

**AN ANALYSIS OF ESSAY WRITING DIFFICULTIES FACED BY THE
THIRD SEMESTER STUDENTS IN ENGLISH LANGUAGE EDUCATION
OF FKIP UNIVERSITAS ISLAM RIAU**

A THESIS



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PEKANBARU

2022

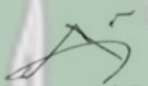
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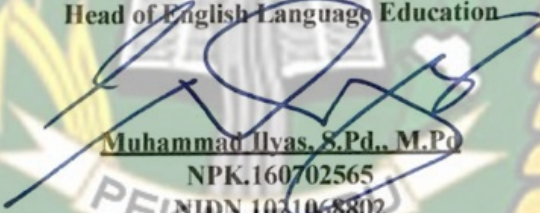
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

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 Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	May 25, 2021	Revised Chapter I & II	Revise Background and Add More Theories in Chapter II	
2	April 10, 2021	Revised Chapter III	Add Formula in Data Analysis and Use Likert Scale	
3	September 1, 2021	Approved to Join Seminar Proposal	Preparation to Seminar Proposal	
4	October 25, 2021	Joined Seminar Proposal	Revise Sample to be Percentage Way, Revise Title, Change the Grand Theory, and How to Process the Interviews Data	
5	March 1, 2022	Revised Chapter IV	Change the Diagram into Table Result, Make a Result Score Table first, Sort the Most Problematic in Interview Data	
6	March 15, 2022	Revised Acknowledgment & Data Analysis	Delete a Few Words of Thanks Speech and Adding the Script of Interview at the Back (Appendix)	
7	March 18, 2022	Approved to join Thesis Examination	Preparation to Thesis Examination	
8	April 21, 2022	Joined the Thesis Examination	Check Abstract, Use Future Tense in Chapter I, and Check Reference by Using Mandelley	

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ACKNOWLEDGMENT

Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

In this memorable moment, I would like to express my deepest gratitude to the very adorable:

1. Dr.Hj.Sri Amnah,M.Si as the dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
2. Muhammad Ilyas,S.Pd.,M.Pd as the Head of English Language Education and Sri Wahyuni,S.Pd.,M.Pd as the Secretary of English language Education who gave support and permission to write the thesis.
3. Arimuliani Ahmad, S.Pd.,M.Pd as my advisor, I would like to say a big thank for your support, criticism, advice, and convenience in the guidance period in my thesis. Thank you for your quick response to my questions, you are the nicest lecturer and I will never forget your kindness and joyful. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much.
4. All lecturers in English Language Education Teacher Training and Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.

5. Thank you to all third semester students in English major, Universitas Islam Riau who are willing to help with this research.

May Allah SubhanawaTa'ala reward all deeds and kindness to all parties involved in helping the researcher to complete this thesis, aamiinyarabbalamin.

Pekanbaru, March 2022

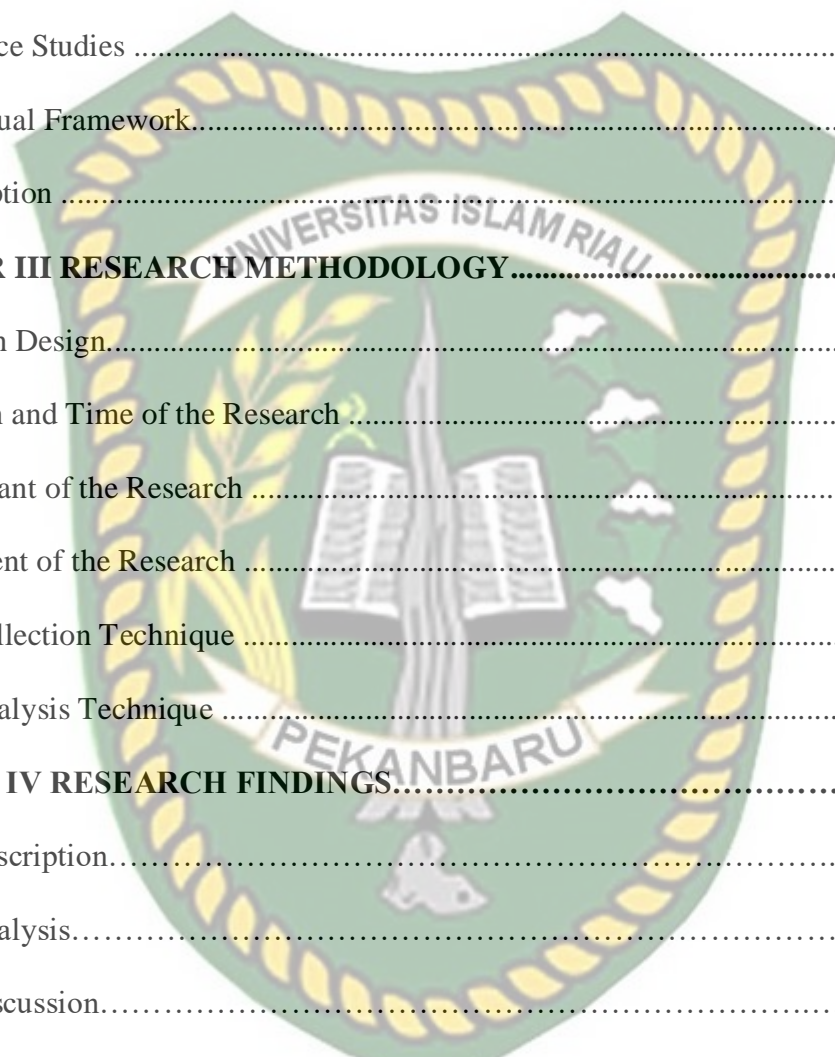
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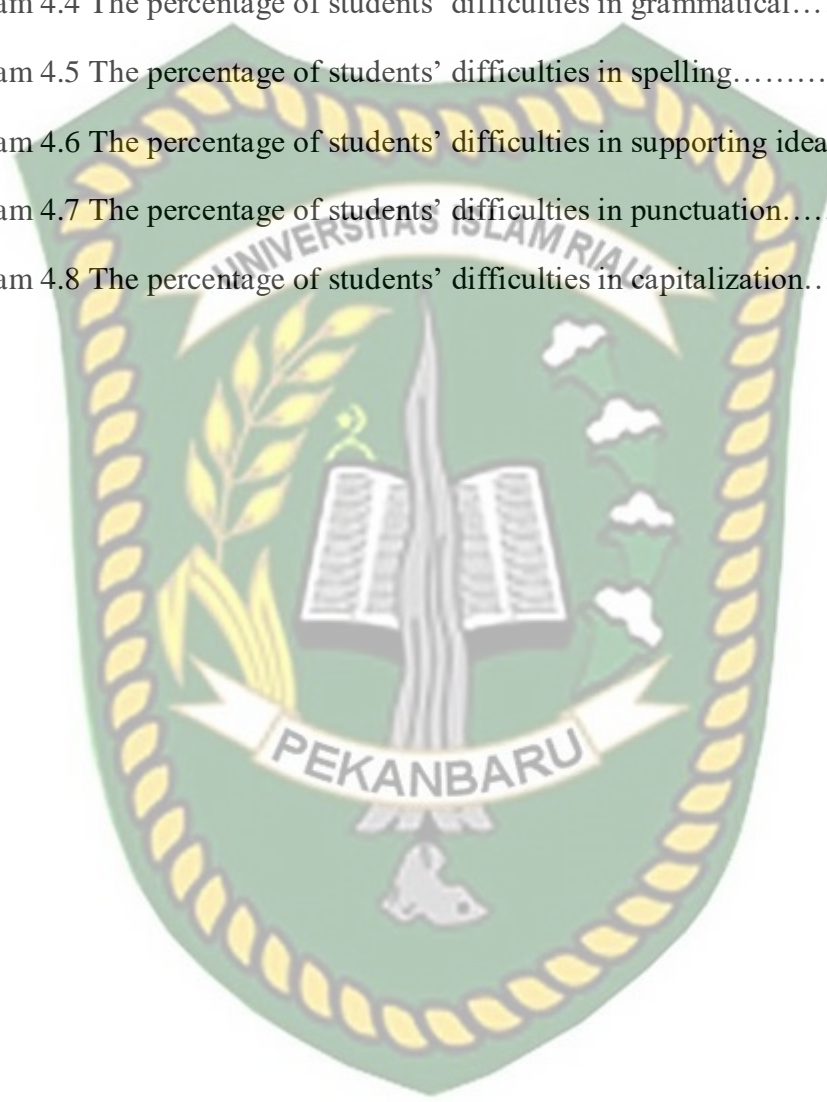
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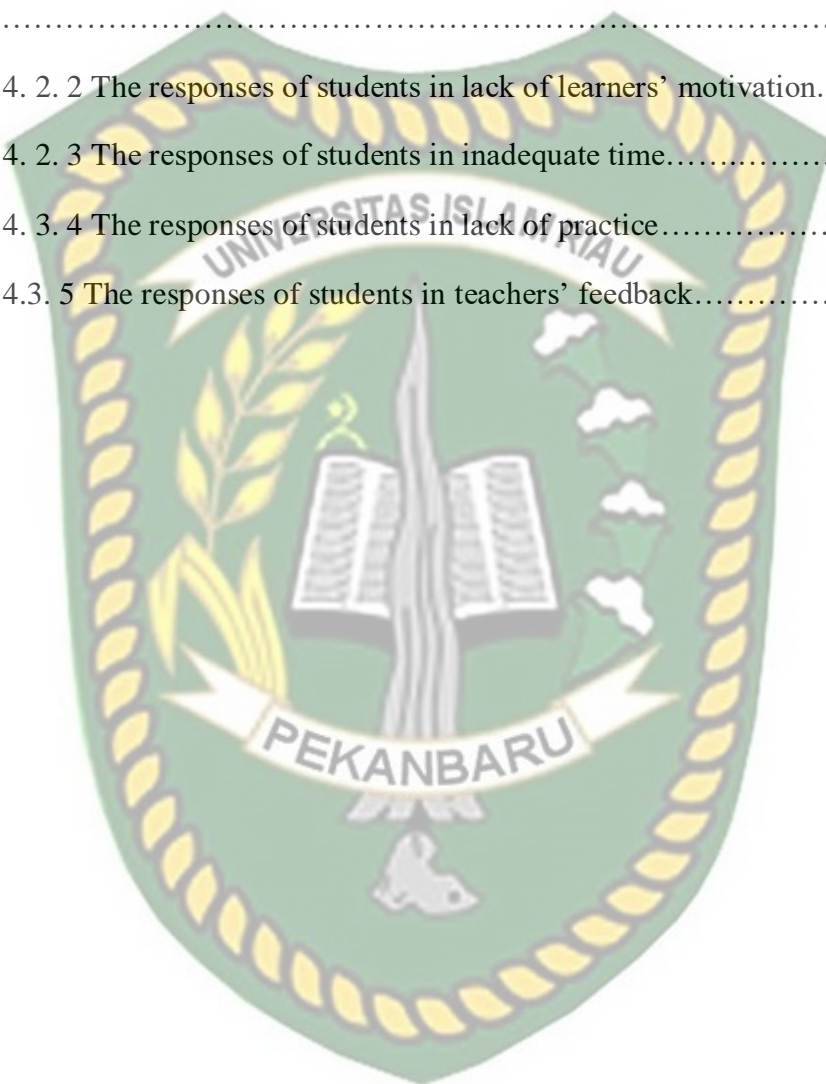
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ABSTRACT

