follow some of structure way in the process of writing. It is mean each paragraph need

correlation in understanding the writing. The second problem is limited vocabulary or word choice. The students must enrich of vocabulary to build the sentence because students should choose appropriate vocabulary in writing. The third problem is lack of grammatical competence. It can be seen from students writing task. They felt not knowing how to apply grammar rules correctly. The fourth problem is mechanics (spelling and punctuation). The students get ambiguity in the spell of words in written form. The fifth problem is the students get confused about supporting ideas. Sometimes, they feel confused about how to pour more idea in writing. The last problem is the capitalization problem. The students get obstacle to use capitalization in writing.

The information above obtained in the observation on the English teaching and learning process conducted at Third Semester students in the English Program of Islamic University of Riau, the researcher found similar problems discussed previously. The ability of third semester students of English Program of UIR in writing essay is not satisfied yet. It is visible when the students have limited vocabulary, confused on supporting idea, grammatical error, poor mechanic, and capitalization problem in writing.

Writing essay is very important for students because it encourages the students' analysis or concept based on their analysis that related to the topic. The students should write an essay regard to the elements of writing and make sure the product of writing is more concise and clear.

The researcher also chooses Third Semester students of English Department of Islamic University of Riau, because they have taken the essay

writing subject. Based on the fact above, the researcher was interested to identify some of the students' obstacle in their writing process especially in the field of essay writing ability. In concluding a research study entitles "An Investigation of Essay Writing Obstacles of Third Semester Students in English Language Education of Islamic University of Riau".

1.2 Identification of the Problem

Based on the background above, the students get some of obstacles to write as the essay, it can be seen in students writing task. In addition, the students have some causes during learn essay writing subject. The researcher will identify the causes of students' problem in writing.

1.3 Focus of Problem

The researcher will focus on investigate of what are the students' obstacle in the third semester students of FKIP UIR in essay writing. Then, what are the causes of students' obstacle in writing.

1.4 Research Questions

1. What are the obstacles faced by the third semester students of English Language Education of UIR?
2. What are the causes of students' obstacle which faced in writing an essay?

1.5. The Objective of the Research

Based on the problem above the objective of the research are:

1. To investigate of students' obstacle in essay writing ability at third semester of English Language Education of Islamic University of Riau.
2. To recognize the causes of students problems in writing.

1.6 Significance of the Research

The result of this research was expected will give some advantages as the following:

1. For Students

The result of this research will give contribute for third semester students of English Department to realize their obstacles during writing an essay. So, the students can improve quality in writing an essay

2. For Lecturer

This research will give information to the lecturer about students' obstacles in essay writing. So, it will help the lecturer to recognize the students' problems in writing essay. Then, the teacher can help to solve that problem.

3. For Further Researcher

The result of this research contributes for other researchers concerned about how to improve students writing by knowing the difficulties of students in writing essay. And find out the causes from students problem in writing.

1.7 Definitions of Key Terms

1. Investigation

An investigation is to express the idea of an active effort to find out something. It observes or study by close examination and systematic inquiry. The investigation is a systematic way which the scientists or researchers approach to answer the questions and communicate the result to the people around the world. It involves Questioning, Hypothesis, Experimentation, Analyzing it and Conclusion."

2. Students' obstacle

Students' obstacle is students encounter some of problems in the learning process. They fail to provide arguments based on indicators of writing correctly. They found the obstacles to explore the point of view in writing. It is the common problems which often happens in learning process. It influenced with the students' achievement in skill of language

3. Essay Writing

Essay writing is a subject which requires students to be able to write an essay properly which considering of coherent and unity of essay. Therefore, the essay writing is important in the part of learning at university.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Writing

Writing is one of skill of language that should be master in using language. According to Banat (2007:148), there are four skills that useful for helping the students communicate and comprehend skill of language and writing become skill which require to be understand by students in learn of language. Writing is a form of communication where the researcher has normally someone other than himself or herself to whom he or she intends to communicate. In writing demand with how to communicate into statement and paragraphs that will be comprehensible to a reader. So, when the writers cannot convey the message from their writing, then there will be no communication. Writing also a system of human communication which represents symbol can share our idea, feeling, or anything that exist in our mind and make sure the reader comprehend the meaning of writing.

Furthermore, according to Nunan (2003:88) writing is about process and product. During the process of writing, writers acts some process such as imagination, organizing, drafting edits, reading, and rereading. It will become product of writing such as essay, letter, story or research report. Writing demands students to focus on generating an idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate

grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

Actually, there are two macro skills of the language namely speaking and writing. So, writing skill is productive of language. It has an important role in teaching English. In writing, the students able to explore their idea and thought into visible as the written product.

According to Harmer (2007:113) describes writing as a process in a foreign language through different stage, they are : draft, edit, panning, and final draft stage. So, the learners ask to know the stages of writing to establish well written. In here, the writing is not a naturally acquired skill. Because of that, the writing needs more practices to produce good writing. So, the students require much practice to improve their writing.

According to Hyland (2003:3) the conceptual of second language writing by recognizing on formal texts unit or grammatical features and linguistic skill of texts. In this view, the learning to write the foreign language need some aspects of writing. It skills described more attention for this learning and teaching of the second language for very early phase of language education.

So, the writing is high demand process which involved the developments of idea and information through in choosing the right word to avoid the ambiguity in the written meaning. In other hand, Zemach (2006:4) states writing is an essential part of communication, particularly for university study. Consequently, students still recognized that writing is the difficult skill in both first and second

language because in writing students find challenging to find their idea which depends on the culture for organizing academic writing.

So, to find out the good topic in writing activity, the students should choose the appropriate topic. Therefore, the students do not choose the broad and narrow topic. Besides, they have a careful choice of vocabulary and understand grammatical pattern and to be able to write sentence structures that are appropriate to the subject matter. Because the basic skill is the significant influence to produce writing fluency.

In addition, writing is not just putting the pen to paper or writing down the writer's argument but how these ideas are presented effectively. The students can be convincing in discussion and know the subject well, but when it comes to writing an essay fall apart. In fact, so many students get ambiguity to start their writing

According to Warburton (2006:8), the students could be a good improvement when they provide much time and energy to practice their writing. It means the students need more practices to make significant progress in writing. Actually, writing is thinking because some students have an almost perfect essay worked out in their head through sentence by sentence plan but sometimes they do not get down the writing directly. So, the learners can transform their ability when they have good habits in writing practice.

There are some aspects related to writing. According to Brown, there are five aspects of writing, namely: Content, Form, Vocabulary, Grammar or language use, Mechanics (punctuation and spelling). Moreover, the learners also

should discover the idea because in writing language need the argument or point of view, particularly in writing essay.

An essay is a piece of writing, it describes of personal point of view. Each student asked to expand their opinion toward something that's being assessed. An essay is a short form of literary composition based on a single subject matter, and often gives the personal opinion of the author. The essay presents the opportunity to learn more about topic and to develop skill of structured writing. It also will encourage the learners to investigate and analyze a range of arguments and perspectives.

According to (Zemach: 2003) Essay consist on single topic and central main idea where the content have three until five paragraph that usually become assignment for academic writing (p.56). So, writing an essay is so important particularly for university students because the students should have competency in using English written.

2.1.1 Basic Principles in Writing

According to Edward (2013) the basic principles in writing including (content, register, and offenses).

1. Content

Content related as the core of a piece of writing through discussion, evaluation, and conclusion. There is three significant aspects in content, they are:

a. Clear

The content should be clear in the concept. It is the requirement of writing to avoid the reader ambiguity and misinterpretation with the writing.

b. Specific

The over generalization should be avoidance in writing because if a piece of writing in general, it becomes vague. The reader can't realize the message in the content of the writing.

c. Relevant

The content of writing should be relevant. It means the topic has correlation with the content of writing itself. So, the reader feels more confident in comprehension what they read.

2. Register

Register refers to the style of language and choice of vocabulary used in a particular piece of writing. It could be formal, to the point, and concise.

3. Offenses

The offenses should be free in academic writing. It includes plagiarism and sensitive issue. Sensitive issues are concerned with race, region, and different social group.

2.1.2 The Purposes of Writing

Writing can build the student more fluent, accurate, and appropriate to developing the language skills particularly in communication of meaning and messages (Nik et.al. 2010: 8). So the students become familiar with the essay writing. It emphasized in assignment at university because writing is an essential

tool for communication in the working world, these assignments will help students to develop their critical thinking and writing skills that will be important even after graduation.

2.1.3 The Processes of Writing

According to Langan (2003), there are three stages. They are prewriting, writing a first draft, revising, and editing.