Nur Anisa Zakiah. 2022. *An Analysis of Essay Writing Difficulties Faced By the Third Semester Students in English Language Education of FKIP Universitas Islam Riau*. Thesis Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Students' Difficulties, Writing, Essay Writing.

Writing is a very complex skill and difficult to master. Difficulties in writing can be seen in various aspects of writing. There are various factors that cause difficulties in writing. This study aims to analyze the kind of writing difficulties faced by the third semester students in Universitas Islam Riau. We used survey and the population of this research was the third semester students consisting of 101 students.

This descriptive research employed qualitative techniques was considered as an appropriate approach as a type of research. The population of this study was third semester students of English Education at Universitas Islam Riau, while the sample was selected through random sampling technique that consists of 15 students. The data were collected from made questionnaire in the Google form and interview through Google meet.

The result of this research was presented descriptively in order to indicate that student difficulties in essay writing. The result of percentage showed that, the third students at Universitas Islam Riau faced difficulties in essay writing. The overall mean of students' problems in writing in the third semester students in Universitas Islam Riau was (4.10) categorized as "high". Specifically, students problems in poor organization was (3.78), problem of word choice (4.10), grammatical error (3.88), spelling problem (3.25), confused on supporting the ideas (3.63), punctuation problem (3.42), capitalization (2.80). Moreover, from the interpretation of the mean, and most of the students agreed that they had dominant problems; word choice and grammar. Meanwhile, lack of motivation was the most common factors of students' writing problems.

Nur Anisa Zakiah. 2022. *Analisa Kesulitan Menulis Esai yang Dihadapi Siswa Semester Tiga Jurusan Pendidikan Bahasa Inggris FKIP di Universitas Islam Riau*. Thesis Pekanbaru: Program studi Bahasa Inggris, Fakultas Keguruan Ilmu Pendidikan, Universitas Islam Riau.

Kata Kunci : Kesulitan Mahasiswa, Menulis, Menulis Karangan

Menulis adalah keterampilan yang sangat kompleks dan sulit untuk dikuasai. Kesulitan dalam menulis dapat dilihat dalam berbagai aspek menulis. Ada berbagai faktor yang menyebabkan kesulitan dalam menulis. Penelitian ini bertujuan untuk menganalisis jenis kesulitan menulis yang dihadapi oleh mahasiswa semester tiga di Universitas Islam Riau. Penelitian ini menggunakan survei dan populasi dari mahasiswa semester tiga yang terdiri dari 101 siswa.

Penelitian deskriptif ini menggunakan teknik kualitatif yang dianggap sebagai pendekatan yang tepat sebagai jenis penelitian. Populasi penelitian ini adalah mahasiswa semester III Pendidikan Bahasa Inggris Universitas Islam Riau, sedangkan sampel dipilih melalui teknik random sampling yang terdiri dari 15 mahasiswa. Data dikumpulkan dari kuesioner yang dibuat dalam formulir Google dan wawancara melalui Google meet.

Hasil penelitian ini disajikan secara deskriptif untuk menunjukkan bahwa siswa mengalami kesulitan dalam menulis esai. Hasil persentase menunjukkan bahwa, mahasiswa semester tiga di Universitas Islam Riau mengalami kesulitan dalam menulis karangan. Rata-rata keseluruhan masalah siswa dalam menulis pada mahasiswa semester tiga Universitas Islam Riau adalah (4,10) berkategori "tinggi". Secara khusus, masalah siswa dalam pengorganisasian kata adalah (3,78), masalah pilihan kata (4,10), kesalahan tata bahasa (3,88), masalah ejaan (3,25), bingung mendukung gagasan (3,63), masalah tanda baca (3,42), penggunaan huruf kapital (2,80).). Selain itu, dari interpretasi rata rata, dan sebagian besar siswa setuju bahwa mereka memiliki masalah yang dominan; pilihan kata dan tata bahasa. Sementara itu, kurangnya motivasi adalah faktor yang paling umum dari masalah menulis siswa.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English as an international language is used as a means of communication in many countries, and it plays an important role in many aspects of life, including politics, commerce, trade, and diplomatic relations. Furthermore, English is strongly intertwined with advancements in technology, research, economics, and education. Because of the importance of English, the Indonesian government has made it the first foreign language and a core subject in our educational system. In junior and senior high school, English is taught as one of the key compulsory subjects.

There are four English skills that students have to master: listening, speaking, reading, and writing. The researcher focuses on writing ability in this section. Apart from the other skills, writing is one of the language skills that should be learned. Writing is regarded as a useful ability that aids students in expressing their thoughts in writing. Abbas and Herdi (2018) writing places thoughts on paper to communicate, create, and organize. The better the writing result would be, the more ideas the authors have. However, to express, develop, and organize ideas into written form is not easy. Writers must understand two aspects of writing. Pre-writing, drafting, revising, editing, and publishing are all part of the writing process. Secondly, micro and macro writing skills include using word diction, grammar, fact-checking, and reasoning.

Writing is the process of creating a piece of written language to be read. Writing, on the other hand, is more than just converting language into symbols. Writing is much more than the generation of graphic symbols, just as speech is more than producing sounds; these symbols must be arranged according to some standards to make words and then combined to produce sentences. Moreover, writing should be included in a second or

foreign language curriculum for a variety of reasons. The fact that writing aids learning is one of the most important reasons. It allows students to try new things with the language and expand on what they have learned. For instance, to help students remember new language elements or consolidate new structures or vocabulary. Furthermore, writing is important for students because it helps their learning and affects students' learning abilities. Writing encourages students to use critical thinking to analyze their understanding of arguments, vocabulary, and writing style. Moreover, students may convey their thoughts or feelings to the readers through writing.

For non-native students, learning to write is a difficult task. It is critical to have a large vocabulary, master grammatical structure, and be familiar with text organization to produce good writing. Therefore, when teaching writing to non-native students, those three things should be emphasized. Writing is a continuous process. It means that when you write something down for the first time, you are already planning what you will say and how you will say. After you have finished writing, you go back to what you have written and make any necessary changes or corrections. As a result, writing is never a one-step process; it is a process that has several steps.

Most Indonesian students struggle to write in English as a second language, especially when writing essays. Many students make mistakes when writing essays to express their thoughts and opinions. On the one hand, writing essays will help students improve their grammar, vocabulary and spelling. Students can boost their self-esteem and develop their writing skills by writing essays. In reality, we do not know how to take the first statement, which is the fundamental problem in essay writing. Thus it is important to organize first before we start to write. As a result, the researcher's goal in this study is to create an environment in which students enjoy writing.

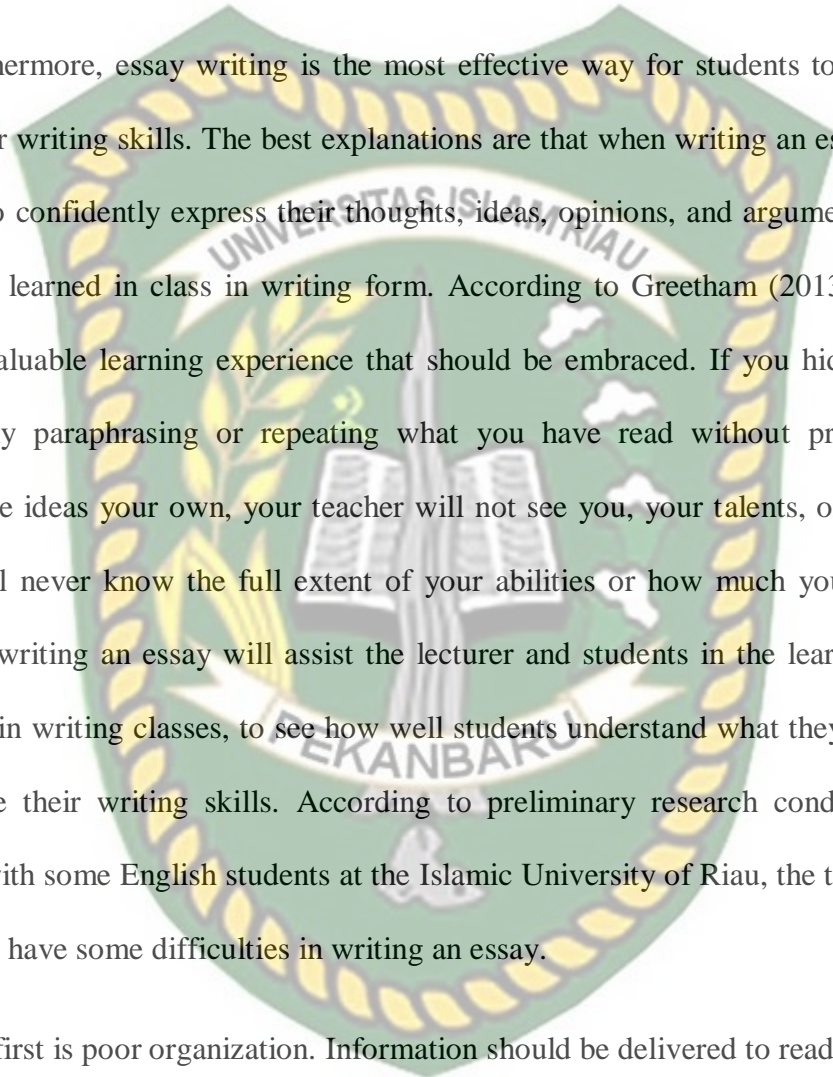
It is necessary to comprehend more than those aspects of writing, especially when writing an essay since it requires students to create logical ideas systematically. However,

presenting only ideas or arguments without presenting proofs, facts, or examples is inadequate. It needs a well-thought-out, and coherent argument backed up by credible evidence. Serving such authoritative proof would support the suggested concept or argument.

Furthermore, essay writing is the most effective way for students to practice and develop their writing skills. The best explanations are that when writing an essay, students are forced to confidently express their thoughts, ideas, opinions, and arguments about the subject they learned in class in writing form. According to Greetham (2013), writing an essay is a valuable learning experience that should be embraced. If you hide behind the letter, simply paraphrasing or repeating what you have read without processing and making those ideas your own, your teacher will not see you, your talents, or your issues, and you will never know the full extent of your abilities or how much you understand. Eventually, writing an essay will assist the lecturer and students in the learning process. Particularly in writing classes, to see how well students understand what they are learning and improve their writing skills. According to preliminary research conducted by the researcher with some English students at the Islamic University of Riau, the third-semester students still have some difficulties in writing an essay.

The first is poor organization. Information should be delivered to readers structured during the writing process; even tiny writing pieces should follow consistent, predictable organizational patterns. The most amazing benefit of organizing is that it makes it easier for the reader to trust what you are saying and understand the intended written messages in the essay.

The second problem is logical development of ideas; content. The students become confused when it comes to assigned topic. They are occasionally confused as to how to write more ideas. Supporting concepts will help you develop any ideas from the title and make the readers interested in your writing.



The third problem is grammar .Grammar is an important part of not only writing but also of language as a whole. To write effectively, we must comprehend the structure of the language, the functions of speech, how words relate to one another, the meaning of individual words, and the rules of grammar and punctuation.

The fourth problem is mechanics (spelling, punctuation and Capitalization). The term "mechanics" in composition relates to the appearance of words, such as how they are spelled or placed on paper. According to writing conventions, a sentence must start with a capital letter and end with full-stop punctuation (period, question mark, or exclamation point). These conventions or mechanics are very important in putting together a good quality piece of writing because no matter how innovative the learner's thoughts are if they cannot articulate them in a clear and precise manner, they will not be able to write a good quality piece of writing. The use of capitalization in writing becomes a challenge for students. In written English, capitalization is a must. "It shows pauses and sentence borders, as well as removing ambiguity." A well-capitalized piece of writing will make it easier to read and understand your work, resulting in a more favorable impression on your readers.

The last problem is vocabulary or precise vocabulary usage. Choosing the appropriate words are the most effective technique for learners to explain their ideas in writing accurately. As a result, the reader will be able to understand what the writer is truly saying. Therefore, students must expand their vocabulary knowledge to be fluent in constructing sentences and choosing the suitable vocabulary in writing.

Based on the fact above, the researcher is interested in identifying some of the students' obstacles in their writing process, especially in essay writing. In concluding a research study entitled **“An Analysis of Essay Writing Difficulties Faced By the Third Semester Students in English Language Education of FKIP Universitas Islam Riau.”**

1.2 Identification of the problem

Based on the background of the study, students have some difficulties in writing essays. The students are unable to express themselves in writing in a simple, accurate, and comprehensible manner. Many problems can be identified related to students in essay writing. The problem is: (1) Organization; introduction, body, and conclusion, (2) Logical development of ideas; content, (3) Grammar, (4) Mechanics; punctuation, spelling and capitalization, (5) Precise vocabulary usage. Some of these difficulties must also be caused by several things in students. Therefore, the researcher will identify the factors of students' problems in writing.

1.3 Focus of the problem

Based on the explanation of identification above, the researcher needs to limit the problem. The researcher focused on analyzing the students' difficulties faced by the third-semester students of FKIP UIR in essay writing. Then, to know what are the factors of students' difficulties in writing that makes them got stuck in essay writing?

1.4 Research Question

Based on the background of the study as stated before, the researcher formulates the research question as follow:

1. What are the difficulties faced by third-semester English Language Education students at UIR?
2. What are the factors that influence students' difficulties in writing essays?

1.5 Objective of the Research

Based on the problem above, the objective of the research is:

1. To analyze the difficulties faced by third-semester English Language Education students at UIR while writing essays.
2. To recognize the factors of students' writing problems in writing essays.

1.6 Significance of the Research

The result of this research is expected to contribute:

1. For students

Students need to realize their difficulties in writing an essay and provide them with any information they need to consider in writing. So, it can improve the quality of writing students.

2. For lecturer

To give the lecturer information about the difficulties students face in the third semester of English Language Education at the Islamic University of Riau in writing an essay. So, it can help the lecturer prepare the strategies and recognize the students' problems in writing.

3. Other Researcher

This research can refer to other researchers interested in developing student writing by understanding students' challenges while writing essays. Moreover, figure out what is causing the students' writing problems.

1.7 Definition of Key Terms

To specify the research topic, the researcher delivered some definitions of key terms related to the research.

1. Analysis

An analysis is a detailed study or examination of something in order to understand more about it.

2. Difficulties

Difficulty is problem, thing or situation that causes problem.

3. Essay Writing

Essay writing is a subject that instructs students on how to compose an essay correctly.



CHAPTER II REVIEW AND RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Writing

Writing has long been recognized as essential language ability for learners to be mastered. According to Pasand and Haghi(2013), writing is one of the most critical skills in studying a foreign language, whose essence has become more evident in recent years. It entails the development of an idea, the documenting of mental representations of knowledge, and the observation of subjects. Hidayati (2018) supports that, writing is a type of communication in which a writer communicates his or her ideas and thoughts to readers in written form.

Nunan (2003) believes that writing is a component of process and product. The way writers do it is to imagine, organize, draft, edit, read, and reread. Negari (2011) supports that, writing is a difficult process requiring various cognitive and meta cognitive skills, such as brainstorming, planning, outlining, organizing, drafting, and revising.

Meanwhile, Anh (2019) regards that people may express their ideas, emotions, and opinions in writing, which is essential. Writing is the actual act of committing words or thoughts to paper. On the other hand, writing is the mental process of generating ideas, deciding how to convey them, and arranging them into sentences and paragraphs that are understandable to a reader.

As Yulansari (2019), supported writing and other skills such as speaking, reading, and listening have become the most critical skills for students to learn. It enables students to express their thoughts, ideas, and opinions in written form. Students may develop their knowledge by presenting their ideas in writing since they must convey many ideas and facts. They have to make their ideas and thoughts visible and concrete because it also helps them develop their critical thinking skills. Writing allows us to communicate our ideas to others. It means that we can express our thoughts in writing as well as in speaking.

Moreover, Rao (2007) states that writing has long been considered crucial in teaching and learning English as a Foreign Language (EFL). On the one hand, it helps students think, allowing them to concentrate and organize their thoughts while also improving their ability to summarize, analyze, and criticize. On the other hand, it encourages students to read, think, and reflect on English.

According to Ahmed (2010), writing is described as "a reflective activity that involves appropriate time to think about a particular topic as well as to analyze and identify any prior knowledge. Then, the writers need a suitable language to organize their thoughts into a logical type of writing.

On the other hand, According to Aditya et al. (2013), writing is retained as a tool for expressing ideas in daily life, such as industry, innovation, and education. In the educational sense, writing has been defined as a sign language skill that learners must master.

Furthermore, According to Sapkota (2012), writing is the process of putting down the graphic symbols that make up a language to express meaning to the reader to understand what the writer is trying to convey.

According to Rass (2015), writing is a tough skill for native and non-native speakers because writers must balance numerous issues in their writing, such as content, organization, purpose, audience, vocabulary, and mechanics, including punctuation and spelling capitalization.

To sum up, writing is the use of letters, symbols, and words to represent meaning. On the other hand, writing is the mental process of generating ideas, deciding how to convey them, and arranging them into concise statements and paragraphs. Apart from the grammar, vocabulary, or mechanics (spelling and punctuation), the students should also discover the idea because argument or point of view is required in writing, especially in essay writing.