1. Pre Writing

In this stage, the students getting ready to write such as decide on a topic, brainstorming, and organize idea. The students may choose an interesting topic. In this stage, the students construct the planning in writing. According to Al Abed (1992: 155) emphasized the pre-writing produces the effect of writing through originally, creativity, and personal awareness.

2. Writing the first draft

In this stage, the students should be prepared to put in additional thoughts and details that did not emerge during prewriting. Also, do not worry about grammar, spelling, punctuation, and etc. It does not take the time for correcting word or sentence. You may remove it later. Instead, you should focus on the content with plenty of specific details.

3. Revising

Revising means rewriting building on what has ready for done and make it stronger. There are three in revising process, they are including:

- a) Adding: To add some words, phrases, and sentences.
- b) Rearranging: To rearrange the paragraph better and argument more smoothly.

- c) Removing: To remove some words, phrases, and even sentences when we have gone over the word count.
- d) Replacing: To replace some word or sentences or phrases to make the writing more clear.

4. Editing

After revising the writing for content and style, It is ready for grammar, spelling, punctuation, and other elements correcting in writing. In here, make sure of the written is correct or incorrect to regard sentence, phrase and structure of the students' argument. In the editing stage, you should go through line by line as strong as possible in sharing the ideas.

Based on explanation above, the students should regard the process of writing correctly because of it useful for students to write an essay. In general, there are 4 steps in process of writing namely 1) prewriting, 2) writing a draft,3) revising, 4) editing. Those steps have contribution with students result in writing. However, the students who have good preparing or planning before writing have the difference with the students who do not have preparing or planning in writing. So, the students should apply the process of writing as guidance for good writing an essay.

2.1.4 The Process of Essay Writing.

According to Sarwono and Purwanto (2013:62), there are five steps to write the essay.

1. Conducted question analysis

In here, the students can follow some of the stages such as identify instruction word, find out the topic, identify focus on the topic, involve the question about the topic, and completed with several synonyms for each keyword in question.

2. Conduct the topic study

In here, it involves the topic which more references such as journal, book, article, and online resources for valid information.

3. The Essay planning

This involves there main phases, namely brainstorming, grouping, and outlining. 1) Brainstorming (the learners write down all related to the topic), 2) Grouping (asking ourselves the appropriate idea relation), 3. Outlining (To organize the material for each theme through information available before deciding the topic that you discuss in writing, it should make the outline. The purposes are to avoid confusion use several different types of number to an organization the ideas, it is very useful way to explore the idea in the writing process. Every outline developed as a good paragraph.

4. Writing an Essay

In order, there are three essential structural elements in writing essay namely the introductory paragraph, the body paragraph, and the concluding paragraph. According to Rumisek & Zemach (2003:56), there is three main structure of an essay. They are:

1. The introduction

In the first paragraph including the explanation the topic in general explanation. There is a thesis statement that related to main idea.

2. The body

In the body of paragraph including support of thesis statement. It could be specific information that must be one or more body paragraphs.

3. The conclusion

It summarizes or restates the thesis and the supporting ideas of the essay.

2.1.5 The Types of Essay Writing

According to Savage and Mayer (2006), There are five types of essay namely descriptive text, narrative text, opinion essay (argumentative essay), comparison and contrast essays and cause and effect essay

1. Descriptive Essay

A writer might describe a person, place, object, or even memory of special significance. In a descriptive essay, the communicate deeper meaning through description. Descriptive essay applies the detail to tell how a subject look, sound, smells and feels. So the writer should make the reader interest in reading the written. The language focus in descriptive text are :

- a. Using preposition phrases in descriptive text (The preposition phrases are important in descriptive writing because it shows the position, location, or direction of an object in space and time).
- b. Adding details to sentences (the specific details allow the reader to create a picture in his or her mind of what is being described).

c. Formation of adjective (to describing the feeling in writing essay)

2. Narrative Essay

The writer tells a story about real – life experience. The writer shows the chronological sequence of events clearly. The language focus on Narrative Essay including Using the past continuous in Narrative Essay, Past time clauses, Simultaneous activities.

3. Opinion Essay (argumentative essay)

In here, the writer could claim and provide the reason from their opinion. Opinion essays are most often used in the controversial issue. So, the reader influenced with writer point of view or argument about that issue. Language focus in opinion essay (argumentative essay) is Using quantity expression in opinion essays and using the connector to show support and opposition.

4. Comparison and Contrast Essays

The comparison and contrast essay is to build the connection two or more things. It shows the differences or similarities are significant. The connectors help create coherence between ideas and sentences. The language focus in comparison and contrast essays by using comparative in sentences.

5. Cause and Effect Essays

Cause and effect essay is an informative piece of writing that presents a balanced analysis of a topic. Because expository essays are based on facts and not personal feelings, the researcher doesn't reveal their emotions in writing. Cause and effect essays also explain why something happens. The language focus on

cause and effect of the essay such as using the future with will, clustering with so that, expressing future possibilities with if clauses.

2.1.6 The Writing Problems

Alsamadani (2010: 53) describes the complexity of writing occurs in how to discover the thesis, develop support, organize, revise, and edit to make sure effectiveness and error-free of writing. However, Musa (2010: 67) said the difficulties in writing included several components such as understand of grammar, comprehend of spellings and punctuation, choose of appropriate vocabulary, use suitable style meet the expected readers, and organization skills. Similarly, Hedge (2005:4) assumes the writer should compensate the feature of writing including a high degree of organization to avoid miscommunication, regard of word choice and using complex grammatical devices.

In fact, the students found some of the problems in writing that make the students are lazy to explore their ideas. Moreover, the students obtain less motivation in writing. Sometimes the students consider that writing is a boring activity. It is an insufficient reason because some of the students also get an obstacle to writing. The students encountered different problems during their writing composition. Based on the expert arguments, the researcher concludes some of students' obstacle in writing including:

1. Organization

The writing should be structured in the written. The students should follow the organization of writing such as introduction, body, and conclusion of the paragraph because it is a really important part of effective writing is a logical organization. The students should explain the idea based on the point from the topic. And the point should be logical. The students also focused get less understanding about the techniques in writing. The organization is one of aspect in writing on how the students understand the coherence and clear in delivering the ideas. So the students learn how to tell in good pattern on their writing.

2. Vocabulary

Vocabulary is the important elements in students writing. It can have a great impact on students writing ability. In here, the students have limited vocabulary and struggled to express their ideas which make the students get problems in choosing the correct word in students writing. Sometimes the students do not know how to choose the appropriate word into sentences. In addition, the students are expected to have a positive attitude toward learning a new vocabulary. It is a key in exploring the idea.

3. Grammar

Grammar is the way to make sense of the word because without grammar the meaning can be ambiguous when the trouble found with word. The grammar can build idea in sentences (David (2010:37). So, the learners have a number of

problems in their attempts to write in the second language. The students get difficulties to construct the word in the good paragraph because the students should develop the sentences based on their knowledge and grammatical rule in the sentence. Logically, the students who have good grammar will write good sentences in writing because they will implement their comprehension about grammar properly.

By studying grammar, the students come to recognize the structure and regularity which is the foundation of language. The students will implement that understanding grammar in their paragraph. According to Sugeng and Bahri (2010: 2), the students get obstacles to writing properly when the students have a low understanding of the grammar. And they get difficult how to arrange composition in writing task.

In addition, they often made mistake to construct the sentences. Generally, Dulay (1982: 154) states there are four categories of grammatical errors that faced in students writing, such as omission, addition, misformation, and misordering. So, regulation error became the common problem of students in understanding grammar (p. 159). And grammar must be learned by students who want to learn about the language.

4. Mechanic (Spelling and Punctuation)

Spelling and punctuation are two commonly shared writing difficulties among students. Sometimes the students write incorrect spelling in the sentences. So, the students should memorize some of the spelling of words in making

sentences. And they should select the appropriate spelling in writing. Because, when they create the sentences by using wrong spelling, it will be influenced in the meaning of sentences. Moreover, the punctuation problem. Punctuation that misleads the reader can actually interfere with communication. The students should focus on the punctuation used on their writing.

5. Supporting ideas

The first step of writing is to choose a topic sentence which is the controlling idea. It is the soul of writing. In here, the students get obstacles to explore the ideas or content problem becomes a common problem in writing. The students also do not know how to connect the idea in the good paragraph. The limitation on creativity and idea frustration made the students be difficult to support their ideas or topic that has been made. Commonly, the students or a second language also face some of the problems in exploring ideas and thought to communicate with others in writing form.