The majority of students should struggle with writing tasks, especially essay writing. Students face many writing problems as a result of their inability to use English in real-life situations. According to Ulugbek and Anora (2020), one of the most complex forms of writing is the essay. To write an essay in English, you must gather information about strangers' expressions and thoughts in writing. An essay includes a self-written subject plan (cluster), the ability to assess events independently. So, writing an essay is extremely important, particularly for university students, since they must write in English.

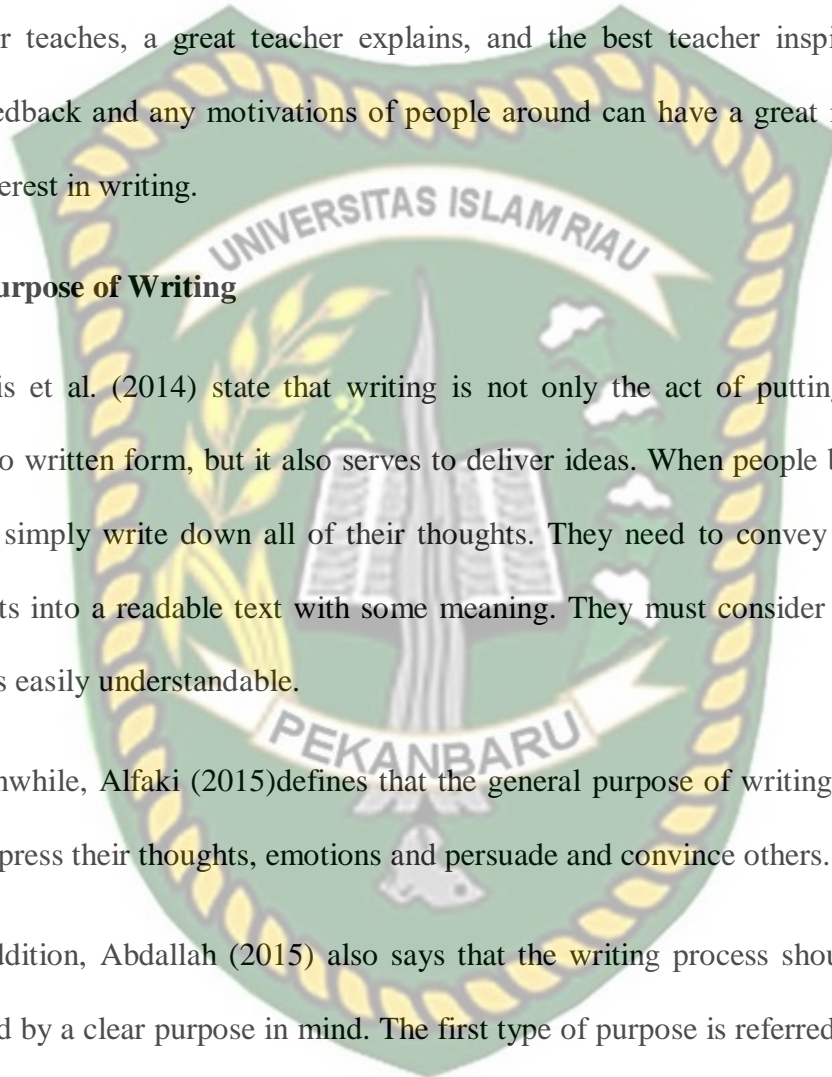
Even though writing is a difficult task for students, people cannot ignore that having good writing skills means effective text communication. In addition, Ariyanti and Fitriana (2017) explain that a lecturer is an important factor in motivating students to achieve high levels of success in writing tasks, especially in essay writing. Because “a good teacher teaches, a great teacher explains, and the best teacher inspires,” So, the teachers’ feedback and any motivations of people around can have a great impact on the students’ interest in writing.

2.1.2 The Purpose of Writing

Harris et al. (2014) state that writing is not only the act of putting symbols of language into written form, but it also serves to deliver ideas. When people begin writing, they do not simply write down all of their thoughts. They need to convey and organize their thoughts into a readable text with some meaning. They must consider how to make their theories easily understandable.

Meanwhile, Alfaki (2015) defines that the general purpose of writing is for people to openly express their thoughts, emotions and persuade and convince others.

In addition, Abdallah (2015) also says that the writing process should be guided and informed by a clear purpose in mind. The first type of purpose is referred to as general purpose. There are four general purposes for writing: to educate, to persuade, to express, or to entertain. These are always mixed. For example, most expository writing is supposed to inform, but it also has a convincing secondary component: persuade the reader that it is accurate and reliable. Certain writing is primarily expressive, allowing the writer to convey feelings and thoughts, mostly through the recounting of personal experience, but it may also contain details and factual points. Personal essays, journal writing, diaries, poetry, prose, and plays are all examples of expressive writing. Furthermore, although some humorous writing seems to be solely for entertainment, it may also be making a serious point. On the other hand, the specific purpose of writing can be implied or expressed.



Usually, in the literature, the purpose is always conveyed through the themes embodied in the section. However, the purpose is usually expressed directly in expository writing, either on a topic sentence or thesis.

2.1.3 The Process of Writing

Writing is a continuous creative process that needs more than one phase. There are approximately four stages in the writing process. The first step is to generate ideas. The ideas are arranged in the second phase. You write a rough draft in the third step. You polish your rough draft in the final stage by editing and revising it. Oshima and Hogue(2007), there are four steps in writing;

1. Pre-writing

Pre-writing is a technique for generating ideas. The students select a topic and gather information to explain that topic. Listening is the prewriting technique where students will write the interesting topic at the top of a piece of paper and then quickly make a list of the terms or phrases that come to mind.

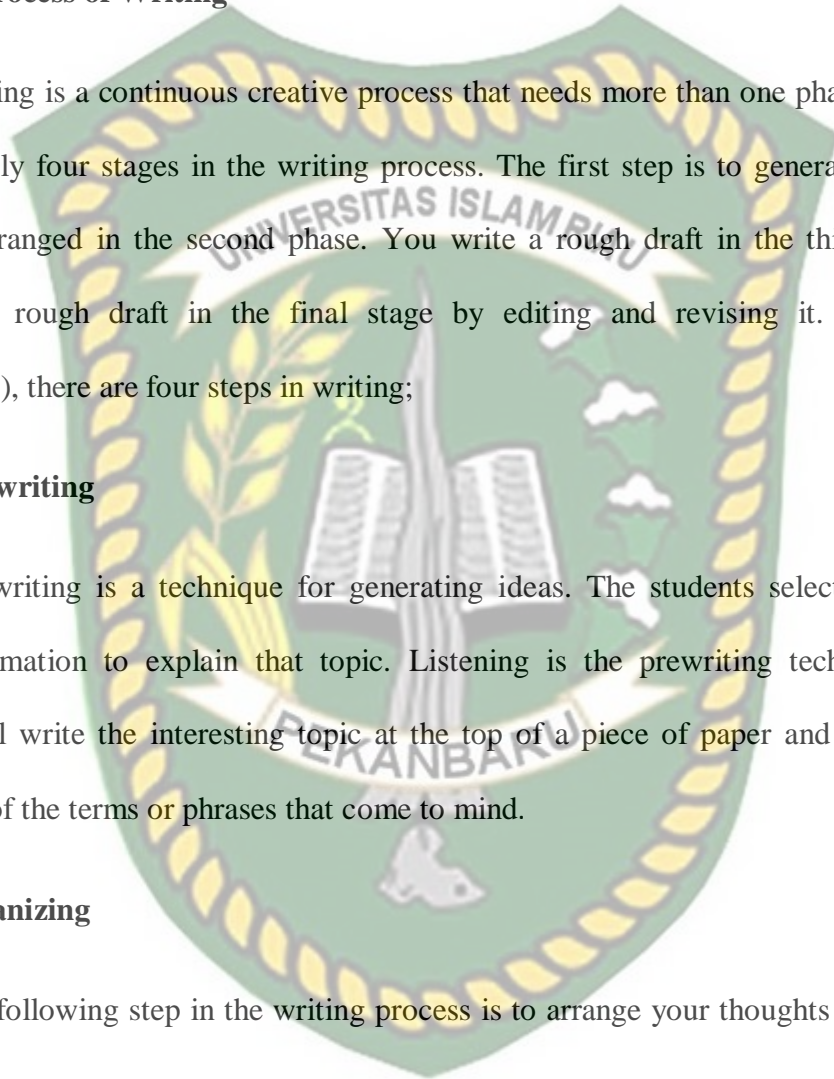
2. Organizing

The following step in the writing process is to arrange your thoughts into a simple outline.

3. Writing

Students use the outline as a guide when writing a rough draft in this step, ignoring grammar, punctuation, and spelling. While writing, the students would almost certainly contain several errors. After all, this is perfectly normal and appropriate. It is just a first draft. You will correct the errors later.

4. Polishing: Revising and Editing



This procedure is also known as revising and editing. Polishing is most effective when done in two stages. To begin, address the major issues of content and organization (revising). Then focus on minor grammatical, punctuation, and mechanics problems (editing).

It is also supported by Maysuroh et al.(2017), who do more than write the words and put them together on paper to make sentences when writing. A good writer through several steps to produce a piece of writing;

Pre-writing: the students were given some subjects to write about, and then the lecturer used brainstorming to unlock the students' prior knowledge. The lecturer also demonstrated to the students the vocabulary and grammatical structures related to the subject they were interested in or had many ideas about during this process.