According to Peha (2003: 5), the hardest part in writing is finding the appropriate topic. It needs the high creativity and skillful in organizing idea.

Besides of that, the students used critical consideration to persuade the reader interesting with the topic being discussed in writing. Because they do not only write that related to their argument but also appropriate with the real evidence.

6. Capitalization

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. Sometimes, the students get the problem in using proper capitalization. They get obstacles to classify the capitalization to construct the sentences in writing. In addition, sometimes the students forget to use capitalization.

In conclusion, the researcher found some of the obstacles in students' writing. Including organization, lack of grammar, limited vocabulary, confusion on supporting ideas, misspelling of words, incorrect punctuation, and capitalization. These are the essential elements in writing because these elements are needed to produce good writing. They will be able to express their ideas based on these elements in good order because they know the structure which is used in writing. In here, the researcher hopes the students recognize some of their difficulties and can improve their writing quality in several ways. They are :

- 1) The students should practice their writing at the time because if the students practice more, the easier it becomes.
- 2) The students know about the basic rules in writing the English Language.
- 3) The students understand what they will explain before exploring their idea in writing.
- 4) The students have avoidance of misspelling and punctuation problems.

So, it might improve the students' how to write in good quality and the reader gathered the information properly from the written. Therefore, according to Murray and Moore (2006: 145) Students could maintain the difficulties in writing

time as usual issue in writing discussion. There are some aspects of how to improve the students' problem in writing an essay by the following steps:

1. Make an outline. Know what you are going to write before start writing. It means you should know what you want to say before you explore your argument. It helps in developing your arguments in essay writing. There are three basic structures in an academic essay, namely: the introduction that includes the thesis in general, the body of the essay includes the supporting idea of paragraph. The last is conclusion, the summary of connecting paragraph in essay. However, the good guideline is including three solid points to support your writing.

2. Acquire a solid understanding of basic grammar, style, and punctuation. You should focus and understand directly. Make sure that you comprehend about three basic usages in writing.

3. Use the right vocabulary. Know what the words mean that are used in essay writing. You could know the aims of an essay to persuade the reader that you are an expert who can make an intelligent argument. You also need to apply the exact meaning. It aims to clarify the meaning directly.

4. Understand the argument and critically analyze the evidence.

You have your main argument in mind. It might be that the reader is impressed with your topic. Your topic and argument should be clear and connecting. You can recheck your writing to produce the strongest writing.

2.1.7 The Causes of Problem in Writing

1. Lack of motivation

Motivation is one of the important aspects of second language acquisition. It is very difficult to learn the second language if the students do not have the desire to learn a language because motivation has big influence on students learning. According to Valientien (2016:157) motivation related to the following aspects: interest, collaboration, and evaluation. So, the writing needs the teacher to choose tasks, activities, and strategies carefully that focus on the aspect. It will motivate the students to develop their learning.

In addition, self-confident is key of students in learning language. By having self – confident, they will develop the writing successfully. Therefore, the problem of having lack of motivation is not always triggered by unattractive writing task, but it is more about how students are assisted during the learning to develop their self-confident on their writing so that they are able to raise their motivation in writing.

Based on the student writing above particularly in the linguistic problem, the students also should growth their motivation in the writing aspect. Murray and Moore (2006: 145) Students could protect the difficulties in writing time as usual issue in writing discussion. However, motivation is an essential part that students consider and solve that issue by developing the strategy in writing. The students require motivation to improve their writing.

2. Inadequate Time

In here, time allocation was another factor in the writing process. When the students have enough time to show their writing, the writing is more effective. As usual, the students need the effective time in writing because should think, read and investigate before they do the writing process. Sometimes, they could not to confirmed that problem in their writing because the time is over.

Actually, most of the students spend their writing time when the students have writing task. They do not practice their writing in leisure time. Whereas, it will help the students to manage time in writing properly. In addition, the influenced of the time become the causes of problem. And the students require appropriate time to produce good essay.

3. Lack of practice

Most of students do not show their writing because they get ambiguity how to start their writing. In here, the student writes if the teacher gives task for them. They seldom practice writing. Actually, practice is useful for the students to progress in writing. When the students spend their time to practice their writing it will realize the students' obstacle in the writing. Finally, they can improve their writing. Therefore, the practice solves their obstacles in writing and the students can apply their skill better. Dulay (1982:211) suggest the students take a lot of time to practice writing.

4. Teachers Feedback

Teachers should give attention to each student based on the students' needs. In here, the teacher strategies or technique in writing is a major influence in students writing because teachers and their methodologies were very important to

connect them with the real use of the language. Moreover, teachers should make the students clear about the subject matters. So, the teacher feedback becomes the role in students writing ability. According to Dwivedi and Chakravarthy (2015: 28), the teacher encouragements has influence with the student's confidence in learning the language.

5. Influence of First language on Target Language

According to Blanchard and Root (2004: 204) the difficult skills to obtain each language become the conventions of writing without interfering with other language or languages. Moreover, Ariyanti (2017:113) states the biggest challenge is the differences between the cultural background between students (mother tongue and English) because the students will transfer their writing ability or strategies from the first language to the second language. In addition, it is difficult of the students to translate from the mother tongue to target language in writing. (Jordan: 2003).

2.2. Relevance Studies

There are some researcher that have been done studying that related in *Problems of Writing in Kiswahli : A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania*. The researcher was conducted by Msanjila (2005). This research find out some of students problems in essay writing based on classification of writing problems such as : capitalization problem, punctuation problem, inexplicitness / fuzziness, poor organization / illogical sequence, spelling problem, and grammatical errors. She found that 171 mistakes in usage capital

letter, 147 mistake in usage of punctuation problem, 72 mistakes in explicitness / fuzziness sentences, 63 mistake usage poor organization / illogical sequence, 31 mistake in spelling words, and 24 mistake in grammatical the essay writing from 60 students.

The researcher was conducted by (Habibi,et.al.) carries out research under title of *Students's Perception in Writing Problems : A Survey at One Islamic University of Jambi* . They identify some indicator of students problem in essay writing such as poor organization/illogical sequence, problem of word choice, grammatical error, spelling problem, supporting the ideas, punctuation and capitalization problem from 70 students. It note that word choice (vocabulary) and organization were topmost of writing obstacle faced by university students at fifth semester students in writing.

Last, the researcher that have been done from the title of *Enhancing Writing Skills: An Analytical Study of Obstacles in Writing at B. A. Level in Najran University, KSA. the most challenging and difficult skill in terms of L2*. It was conducted by Zahid (2013). Academic writing is considered perhaps the most challenging and difficult skill in terms of L2. The difficulties divided into some categories (organization, spelling, punctuation, capitalization, vocabulary, and grammar). This study critically explores the obstacles in academic writing faced by students and teachers alike at Najran University, Kingdom of Saudi Arabia.

To investigate, a comprehensive questionnaire has been floated among professional teachers to get their expert opinions in order to identify some problems and form effective remedial strategies eventually. And the highest

percentage from the teacher questionnaire was students never organize ideas logically, 50% students' writing usually seems to be a mess, 50%, 50% never get confused between /w/ and /v/, 50% students never use inverted commas properly, 50% students sometimes capitalize "I" when it comes as a pronoun., 60% students never indulge in reading-to-write activities,, and 60% students always use modals and auxiliary verbs properly.



2.3 Conceptual Framework

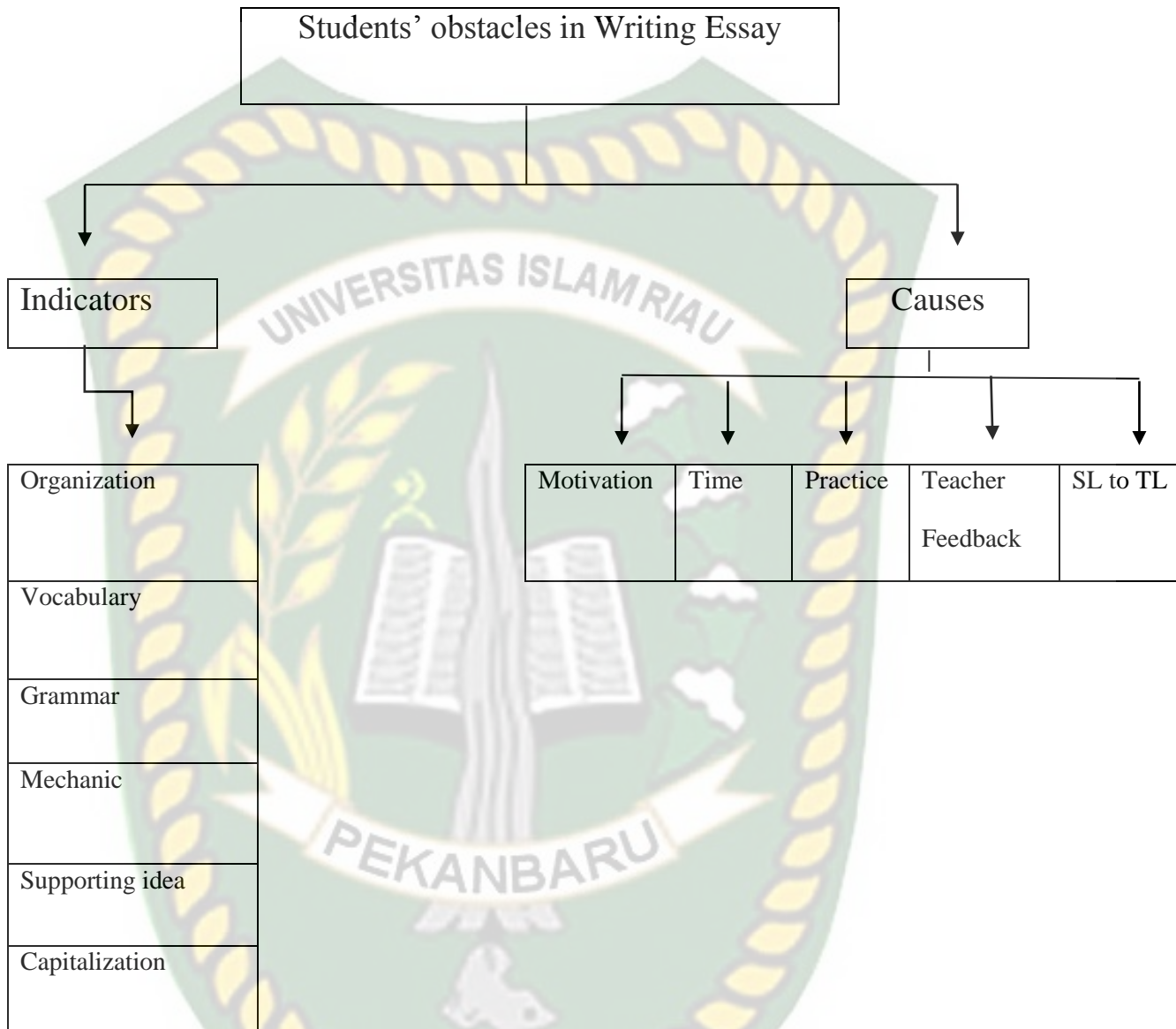
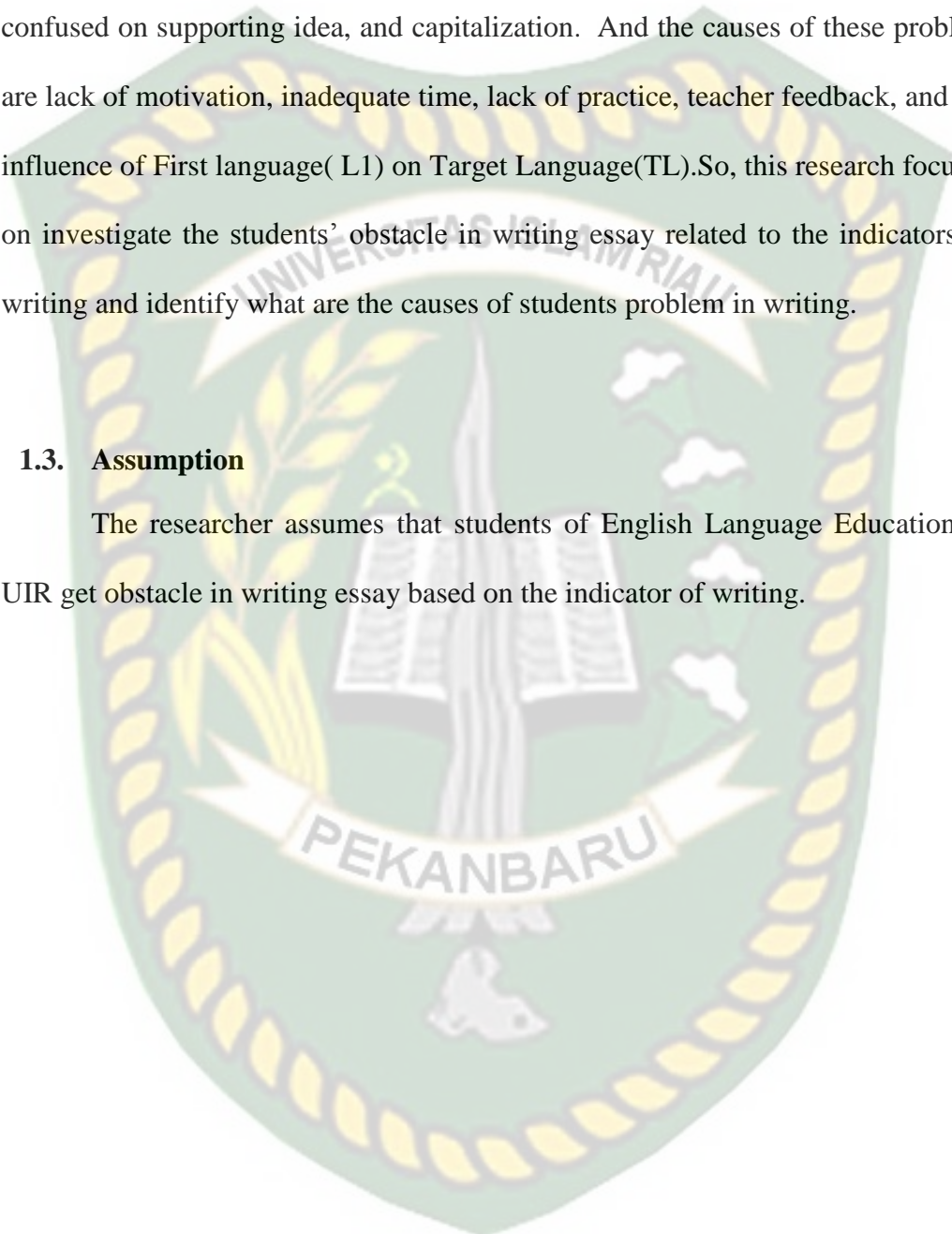


Figure 2.1 Conceptual Framework

As explained conceptual framework, there are some of indicators problem of writing faced by third semester students in FKIP UIR they are: poor organization/ illogical sequence, word choice (vocabulary), grammar, mechanic, confused on supporting idea, and capitalization. And the causes of these problem are lack of motivation, inadequate time, lack of practice, teacher feedback, and the influence of First language(L1) on Target Language(TL).So, this research focuses on investigate the students' obstacle in writing essay related to the indicators of writing and identify what are the causes of students problem in writing.

1.3. Assumption

The researcher assumes that students of English Language Education of UIR get obstacle in writing essay based on the indicator of writing.



CHAPTER III

RESEARCH METHODOLOGY

3.1. The Research Design

This is qualitative research which descriptive design. It means that the researcher descriptively and answering the question of the study. According to Rugaiyah (2016:7) descriptive research is a research that presents the description of individual related to phenomenon systematically, clearly and accurately. So, The researcher try to investigated of students writing obstacles in essay writing.

3.2. The Location and Time of Research

The location of this research conducted in third semester in English language education of UIR Pekanbaru. Then, the data collected on December 2018 .

3.3. The Source of Data

3.3.1 Participants

The participants of this research was third semester students in English language education of UIR Pekanbaru in academic year 2018-2019. There are about 148 students in four classes.

3.3.2 Sample

In deciding the sample of this research, the researcher used random sampling. According to Arikunto (2008:116) states that if the participants less

than 100 persons it better to take all of participants. But, if the participant is more than 100 persons, the sample is taking 10-15% or 20-50% of them. The number of participants are 148 students. So that, the sample took 10-15% or 15 students.

Table 3.1. Third Semester Students

NO	Class	Number of Students
1	A	33
2	B	38
3	C	39
4	D	38
Total		148

3.4 The Research Instrument

In this research, the researcher used questionnaire, interview, and documentation as instruments to support the data to investigate the essay writing obstacles from third semester students in English Language Education of UIR.