Drafting: after they were given some subjects, the lecturer instructed them to write down their key ideas and organize the supporting sentences, which would later be formed into a paragraph.

Revising: at this point, the students combined all of their key ideas into paragraphs and delved deeper into them.

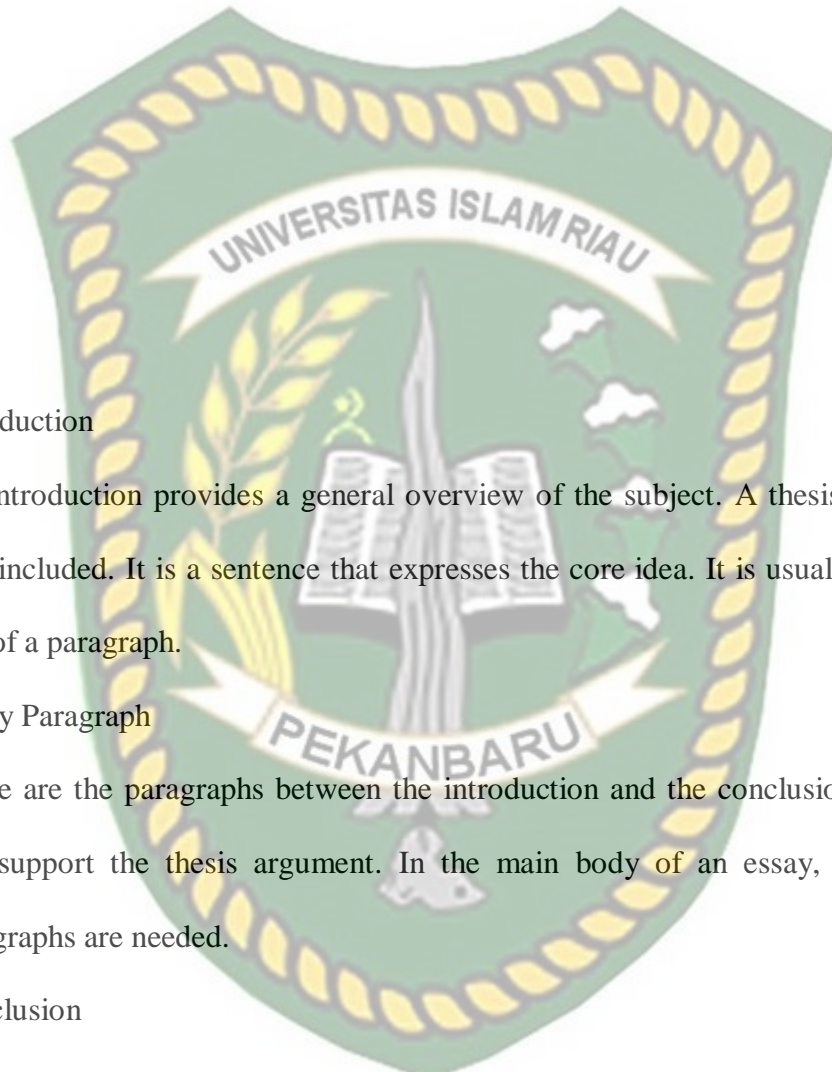
Editing: students were asked to review and correct their spelling, punctuation, and grammar as part of the editing process.

Publishing: they will publish their writing after they have revised it. The lecturer asked the students to share their writing with their classmates and check it collaboratively with the lecturer during this process.

2.1.4 Essay Structure

According to Eunson (2014), your essay needs to be structured in a particular way to maximize its effectiveness. An essay has three basic structures. They are as follows;

introduction, body or argument, and conclusion. It also supports by Zemach and Rumisek (2003);



1. Introduction

An introduction provides a general overview of the subject. A thesis statement is also included. It is a sentence that expresses the core idea. It is usually seen at the end of a paragraph.

2. Body Paragraph

These are the paragraphs between the introduction and the conclusion and clarify and support the thesis argument. In the main body of an essay, one or more paragraphs are needed.

3. Conclusion

It is the essay's last paragraph. It restates or summarizes the essay's argument and supporting ideas.

2.1.5 The Types of Essay Writing

According to Abdallah (2015), there are several types of essay writing, they are;

1. Expository Essay

An expository essay aims to illustrate something to the reader by providing directions or instructions on accomplishing a task or how something is done. You

are demonstrating your own experience and elaborating with evidence rather than your own opinion.

2. Compare and Contrast Essay

The essay may be a neutral discussion or an attempt to persuade the reader of the benefits of a particular item, individual, or idea. It may also be published to entertain the reader or gain insight into human nature. The essay could cover all similarities and differences, or it could concentrate solely on one. The similarities between two items are usually discussed in a comparison essay, while the differences are usually discussed in a contrast essay.

3. Cause and Effect Essay

The cause and effect essay discusses why or how an event occurred, as well as what happened as a result of the event. The relationship between two or more events or interactions is the subject of this essay. The causes for anything happening are generally addressed in a cause essay. An effective essay examines what occurs as a result of a particular occurrence or situation.

4. Argumentative Essay

An argumentative essay attempts to persuade the reader to agree with the author's point of view. The writer may be serious or humorous, but he or she must still try to persuade the reader of the importance of his or her point of view. The essay may make a straightforward statement or use irony or sarcasm to convince the reader subtly. Your strategy is to take a stand on a subject and back it up with facts, not dive into an unresolved issue.

5. Narrative Essay

A narrative essay accomplishes a goal by telling a story, engaging the reader, and conveying a message. The following are some of the goals of writing narratives: to build a sense of common history, to entertain, to educate, and to provide insight.

2.1.6 Students' Writing Problems

According to Brown (2010: 246) there are seven aspects of writing as follows: content, organization, vocabulary, syntax; grammar, and mechanics; capitalization, punctuation, and spelling.

1. Organization such as introduction, body and conclusion.
2. Vocabulary means the writers have to choose the right words in explaining their ideas in their writing.
3. Mechanics such as correct use of English Writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling: very neat.
4. Content means it addresses the assigned topic: the ideas are concrete and thoroughly develop.
5. Syntax means such as precise vocabulary usage: use of parallel structures: grammar.

According to Al-Khasawneh(2010), the problems faced by students are; vocabulary, grammar, organization of ideas, spelling, and referencing.

According to Mohammad and Hazarika (2016), writing is generally a struggle for EFL students because it is regarded as the most time-consuming and difficult language skill. It is, in some ways, a combination of various other skills like reading, listening. As a result, students are rarely motivated to write. Motivation is crucial in the development of any skill. Students are learning English as a second language encounter significant writing challenges, particularly in capitalization, punctuation, language use, tenses, prepositions, and spelling.

2.1.7 The Factors of Problem in Writing

According Byrne (1988) states that, writing is a difficult activity for most people since it requires them to use their mother tongue as well as a foreign language. Writing-related issues are divided into three categories; psychological, linguistic, and cognitive.

1. Psychological Problems

Writing is a complicated thing since it does not come naturally and must be learned through constant work and practice. A student must also write a lot in order to become a good writer. The students will be more motivated to do it if someone is physically present when they use language and they receive some form of feedback.

2. Linguistics Problems

In oral communication related to a process of interaction and, except in special circumstances, such as lecturer or other participants who help it to keep going. In speech is normally spontaneous, we have a little time to pay attention with the sentences structure. We repeat, backtrack and so on, depending how people react what we say. In writing, we must compensate for the lack of these features; we must keep the communication channel open through our own efforts and ensure that the text we produce can be interpreted on its own, both through our choice of sentence structure and the way our sentences are linked together and sequenced. So, the learners require time to gather information, organize their thoughts, write drafts, proofread, and rewrite to make their work can be understood by the reader.

3. Cognitive Problems

Writing, on the other hand, is learnt through instruction; we must master the written form of the language as well as some structures that are less commonly used in speech. We must also learn how to organize our thoughts so that they may be understood by a reader who is not present, and possibly by a reader who is unfamiliar to us.

Adas and Bakir(2013), classifying some of the factors of problems in writing, they are; the students described the key factors of their English shortcomings as the teaching method and the environment. Their lack of English proficiency is due to either a lack of student motivation to the teacher. Learners of English have a small vocabulary. As a result, students tend to repeat the same sentences. Learners of English do not use invented spelling, and their written texts are limited to familiar words. Because of the ill-structured sentences in composition, the students' writing is difficult to understand. Students are unable to share their work with their peers and do not receive enough feedback. When the students read their work aloud, they could not say if what they read or wrote was correct or incorrect.

According to Maysuroh (2017), it is critical to explain some aspects that contribute to students' issues in their writing classes.

1. Lack Practice

Writing is considered the most difficult skill. As a result, both teachers and students will require much practice and constant effort. The findings revealed that the students only practiced writing on a very limited basis. They also did not have much time at home to learn writing. As a result, students found it challenging to write down their thoughts.

2. Low Motivation

The majority of students appeared to write to complete their assignments rather than for writing. They did not want to write since they thought it was too difficult. One of the causes of writing difficulties could be a lack of enthusiasm and willingness.

3. Time Allocation

Another element contributing to the students' problem is that the writing process necessitated time to compose the text and revise. As a result, the kids could not complete it in the classroom because the time limit had expired.

2.2 Relevance Studies

To support the results of this proposal, the following researcher attach two other researchers who have examined in advance about this title, namely:

The previous study was conducted by Msanjila (2005) with the title “Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania.” This research aims to identify and discuss writing problems in Kiswahili in Tanzanian secondary schools. This study focuses on the problems students face in writing systematically and logically, in which students mix English structures and expressions with Kiswahili. Understanding becomes difficult in this case, and the intended meaning is severely harmed. The results of this analysis show six major writing flaws: capitalization and punctuation issues, fuzziness or inexplicitness, poor organization or illogical sequence, spelling issues, and grammatical errors. She discovered 171 errors in capital letter use, 147 errors in punctuation, 72 errors in explicitness/fuzziness sentences, 63 errors in poor organization/illogical sequence, 31 errors in spelling terms, and 24 errors in grammatical essay writing from 60 students.