Table 3.2. The Indicator of Students Problem in Writing

NO	Indicator
1.	Poor Organization/ illogical sequence
2.	Problem of Word Choice
3.	Grammatical Error
4.	Spelling Problem
5.	Confused on supporting the ideas
6.	Punctuation problem
7.	Capitalization

(Habibi, et al.2017)

3.4.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions for gathering information at third semester students in English Department of FKIP UIR. In this study, the questionnaire contained twenty eight questions and divided into seven obstacles in writing: organization, spelling, vocabulary, grammar, supporting detail, punctuation, and capitalization. This is close-ended question for students. Then, the researcher adopted the questionnaire from (Habibi, et al : 2017). This questionnaire was illustrated in appendix.

Table 3.3. Questionnaire

NO	Questions	Answer				
Indicators	Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)
Poor Organization / illogical sequences	1. Getting difficulties in writing techniques (brainstorming)	1	2	3	4	5
	2. Having poorly writing to organize sometimes fail to select a topic.	1	2	3	4	5
	3. Making an outline before writing	1	2	3	4	5
	4. Making mind mapping in writing.	1	2	3	4	5
Problem of Word Choice	5. Always using the simple words in writing.	1	2	3	4	5
	6. By using the simple words in writing make me more confident	1	2	3	4	5
	7. Lack of vocabularies make me get confusing in writing.	1	2	3	4	5
	8. Using new vocabularies take long time.	1	2	3	4	5
Grammatical Error	9. Frequent problem in writing is to use correct of tenses	1	2	3	4	5

	10. Getting difficulties using passive voice in writing	1	2	3	4	5
	11. Having poor grammar make my writing not so good.	1	2	3	4	5
	12. Grammar make me long time to put the correct tenses which appropriate to the event.	1	2	3	4	5
Spelling Problem	13. Spelling of word is not important in writing	1	2	3	4	5
	14. Getting difficulties in checking spelling of new words	1	2	3	4	5
	15. Review your writing to check spelling of the words	1	2	3	4	5
	16. Checking spelling of words take long time for me.	1	2	3	4	5
Confused on supporting the ideas	17. I face many problem constructing the words in making supporting the ideas	1	2	3	4	5

	18. I am difficult to define what items that related to the topic	1	2	3	4	5
	19. Getting confused and having no idea in supporting sentence.	1	2	3	4	5
	20. I have difficulties to find the source. Not only from the internet but also the book. I am lazy to read some books. Because I should make a summary from the book that I have read. To make the idea to be coherent. It is very difficult.	1	2	3	4	5
Punctuation problem	21. Feeling confused to put the correct punctuation					
	22. Getting confused to put between full stop and comma	1	2	3	4	5
	23. Facing trouble in using apostrophes in contraction and Possessive	1	2	3	4	5
	24. Getting confused to put comma or	1	2	3	4	5

	conjunction to continue the next sentence.					
Capitalization	25. Capitalization is not important in writing	1	2	3	4	5
	26. Sometimes forget to put capitalization after full stop.	1	2	3	4	5
	27. Getting confused to put capitalization in the first letter name of city	1	2	3	4	5
	28. Capitalization is needed in the first letter of person's name.	1	2	3	4	5

(Adopted by Habibi et al, 2017)

3.4.2 Interview

This instrument is the way to find out the causes of students writing. The researcher interviewed the students collect some of information about causes of students problem in essay writing by recording the students statements of thirdsemeser students of English Education Program of UIR. This is unstructured interview and the researcher record the students statement to support the data.

Table 3.4. Interview Guidance

No	Category	Questions
1.	Lack of Motivation	Do you like Essay Writing Subject? ? Please give the reason!
2.	Inadequate Time	What do you think about the schedule of Essay Writing? Is it appropriate to produce good writing at the time? Do you feel any different if there is essay writing in the morning like your body or physical situation?
3	Lack of Practice	How many times your lecturer give the opportunity to write one topic or title? Have you practice you essay writing at the home or cost? How about in the class ? Do you have enough time to practice your writing?
4.	Teacher Feedback	How many essay that you have learned during this semester ? How many exercises? Is there any feedback from your lecturer? It is helpful for you ?
5.	Influence of First language on Target Language	What do you think about the differences rules from your mother tongue to English in your writing? It is give significant influence with your English during transferring idea in writing? And how do you translate your mother tongue into English?
6		There are five causes of students problem in writing. So what is the biggest cause of your problem in writing?

3.5 Data Collection Technique

In collecting data from respondent, the researcher used three instruments. They are questionnaire, interview and documentation. The questionnaire was analyzed the category of students' obstacle in writing. Therefore, the interview instruments, the researcher take the data by asking the students that related to the causes of students problem in essay writing. To collecting the data from the respondents. The researchers following some of procedure in questionnaire and interview. They are :

1. Researcher made agreement with the students before do the research
2. Then, the students asked to fill the questionnaire sheet during 20-30 minutes for completion the questionnaire.
3. After completing the questionnaire, the researcher collected the questionnaire sheet.
4. Then, the researcher conducted interview with the students related the students felt and experience during learn the essay writing class.
5. The researcher collected the examination sheet of students as documentation from the lecturer to support the data.

3.6 The Data Analysis Technique

The data of the researcher gathered from three instruments, those are questionnaire, interview, and documentation. In filling questionnaire, the participants was asked to choose one of those choices based on they thought and felt with their condition at the time. In this research, the questionnaire given to the

students to find numerical data of students' obstacle in essay writing. The questionnaire has five categories, those are:

Table 3.5. Category of Questionnaire Score

Category	Score
Strongly Disagree (SD)	1
Disagree (D)	2
Neutral (N)	3
Agree (A)	4
Strongly Agree (A)	5

After the students doing the questionnaire, the researcher took the total score from every students by the category. There was 28 questions. It divided 7 categories (organization, vocabulary, grammar, spelling, punctuation, supporting idea, and capitalization) that related to the essay writing obstacles of third semester students. The researcher groups from every category. Then, get the percentage. Then the questionnaire was analyzed by the formula :

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

P = Percentage of items

F = Number of frequency (Number of students fulfilling the questionnaire)

N = Total Number of Respondent

(Sugiyono, 2010)

CHAPTER IV

RESEARCH FINDINGS

4.1. Data Description

In this chapter, the researcher showed the data finding from the instrument of the research. And the title of this research was “An Investigation of Essay Writing Obstacles of Third Semester Students In English Language Education of Islamic University of Riau. The instruments for collecting the data from this study were questionnaire, interview, and documentation. From the questionnaire and documentation, it can be showed the essay writing obstacles of third semester students. In other hand, the interview aimed to know the causes of student problem in writing.

4.1.1. Questionnaire

In the questionnaire, there are 28 questions divided in 7 items of obstacles in writing. These are poor organization, problem of word choice, grammatical error, spelling problem, confused to supporting ideas, punctuation, and capitalization problem. And there are four statements in every item that should answered from the participants.

The researcher used questionnaire to answer the first research question in this study. Then, the result of this research described by these following:

1. Poor Organization/illogical sequence

The highest percentage from the indicators of organization was 66%. There was 10 students choose agreement option with this statement. And the statement about having poorly writing to organize sometimes fail to select a topic. It means most of students agree they fail to select a topic because of having poorly to organize the writing. In conclude, the students get obstacles to select the topic in their writing. It caused they are having poorly how to organize their writing.

2. Problem of Word Choice

In this obstacle, the biggest percentage of students problem in word choice was 66% of students. Overall of students agree with the item number 5. The statement about always using the simple words in writing. To sum up, overall students pour their writing in the simple sentence. So, they get obstacle to write in the complex sentence. It usually the students are afraid to making mistakes in their writing when they write in the complex sentence.

3. Grammatical Error

The result of data showed that the highest percentage in this obstacles was 80% of students with the item number 12. Then, the statement about grammar make me long time to put the correct tenses which appropriate to the event. Overall student agreed they get long time to correct appropriate tenses to the event. It related with the grammar skill. Furthermore, they get obstacles in grammar consequently they take long time to choose the tenses which appropriate in their writing.

4. Spelling Problem

The result of data presented the highest percentage of students was 60% of students. The statement indicated with number 15. The statement about review your writing to check spelling of the words. And most of students agreed if they need to review their writing to check the spelling of words in writing. It is the positive statement in the questionnaire. It means most of students require opportunity to check their spelling in writing process.

5. Confused to Supporting Ideas

In this obstacle showed there are 11 students agreed if they face many problem constructing the words in making supporting the ideas, it were proven 73% of students. In other hand, overall students get obstacles how to constructing the word in making supporting ideas because they should arrange the sentences to support idea properly.

6. Punctuation Problem

The result of questioner presented the biggest percentage of students was 60% of students. It indicated with the number 21 of this item. The statement about feeling confused to put the correct punctuation. They agreed if they feel confused to put correct punctuation. So, overall students get obstacles to select correct punctuation in writing.