The second research is by Peragita Agdia and Anfauzia Rozani Syafei (2020) entitled “*Kinds of Writing Difficulties in Academic Writing Faced by English Teachers of SMKN 8 Padang*”. Based on the finding data of this research, it found that students have difficulties in writing academic essays. The difficulties in writing were found in every aspect of writing include difficulties in the content, organization, language use, vocabulary, and mechanics. As result, the highest frequency problems happened in content, which consisted of 20,3. For content, 13,8 for organizations, 17,6 for language use, 13,6 for vocabulary, and 3,8 for mechanics. It can be concluded that the kind of

teachers difficulties in writing were in content, organization, language use, vocabulary and mechanics.

From all of the previous studies, the researcher do a research on college students, and it is not only focused on students' difficulties in essay writing but also the factors of students' difficulties in writing faced by the third-semester students. Hopefully, this research will give new information about the difficulties and the factors in writing to all students and the lecturer.

2.3 Conceptual Framework

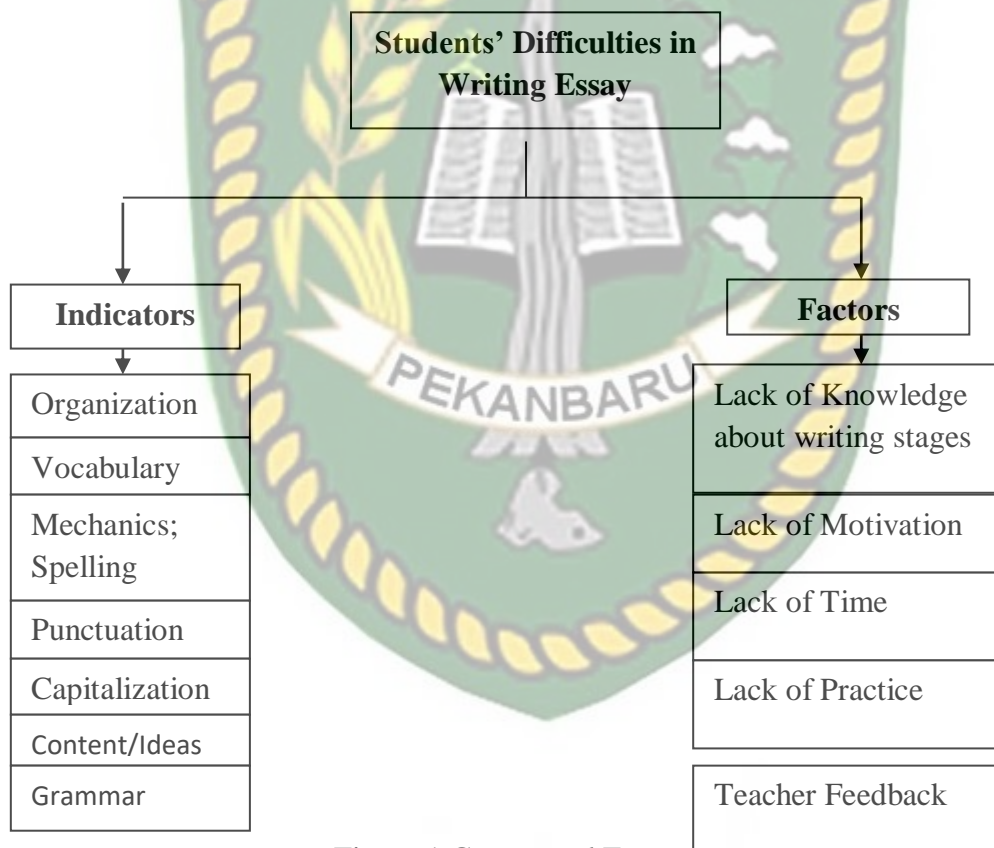


Figure 1 Conceptual Framework

2.4 Assumption

In this research, the writer assumed that the third semester students of English Department of UIR have faced some difficulties in Essay Writing. The researcher assumed the highest problems of students come from in grammar.



CHAPTER III

RESEARCH METHOD

1.1 Research Design

Research design is a strategy used to arrange the research arrangements to achieve valid data. According to Creswell (2018), research designs are forms of inquiry that provide clear direction for procedures in a research study, and they can be contained in qualitative, quantitative, and mixed methods approaches. This research is qualitative. As stated by Hancock et al. (2009), qualitative research is focused on establishing explanations for social phenomena. The statement implies that qualitative research describes, investigates, and researches social phenomena involving interesting individuals or cases. This study aims to understand the phenomena that occur in society. More specifically, the researcher will use descriptive qualitative research wherein processing the data; the researcher needs to describe, provide deep analysis and elaborate the results in

detail. In this study, the researcher tries to analyze students' writing difficulties in essay writing.

1.2 Location and Time of Research

The location of this research was conducted in the third semester in English Language Education of UIR Pekanbaru, which is located on Kaharuddin Nst. Street, Number.113, Simpang Tiga, Bukit Raya, Kota Pekanbaru, Riau. The time of the research started from June-August 2021.

3.3 Participant of the Research

Participant in this research is the third-semester students of English Language Education of FKIP UIR academic year 2021/2022. The total of the third-semester students is 101 students.

In this research, the researcher needs to accomplish a sampling and decide the participant that participates in this study. The method of selecting a representative number of individuals from a large population is known as sampling. According to Majid (2018), sampling is choosing a sample of the population of interest that is statistically representative.

In addition, According Muslih and Sari (2017) the number of respondents is less than 100, with all samples taken. If that is the subject large or more than 100 people can be taken 10% - 15% percent or 20% - 25% or more.

Based on the explanation, the researcher used random sampling and chooses 15 students from 3A and 3B class as a participant. The researcher will choose 8 students from 3A, and 7 students from 3B.

3.4 Instruments of the Research



In this research, the researcher used questionnaires and interviews from the third-semester students in English Language Education.

a. Questionnaire. A Google form is used to offer the questioner a set of questions. The questionnaire was sent to all students of the third semester in English Language Education. The questionnaire aims to learn more about how students understand writing skills and the necessity of being aware of the writing process.

b. Interview. An interview was conducted to obtain more specific information on the questionnaire data. Interviews have done with several students who are chosen at random. Furthermore, the choice is made based on the specialization of the answers provided, and it is thought to be beneficial and fascinating to elaborate more.

3.4.1 Questionnaire

A questionnaire is a list of some questions or statements that the researcher provides to the participants. It is a close-ended question for students, which the researcher will provide the question and some answers for students to choose from. The questionnaire in this study had twenty-eight questions and was divided into seven writing difficulties; organization, spelling, vocabulary, grammar, supporting detail, punctuation, and capitalization. The researcher adopted the questionnaire from Habibi et al. (2017);

Table 3.2. Questionnaire

No	Indicator	Item	Total
1	Poor Organization / illogical sequences	Students' problems in learning related to writing techniques, poorly writing organize, outlining, and making mind mapping in writing.	5

2	The problem of Word Choice	Problems faced by students in learning that related to using simple words, being confident in using simple words, lack of vocabulary, spending time to use new vocabularies.	5
3	Grammatical Error	Problems faced by students in learning related to using the correct tenses, using passive voice, poor grammar, take a long time to make the correct tenses with grammar.	5
4	Spelling Problem	Problems faced by students in learning that related to checking new words in spelling, reviewing writing to check to spell, spending time while checking to spell.	5
5	Confused on supporting the ideas	Problems faced by students in learning that relate to constructing the words, define the items, Having no idea, finding the source.	5
6	Punctuation Problems	Problems faced by students in learning that related to putting the correct punctuation, using stop and coma position, using apostrophes, conjunction.	5

7	Capitalization	Problems faced by students in learning that are related to using capitalization in the right way, forget using capitalization.	5

(Adopted by Habibi et al. (2017))

3.4.2 Interview

Interviews are other instruments used by the researcher in this study to find the causes of students' writing. The researcher interviewed the students by giving a question based on a guidance interview indicator by recording the students' statements of third-semester students of the English Language Education program of UIR.

Table 3.3. Interview Guidance

No	Category	Question
1	Lack of Knowledge about Writing Stages	Do you know the sequence in the writing stages?
2	Lack of Learners' Motivation	Do you like Essay Writing Subjects? Please give the reason!
3	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 an essay writing in the morning like your body or physical situation?

4	Lack of Practice	How many times does your lecturer give the opportunity to write one topic or title? Have you practiced your essay writing at home or class? How about in the class? Do you have enough time to practice your writing?
5	Teachers' Feedback	How many essays have you learned during this semester? How many exercises? Is there any feedback from your lecturer? Is it helpful for you?
6		There are five factors of students' problems in writing. So what is the biggest cause of your problem in writing?

(Adapted by Novariana et al. (2018))

3.5 Data Collection Technique

The researcher collected the data by providing questionnaires and interview. For the first, the researcher asked permission to Head of English Language Education of FKIP UIR to do the research. Second, the researcher asked for the agreements from 15 students who will be choose the researcher give questionnaire and interview them. Third, the researcher made a schedule with the students to conduct the questionnaires and interview. In this research the research will provide questionnaire in Google form and interview by using Google meet. Fourth, after collecting the data the researcher analyzed it. The questionnaire is used to analyze the students' difficulties in writing by using close-ended

questions. Therefore, the interview instrument made the type of question open-ended to explore the statements of students based on their experiences.