7. Capitalization

The data presented the biggest percentage from this item was 53% of students. The statement about capitalization is not important in writing. And the result of data showed most of students strongly disagree if the indicator of capitalization is not important in writing. So, capitalization is essential in writing.

In conclude, the biggest percentage of students' obstacles presented in the grammatical error, it was proven 80%. And it is the biggest percentage than others indicator of students' obstacle in writing. In other hand, overall of students get obstacles how to choose appropriate tenses in writing which classified into grammar skill. After that, the second high of students' obstacle related with the confused on supporting idea, it was proven 73% of students. In this statement still belong with the construct the sentences in making supporting ideas.

4.1.2 Interview

From explanation above, the researcher presented five causes of students problem in writing trough interview with the participants

1. Lack of Motivation

In the first question that related with the students' motivation in essay writing class. There are 8 of participants said they do not like essay writing because it is hard for them how to choose the correct grammatical, vocabulary, and get confused to arrange the word in their sentences. Then, 7 of students answered if they like essay writing subject although it is difficult for them. In other hand, they obtain some of advantages such as: improving writing skill, get a lot of new vocabulary, and it is important for the future. The conclusion is the

students who do not have motivation in this subject because they gain some of problem in writing. And other of participants feel enjoy in the essay writing subject, because they know essay writing subject is the essential skill to improve their writing.

2. Inadequate Time

This causes still related with the second question. And the result of data from interview presented most of students stated that they complaint with the schedule of essay writing itself. Because it is not appropriate time to produce good essay. In other hand, they feel sleepy and tired when they join essay writing subject in the afternoon rather in the morning. Furthermore, there are 3 of participants feel comfortable with the time of schedule. One of participant said if the essay writing moved in the morning she/he will be late to join essay writing class because the distance is so far to the campus. So, most of students contradict with essay writing schedule. Then, they hope the schedule change in the morning because they still feel fresh and excited at the time.

3. Lack of Practice

The result of data showed that lecturer give the opportunity to write one topic or title around 1 hour. And most of students do not practice their writing at the home whereas it will improve the quality of students. Furthermore, 9 of students have enough time to practice their writing in the class. And 6 of participants have limited time to practice their writing in the class. Actually time become the key factor of students writing.

4. Teachers Feedback

The fourth question showed the participants have been learned two kind of essay during this semester. They are: descriptive and argumentative essay. And all the students have positive feedback from the lecturer. All of students said that it very helpful to revise their skill in writing and the lecturer always give correction and motivation during essay writing process. So, in here teacher feedback has positive response from the participants.

5. Influence of First Language to Target Language

The fifth question related with this causes. Most of participants answered the rule from mother tongue to English is different particularly in the structure and context of language. In other hand, most of students used Google Translate is alternative in translating from first language to target language.

To sum up, the researcher asked the most causes of students problem in writing and most of the participants said lack of practice became their common problem in writing.

4.2 The Data Analysis

In this research to answer the research question, the researcher showed the result of data by calculating the average of each part. The questionnaire divided into seven items: poor Organization/ illogical sequences, problem of word choice,

grammatical error, spelling problem, confused on supporting idea, punctuation problem, and capitalization. Then, the researcher analyzed the data in the form of descriptive analysis. The analysis of this study was based on data received from questionnaire, interview, and documentation.

A. The Result of Students Questionnaire

4.2.1 Part A- Essay Writing Obstacles Related to Poor Organization or illogical sequences.

In this part, the researcher discussed about the percentage students' obstacle in the essay writing based on poor organization or logical sequences of third semester students in UIR. The numbers connected with this part are number 1 to 4. The questionnaire's data were show in the Table 4.1

Table 4.1.
Essay Writing Obstacles Related to Poor Organization or illogical sequences

Statements	Answer				
	SD (1)	D (2)	N (3)	A (4)	SA (5)
1. Getting difficulties in writing techniques (brainstorming)	0 %	2 students (13 %)	5 students (33 %)	7 students (47 %)	1 student (7 %)

2. Having poorly writing to organize sometimes fail to select a topic.	1 students (7 %)	1 student (7 %)	3 students (20 %)	10 students (66 %)	0 %
3. Making an outline before writing	0%	0 %	3 students (20 %)	7 students (47 %)	5students (33 %)
4. Making mind mapping in writing.	0 %	0%	7 students (47 %)	6 students (40 %)	2 students (13 %)

Item 1. Getting difficulties in writing techniques (brainstorming)

The results of item 1 about the statement that students get difficulties in writing techniques (brainstorming) shows there is no students strongly disagree related to the statement and there are 13% who choose disagree and the students who voted neutral was 33%. Most of the students agree that students getting difficulties in writing techniques (brainstorming), it was proven by 47%. Meanwhile, only 7% the students choose strongly agree that they get difficulties in writing techniques(brainstorming). It means all the respondents get the difficulties to write the brainstorming in writing an essay.

Item 2. Having poorly writing to organize sometimes fail to select a topic.

The results shows that students chooses strongly disagree and disagree only 7% in having poorly to select a topic items. Therefore, the percentage of the total neutral rate was 20%. The total percentage of the agreement level was 66 %.

And there is no students strongly agree when they are fail to select the topic in organize their writing. It can be concluded that students agree if select the topic in their writing is difficult phase.

Item 3. Making an outline before writing

There is no students strongly agree and disagree when they make an outline before do the writing. And 20% of students choose neutral with that statement while the percentage of students who agree making an outline before writing were 47% is more than the total of students percentage who choose strongly agree were 33%. From this percentage the students agree if they making outline before writing.

Item 4. Making mind mapping in writing

The result of this statement indicate that there is no students strongly disagree and disagree if they should make mind mapping in their writing. Meanwhile, there were 47 % who neutral with this statement. And total percentage of agree were 40% of students. Then, the students who choose strongly agree with only 13% .So, most of students choose neutral if they making mind mapping in their writing.

4.2.2 Part B- Essay Writing Obstacles Related to Problem of Word Choice

In this part, the researcher explains the students' obstacle to choose the correct word in writing (vocabulary). In order to know the result of the

questionnaire, the researcher forward the findings based on the data in table 4.2.

which can be seen in this following :

Table 4.2
Essay Writing Obstacles Related to Problem of Word Choice

Word Choice	SD	D	N	A	SA
5. Always using the simple words in writing.	0 %	1 student (7 %)	1 student (7 %)	10 students (66 %)	3 students (20 %)
6. By using the simple words in writing make me more confident	0%	0%	4 students (27 %)	8 students (53 %)	3 students (20 %)
7. Lack of vocabularies make me get confusing in writing.	1 student (7 %)	1 student (7 %)	2 students (13 %)	7 students (47 %)	4 students (26 %)
8 .Using new vocabularies take long time.	1 student (7 %)	0 %	8 students (53 %)	5 students (33 %)	1 student (7 %)

Item 5. Always using the simple words in writing.

In result showed that no students chooses strongly disagree. And 7% students who choose disagree and neutral in this statement. Furthermore, most of students agree that they always use the simple word on their writing. It was proven 66% of students. And there are 20% the total percentage who choose

strongly agreed with this items. In conclude, most of students agreed when they always using the simple word on their writing. Because sometimes the students get ambiguity to arrange the complex word.

Item 6. By using the simple words in writing make me more confident

The result presented there is no students who choose strongly disagreed and disagree when they more confident to write simple word in their writing. Then, the percentage of students choose neutral were 27%. And most of students agree with this statement, it was proven 53% of students. In other hand, the students who choose strongly agreed as much as 20%. It could be seen that some of the students agreed that they felt confident by using the simple word on their writing. This recognition happened because sometimes the students are afraid to make the mistake on their writing. So, they use the simple more to build the students confident to produce writing.

Item 7. Lack of vocabularies make me get confusing in writing.

There are 7% of the students who choose strongly disagree and disagree from this statement. And the total percentage of students who choose neutral was 13%. Then, 47% agreed that the students get confused when they lack of vocabularies in writing. Furthermore, the students who choose strongly agreed were 26%. Almost of students agreed if the students lack of vocabularies make they get confused in writing. In here, the students should choose the appropriate vocabulary to construct the meaning in their writing.

Item 8. Using new vocabularies take long time.

The result showed that students who choose strongly disagreed and agreed only 7%. Then, there is no students disagreed with this statement. Moreover, the students who choose agreed were 33 % while the students who choose neutral if using new vocabularies take a long time were 53%. So, most of students choose neutral with this statement. Because sometimes the students get obstacles to use new vocabularies in arrange the correct sentences. And the students apply the appropriate vocabularies in writing. It influenced with the meaning of written itself.