3.6 The Data Analysis Technique

The researcher acquired data using two instruments: a questionnaire and an interview. Participants were asked to choose one of these options when completing out the questionnaire, based on how they thought and felt about their condition at the time. In this study, students were given a questionnaire to fill out in order to obtain numerical data on the difficulties they face when writing essays. The questionnaire is divided into five categories:

Table 3.4. 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 completed the questionnaire, the researcher tabulated each student's overall score by category. There were 28 questions in total. Every category was divided into groups by the researcher. After that, calculate the percentage. Determine the percentage of alternative respondents' answers using the following formula:

$$P = \frac{f}{n} \times 100$$

Sudijono(2012).

Explanation:

P= the amount of percentage of alternative answers

F= the frequency of respondents' alternative answers

N= the amount of research samples

After finding the mean score of the students' responses, the writer interpreted them.

Interpretation of Mean Score;

Mean Score	Interpretation
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.40	Medium
3.41-4.20	High
4.21-5.00	Very High

Habibi et al, (2017)

After getting the questionnaire data and interpreted them, the researcher goes for the next step, the researcher interviewed the participants and analyzed the data with using the word cloud (<https://www.wordclouds.com/>). Last, the researcher makes conclusions from the result of the analysis.

RESEARCH FINDING

4.1 Data Description

This research was conducted with qualitative research. The objective of this study was to find out the third semester students' difficulties in Essay Writing at English Department of Universitas Islam Riau. The result of this data was taken from the third semester class, which amount is 15 people. This study has two ways of data collection technique they are Interview and Questionnaire. There are seven indicators based on Brown' theories in the questionnaires. From the questionnaire it can be showed the difficulties that students faced while learn Essay Writing. And for the interviews there are six questions that related with the factors of students difficulties in Essay Writing. In the other hand, interviews aimed to know the factors of students have difficulties in Essay Writing.

After getting the data, the writer calculated the data (per sub-indicators) using scoring diagram and described it one by one. After that, the writer showed the final results of the third semester students' difficulties in Essay Writing category such as 1.00-1.80= Very Low, 1.82-2.60= Low, 2.61-3.40= Medium, 3.41-4.20= High, 4.21-5.00= Very High Habibi et al (2017).

Table 4.1 The Students' Difficulties in Essay Writing Table

Table	Options									
	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.1	1	6,7	3	20	0	0	9	60	2	13,3
4.2	4	26,7	8	53,3	1	6,7	1	6,7	1	6,7
4.3	0	0	3	20	4	6,7	8	53,3	3	20
4.4	4	26,7	5	33,3	1	6,7	3	20	2	13,3
4.5	2	13,3	5	33,3	1	6,7	3	20	4	26,7
4.6	2	13,3	3	20	0	0	4	26,7	6	40
4.7	0	0	1	6,7	2	13,3	5	33,3	7	46,7
4.8	3	20	2	13,3	0	0	6	40	4	26,7
4.9	0	0	2	13,3	1	6,7	2	13,3	10	66,7
4.10	1	6,7	3	20	1	6,7	8	53,3	2	13,3
4.11	0	0	1	6,7	2	13,3	6	40	6	40
4.12	1	6,7	2	13,3	0	0	3	20	9	60
4.13	5	33,3	5	33,3	2	13,3	3	20	0	0
4.14	1	6,7	5	33,3	0	0	6	40	3	20
4.15	0	0	2	13,3	2	13,3	6	40	5	33,3
4.16	2	13,3	7	46,7	3	20	3	20	0	0
4.17	2	13,3	4	26,7	0	0	9	60	0	0
4.18	3	20	8	53,3	2	13,3	2	13,3	0	0
4.19	2	13,3	3	20	2	13,3	7	46,7	1	6,7
4.20	5	33,3	5	33,3	1	6,7	3	20	1	6,7
4.21	2	13,3	2	13,3	1	6,7	5	33,3	5	33,3
4.22	2	13,3	7	46,7	1	6,7	3	20	2	13,3
4.23	0	0	5	33,3	1	6,7	4	26,7	5	33,3
4.24	2	13,3	3	20	2	13,3	5	33,3	3	20
4.25	7	46,7	5	33,3	1	6,7	2	13,3	0	0
4.26	6	40	8	53,3	0	0	1	6,7	0	0
4.27	5	33,3	7	46,7	0	0	2	13,3	1	6,7
4.28	0	0	0	0	0	0	9	60	6	40
Total	62	80	114	120	28	20	128	480	88	240
Mean	2.2	8	4.1	17.1	1	2	4.6	34.3	3.1	18.5

From the table result above, the highest percentage is 34.3% which 4.6 respondents who choose "Agree". It proves that students have struggle in Essay Writing and they got difficulties while writing.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

4.2 Data Analysis

Here are the tables of each sub indicator from all the seven indicators with the percentage of the third semester students' difficulties in Essay Writing:

4.2.1 The Difficulties Faced by The Third Semester in Essay writing

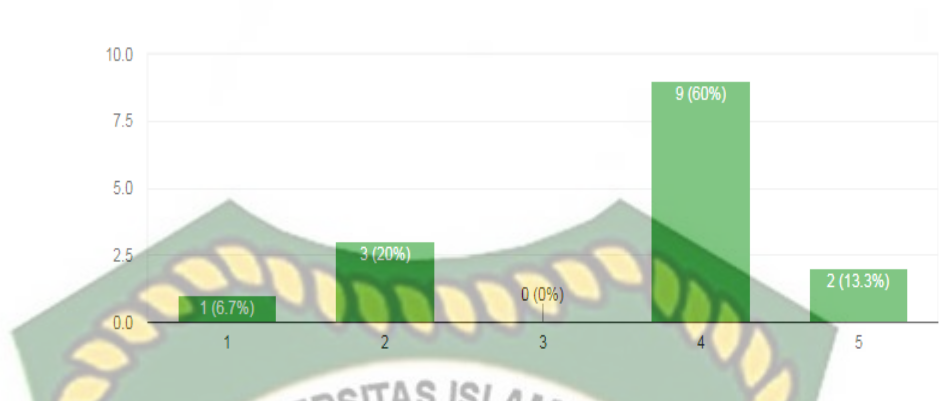
In this part, the researcher discussed seven indicators about students' difficulties in essay writing, namely;

- a. Poor Organization
- b. Word Choice
- c. Grammar
- d. Spelling
- e. Supporting Ideas
- f. Punctuation
- g. Capitalization

On students' difficulties in writing essays, poor organization is the first indicator in this discussion. The statements of the questionnaire below also told us that its result is in agreeing category for this issue. For further detail see diagrams below:

1. Getting difficulties in writing techniques (brainstorming)

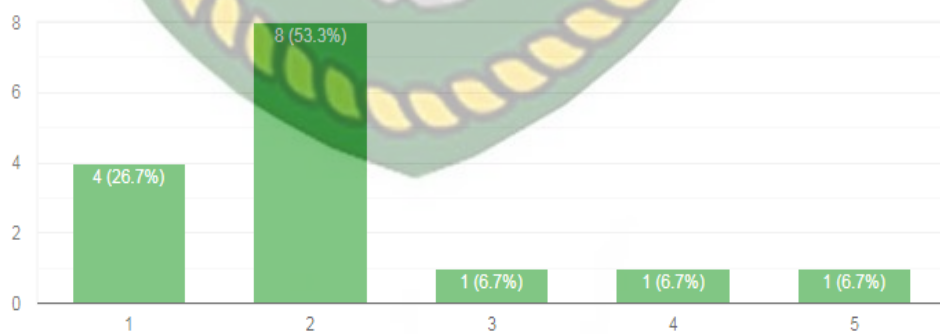
Diagram 4.1 Questionnaire's Statement Result No. 1



Based on table 4.1 it can be seen that the “*getting difficulties in writing techniques (brainstorming)*” statement in general, the dominant respondents’ answer was in the category of “Strongly Agree”. From the 15 respondents, the “Strongly Disagree” has 1 respondent with 6,7% percentage, 3 respondents with percentage of 20% answered “Disagree”, the “Neutral” has no percentage, 9 respondents with percentage 60% with answered “Agree”, and 2 respondents with percentage of 13,3% answered “Strongly Agree”.

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

Diagram 4.2 Questionnaire’s Statement Result No. 2

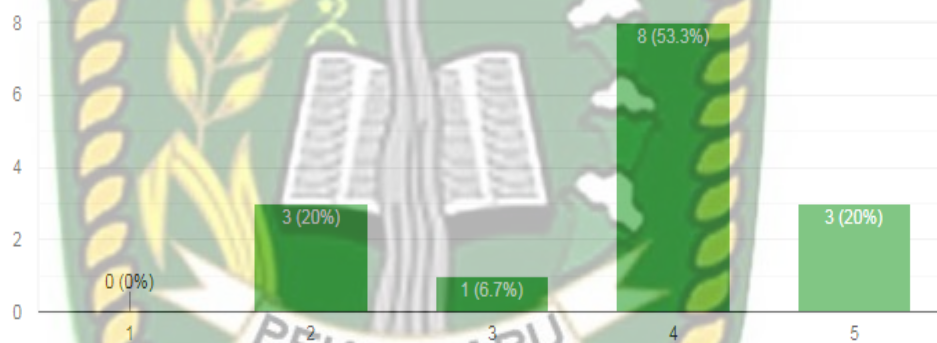


Based on diagram 4.2 it can be seen that the “*having poorly writing to organize sometimes fail to select a topic*” statement in general, the dominant respondents’ answer was in the category of “Disagree”. From the 15 respondents,

the "Strongly Disagree" category has 4 respondents with percentage 26,7%, 8 respondents with percentage of 53,3% answered "Disagree", 1 respondent with percentage of 6,7% answered "Neutral", 1 respondent with percentage 6,7% with answered "Agree", and 1 respondent with percentage of 6,7% answered "Strongly Agree".