4.2.3 Part C- Essay Writing Obstacles Related to Grammatical Error

In this section, the researcher will discuss findings about the students' obstacle in the grammar skill. To collect the data from the this study, there are four statements related to grammatical error in questionnaire items. Those are :

Table 4.3

Essay Writing Obstacles Related to Grammatical Error

Grammatical Error	SD	D	N	A	SA
9.Frequent problem in writing is to use correct of tenses	0 %	1 student (7%)	5 students (33 %)	7 students (47 %)	2 students (13 %)

10. Getting difficulties using passive voice in writing	1 student (7 %)	2 students (13 %)	1 student (7 %)	8 students (53 %)	3 students (20 %)
11. Having poor grammar make my writing not so good.	1 Student (7 %)	0 %	3 students (20 %)	6 students (40 %)	5 students (33 %)
12. Grammar make me long time to put the correct tenses which appropriate to the event.	0%	0%	1 students (7 %)	12 students (80%)	2 students (13 %)

Item 9. Frequent problem in writing is to use correct of tenses.

The result presented that there is no students strongly disagree in this statement. The percentage of students who choose disagree only 7%. Then 33% of students choose the neutral options. And percentage of students choose agreed were 47%. It is the highest point than other options in this item. The total percentage of students choose strongly agree were 13%. Therefore, it can be concluded that students get problem to use the correct tenses frequently. Some of students have problem in selected the correct tenses in writing. Therefore, some tenses make student ambiguity to choose the correct tenses in their writing. It is become frequent problem in writing.

Item 10. Getting difficulties using passive voice in writing.

The result of this statement showed that strongly disagreed and neutral in the similar percentage were 7%. And the students who choose disagreed were 13%. Then, the totality percentage were 20% of students who choose strongly agreed option. Then, the options agreement become highest percentage were 53% in this statement. So, most of students agreed if they get difficulties in using passive voice in writing.

Item 11. Having poor grammar make my writing not so good.

In this statement, the students who choose strongly disagree were 7%. While there is no students disagree with this items. Then, it were 20% that students who choose neutral options. Furthermore, the highest point were 40% that students agreed if they have poor in grammar make their writing not so good. And the total percentage of students who choose strongly agreed were 33% of students. In conclude, the students think if they have poor in grammar, it influenced with the product of their writing.

Item 12. Grammar make me long time to put the correct tenses which appropriate to the event.

The data above showed, there is no students strongly disagreed and disagreed with this statement. And the students who choose neutral options only 7%. The total percentage of students agreed become highest options than previously, it was proven were 80% of students. Then, students choose strongly

agreed were 13% of students. Most of students lack of the grammar in their writing. They are poor how to put the correct tenses which appropriate to the event related to the written. It become the frequently problem for students during writing. When they get ambiguity, it spent a lot of time to decide the correct tenses in writing. It became highest percentage than others item in this questionnaire.

4.2.4 Part D- Essay Writing Obstacles Related to Spelling Problem

In this part, the researcher will discuss about the students' obstacle related to spelling problem in essay writing. In order to know the result of the questionnaire, the researcher forward the findings based on the data in table 4.4. which can be seen in this following :

Table 4.4
Essay Writing Obstacles Related to Spelling Problem

Spelling Problem	SD	D	N	A	SA
13. Spelling of word is not important in writing	5 students (33 %)	6 students (40 %)	1 students (7 %)	2 students (13 %)	1 student (7 %)
14. Getting difficulties in checking spelling of new words	1 student (7 %)	5 students (33 %)	3 students (20 %)	5 students (33 %)	1 students (7 %)
15. Review your writing to check spelling of the	0 %	3 students (20 %)	2 students (13 %)	9 students (60 %)	1 student (7 %)

words					
16. Checking spelling of words take long time for me.	0 %	1 student (7 %)	6 students (40 %)	7 students (47 %)	1 student (7 %)

Item 13. Spelling of word is not important in writing

The result of this items explained that students who choose strongly disagreed were 33% of students. The students choose neutral and strongly agreed were 7%. Then 13% of students who choose agree with this statement. In conclude, the total percentage of students who choose disagree is biggest options than other in this items. It was proven 40% of students. So, the students disagreed if the spelling of word it is not important in writing. Because if the spelling is wrong it make the meaning is messy. So, the written become miscommunication with the reader.

Item 14. Getting difficulties in checking spelling of new words

In this section, the total percentage that strongly disagreed and strongly agreed were 7% of students. And the total percentage of students that choose disagreed and agreed were 13% while, the students who choose neutral with this statement were 20% of students. So, some students get difficulties in checking spelling of new words. Sometimes, the students do not remember the words of new spelling that they will apply in writing.

Item 15. Review your writing to check spelling of the words

The result showed that only 7 % of students strongly agreed to review their writing by checking the spelling of words. Then, there is no students strongly disagreed with this items. The total percentage that students who choose disagree were 20% .and the students choose the neutral points were 13% of students. Therefore, the total percentage was 60% of students. It means the most of students agree if they review the writing by checking the spelling of the word. So, the students should review to written and check the spelling of word correctly.

Item 16. Checking spelling of words take long time for me.

The result of this study, students who choose disagreed and strongly agreed is equivalent were 7%. And there is no students strongly disagreed with this statement. Then the total percentage of students who choose neutral were 40% while the agreement option choose by 47% of students. Furthermore, most of the students agreed if they check the spelling words on their writing, it will take a long time for them. Sometimes they get limited time in writing. So they forgot to check the correct spelling on their writing.

4.2.5 Part E- Essay Writing Obstacles Related to Confusing on Supporting Idea.

In this section, the researcher will discuss about the students' obstacle indicated of confusing on supporting idea. The students need to support the idea by giving the argument to arrange their writing. If they have big knowledge it will

avoid the students ambiguity to write an essay. the researcher forward the findings based on the data in table 4.5. which can be seen in this following :

Table 4.5
Essay Writing Obstacles Related to Confusing on Supporting Idea

Confused on Supporting the Idea	SD	D	N	A	SA
17.I face many problem constructing the words in making supporting the ideas	0 %	1 student (7 %)	3 students (20 %)	11 students (73 %)	0 %
18. I am difficult to define what items that related to the topic	0 %	1 student (7 %)	9 students (60 %)	5 students (33 %)	0 %
19. Getting confused and having no idea in supporting sentence.	1 student (7 %)	3 students (20 %)	3 students (20 %)	7 students (47 %)	1 student (7 %)
20. I have difficulties to find the source. Not	1 student (7 %)	3 students (20 %)	4 students (27 %)	6 students (40 %)	1 student (7 %)

only from the internet but also the book. I am lazy to read some books Because I should make a summary from the book that I have read. To make the idea to be coherent. It is very difficult.					
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Item 17. I face many problems constructing the words in making supporting the ideas

In this item, there is no students strongly disagreed and strongly agreed with this statement. And only 7% of students who choose disagree. The students who choose neutral increased were 20%. While the biggest percentage of who choose agreed were 73% of students. It means the biggest percentage of this items is agreed. So, most of students agree when they face problem to construct the word in making supporting idea. Usually, most of students get obstacles to construct the correct word especially in support the idea because the students require skillful to explore their idea in writing process.

Item 18. I am difficult to define what items that related to the topic.

The result of data indicated that students who choose disagree only 7%. And there is no students strongly disagree and strongly agreed in this statement.

While total percentage of students choose neutral were 60%. Then, 33% of students who choose agreed when they get difficult to define the items related to the topic.

Item 19. Getting confused and having no idea in supporting sentence.

In this statement, the percentage of students who choose strongly disagree and strongly agreed were 7%. The total percentage of disagreed and neutral were 20% of students. And 47% of total percentage of students who agreed when they get confused and having no idea in supporting sentences because the students need more idea to support their writing.

Item 20. I have difficulties to find the source. Not only from the internet but also the book. I am lazy to read some books Because I should make a summary from the book that I have read. To make the idea to be coherent. It is very difficult.

In this item showed the student who strongly disagreed and strongly agree is equivalent were 7%. Then the student disagreed with this statement were 20%. The total percentage of neutral point were 27% while the most percentage of students who choose agreement point were 40% that agree they get difficult to find some of resources in writing. In addition, they are poor in literacy background

4.2.6 Part F- Essay Writing Obstacles Related to Punctuation Problem

In this item , the researcher will discuss about the students' obstacle related to punctuation problem in essay writing. In order to know the result of the

questionnaire, the researcher forward the findings based on the data in table 4.6.

which can be seen in this following

Table 4.6.

Essay Writing Obstacles Related to Punctuation Problem

Punctuation Problem	SD	D	N	A	SA
21. Feeling confused to put the correct punctuation	0 %	2 students (13 %)	3 students (20 %)	9 students (60 %)	1 student (7 %)
22. Getting confused to put between full stop and comma	1 student (7 %)	3 student (20 %)	3 students (20 %)	8 students (53 %)	0 %
23. Facing trouble in using apostrophes in contraction and possessive	2 students (13 %)	2 students (13 %)	7 students (47 %)	4 students (27 %)	0 %
24. Getting confused to put comma or conjunction to continue the next sentence.	1 student (7 %)	7 students (47 %)	2 students (13 %)	5 students (33 %)	0 %

Item 21. Feeling confused to put the correct punctuation.

The result of data showed there is no students strongly disagreed in this item. And the students who disagree were 13%. The total percentage of neutral were 20% of students. The students who agreed if they feel confused to put the correct punctuation were 60%. The last, only 7% choose strongly agreed options in this statement. So, most of the students agreed if they confused to put the correct punctuation on their writing.

Item 22. Getting confused to put between full stop and comma

In the result of data explained that only 7% of students who strongly disagreed with this statement. And the percentage of students who choose disagreed and neutral options is similar by 20%. No students chooses strongly agree in this item. So, the biggest percentage of this options were 53% of students. It means some of students agree when they get confused to put between full stop and comma in writing.

Item 23. Facing trouble in using apostrophes in contraction and possessive.

This result of data presented that the option both strongly disagreed and disagreed options is equal. Then, the percentage of neutral were 47% and 27% of students who choose agreement option. And no students choose strongly agree with this statement. So, most of students choose neutral option in this statement.

Item 24. Getting confused to put comma or conjunction to continue the next sentence.

The result showed that only 7% of students choose strongly disagreed and 47% of students disagreed if they get confused to put comma or conjunction to continue the next sentence. While, the percentage of students choose neutral options 13% and 33% of students choose agree options. The last, no students choose strongly agreed in this items. In conclude, most of students disagreed if they get confused to put comma or conjunction to continue the next sentence in writing.

4.2.7 Part G- Essay Writing Obstacles Related to Capitalization Problem.

In this sections, the researcher presented about the students' obstacle related to capitalization problem in essay writing. In order to know the result of the questionnaire, the researcher forward the findings based on the data in table 4.7 which can be seen in this following :

Table 4.7

Essay Writing Obstacles Related to Capitalization Problem

Capitalization Problem	SD	D	N	A	SA
25. Capitalization is not important in writing	8 students (53 %)	3 students (20 %)	4 students (27 %)	0 %	0 %

26. Sometimes forget to put capitalization after full stop.	1 students (7 %)	3 students (20 %)	3 students (20 %)	7 students (47 %)	1 student (7 %)
27. Getting confused to put capitalization in the first letter name of city	6 students (40 %)	4 students (27 %)	4 students (27 %)	1 student (7 %)	0 %
28. Capitalization is needed in the first letter of person's name.	1 student (7 %)	1 student (7 %)	2 students (13 %)	5 students (33 %)	6 students (40 %)

Item 25. Capitalization is not important in writing.

The result showed that the students who choose strongly disagreed if capitalization is not important were 53%. It became highest percentage for this items. Then only 20% of students choose disagree and 27% of students choose neutral with this statement. While no students choose agreed and strongly agreed. Furthermore, most of students stated if they disagree that capitalization is not important in writing.

Item 26. Sometimes forget to put capitalization after full stop.

The data showed the percentage of students who choose strongly disagree and strongly agreed only 7% and the students who choose disagree and neutral option were 20% in this statement. So the total percentage of agreement options

were 47%. It means some of student agree sometimes forgot to put capitalization after full stop in writing.

Item 27. Getting confused to put capitalization in the first letter name of city.

The data explained that the students who choose strongly disagree with this item were 40% and the students who choose disagreed and neutral were 27%. Then, only 7% of students choose agree. Last, no students choose strongly agree with this statement. In conclude, the students strongly disagreed if they get confused to put capitalization in the first name letter of city.

Item 28. Capitalization is needed in the first letter of person's name.

In this part, the students choose strongly disagreed and agreed were 7% and the percentage of students choose neutral were 13%. Then, the students choose agreed option were 33% in this statement. While the total percentage of strongly agree were 40% of students. In conclude, most of students strongly agreed if the capitalization is needed in the first letter of person's name in writing.

Those were all of the result from the questionnaire which were consist of 28 statements that grouped in seven indicators. It aimed to investigate of essay writing obstacles of third semester student is English language education of UIR.

From the result of data above, the researcher concluded the highest percentage than others items related to the grammar (item 12). The statement showed most of students agreed if they need long time to correct the sentence which appropriate to the event in their writing, it was proven were 80% of

students. It included of grammar skill. So, the grammar skill became the most obstacles of students essay writing in the third semester students of UIR. In addition, the researcher strengthen the data with documentation sheet from the students.

B. The result of Students Interview.

In this research, interview aimed to know the causes of students problem in essay writing. The researcher asked several questions that what they causes from the students problem during learn essay writing subject. Overall of students answered lack of practice became their causes of problem in essay writing subject. Although some of students have enough time to practice their writing in the class, they seldom practice the writing in spare time. Even though, it will improve their quality in writing because it can apply their skill when they get lot of practice. The result of data will be showed in appendices.

C. The Result from Students Documentation

Documentation is a tool to collect some information in the form of written source or documenter from books, articles, English dictionary, encyclopedia, and etc. The researcher used documentation of students' to support the questionnaire result. In here, the researcher will proven the students' obstacle from students examination paper. Based on the indicators of essay writing obstacles by (Habibi, et al.2017), the data will be analyzed in seven indicators, they are: 1)

Organization, 2) Word choice, 3) Grammatical, 4) Spelling, 5) Supporting idea, 6) Punctuation, 7) Capitalization.

The result of data showed most of students made error in the grammar skill related to indicators of errors such as: omission, addition, misformation, and misordering. The documentation showed that misformation became biggest error on students writing than others error in grammatical. It faced on students documentation sheet.



BAB V

CONCLUSION AND SUGGESTION

This chapter was grouped into two parts, conclusion and suggestion. The conclusion of data drawn based on the results and the discussions on the data gained to answer the research questions. The recommendation are presented to the students, the lecturer, and the future researcher.

5.1 Conclusion

This chapter presented the researcher conclusion about essay writing obstacles of third semester students in English language education of Islamic University of Riau. This is the answer research questions “What are the obstacles faced by the third semester students of English Language Education of UIR ? and What are the causes of students’ obstacle which faced in writing an essay ?.

The researcher provided the answer based on the theory that have been explained previously. There are seven obstacles that faced by third semester students. They are poor organization/illogical sequence, grammatical errors, confused in supporting idea, problem of word choice, punctuation, spelling, and capitalization problem.

The data analysis with three instruments: questionnaire, interview, and documentation. The result of data from questionnaire showed the highest percentage from the students’ obstacle in essay writing is lack of grammar. It was

80% of students. Most of students agreed if they get long time to put the correct tenses which appropriate to the event. It also faced from the documentation result. Most of students made grammatical errors in their writing especially in formation error. Moreover, the last of instruments is interview. From the interview result, the most causes of students problem in writing is lack of practice. Then, this is the big causes why students get problem in essay writing subject. Actually, practice have big influenced with the students writing.

5.2 Suggestion

The researcher provides some suggestions related to the result of research. That can be helpful in the learning activity particularly in essay writing subject.

5.2.1 Suggestion for Students

In this part, researcher will give a few things that hopeful help the students in writing. They can investigate of what are the common obstacles in essay writing. Furthermore, after they faced the obstacles in essay writing, they can improve the quality of writing. In addition, they do not only know about the obstacles but also the causes of students' problem in writing. So, it is so helpful for the students to find out the causes and to know the result why it is happened. After they know their problem, they can improve and make a better writing for the next assignment.

5.2.2 Suggestion for the Teacher

The teacher can make more exercises to practice their writing because it can increase the development of students if they get more assignment in writing. Hopefully, the students more practice and increase their critical thinking by explore more idea in writing because they can apply what they have been studied in writing. In addition, most of students disagree with the schedule of essay writing. They hope the essay writing subject move in the morning based on physical condition. In this time, the students still fresh to produce good writing.

5.2.3 Suggestion for Future Researcher

For other researcher, it is better to find out to find more obstacles in essay writing and it give the solution to solve errors that made by students toward essay writing subject

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