3. Making an outline before writing

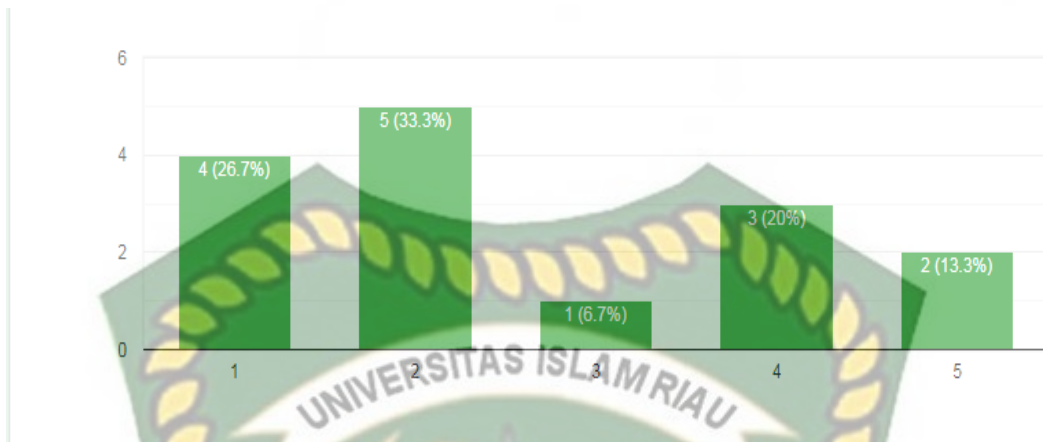
Diagram 4.3 Questionnaire's Statement Result No. 3



Based on diagram 4.3 it can be seen that the "Making an outline before writing" statement in general, the dominant respondents' answer was in the category of "Agree". From the 15 respondents, the "Strongly Disagree" category has no percentage, 3 respondents with percentage of 20% answered "Disagree", 1 respondent with percentage of 6,7% answered "Neutral", 8 respondents with percentage 53,3% with answered "Agree", and 3 respondents with percentage of 20% answered "Strongly Agree".

4. Making mind mapping in writing

Diagram 4.4 Questionnaire's Statement Result No. 4

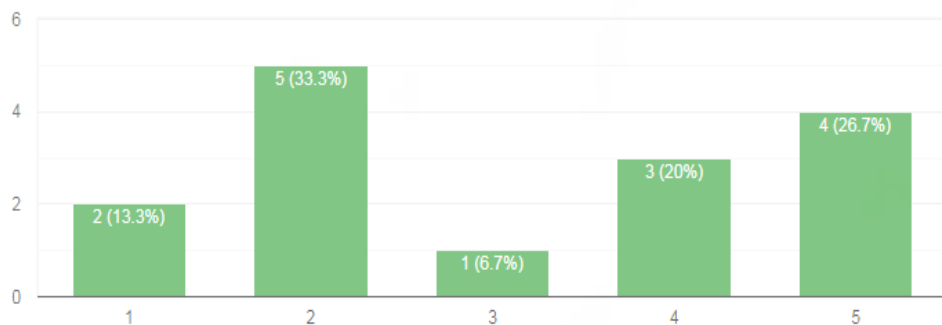


Based on diagram 4.4 it can be seen that the “*Making mind mapping in writing*” statement in general, the dominant respondents’ answer was in the category of "Disagree". From the 15 respondents, the "Strongly Disagree” has 4 respondents with percentage 26,7%, category of “Disagree” has 5 respondents with percentage of 33,3% , 1 respondent with percentage of 6,7% answered "Neutral", 3 respondents with percentage 20% with answered “Agree”, and 2 respondents with percentage of 13,3% answered "Strongly Agree”.

In the second part of the indicator is the students' difficulty in word choice. For further detail see the diagrams below:

5. Always using the simple words in writing.

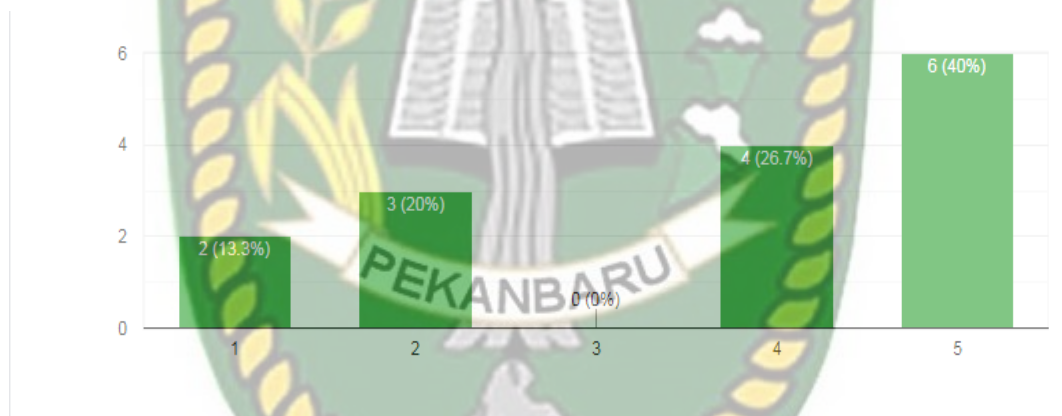
Diagram 4.5 Questionnaire’s Statement Result No. 5



Based on diagram 4.5 it can be seen that the “*always using the simple words in writing*” statement in general, the dominant respondents’ answer was in the category of "Disagree". From the 15 respondents, the "Strongly Disagree” category has 2 respondents with percentage of 13,3% , 5 respondents with percentage of 33,3% answered "Disagree", 1 respondents with percentage of 6,7% answered "Neutral", 3 respondents with percentage 20% with answered “Agree”, and 4 respondents with percentage of 26,7% answered "Strongly Agree”.

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

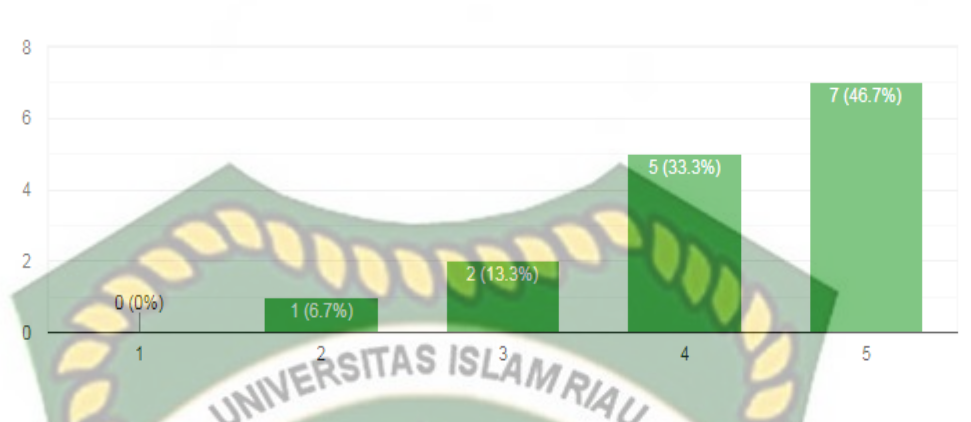
Diagram 4.5 Questionnaire’s Statement Result No. 6



Based on diagram 4.6 it can be seen that the “*by using the simple words in writing make me more confident*” statement in general, the dominant respondents’ answer was in the category of "Strongly Agree". From the 15 respondents, the "Strongly Disagree” category has 2 respondents with percentage of 13,3%, 3 respondents with percentage of 20% answered "Disagree", category "Neutral" has no percentage, 4 respondents with percentage 26,7% with answered “Agree”, and 6 respondents with percentage of 40% answered “Strongly Agree”.

7. Lack of vocabularies makes me get confusing in writing.

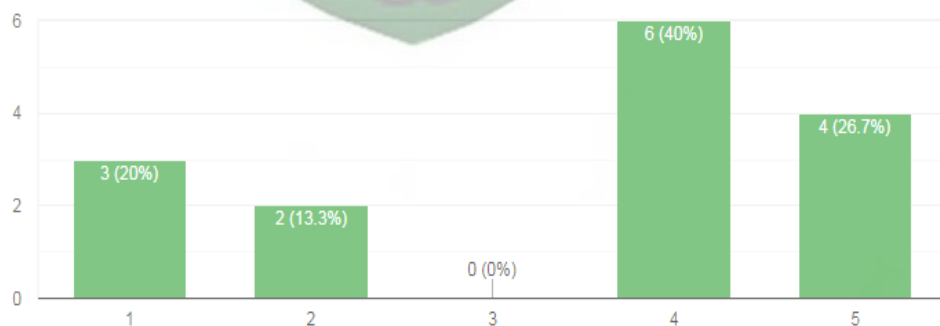
Diagram 4.7 Questionnaire’s Statement Result No. 7



Based on diagram 4.7 it can be seen that the *“lack of vocabularies make me get confusing in writing”* statement in general, the dominant respondents’ answer was in the category of "Strongly Agree". From the 15 respondents, the "Strongly Disagree" category has no percentage, 1 respondents with percentage of 6,7% answered "Disagree", 2 respondents with percentage of 13,3% answered "Neutral", 5 respondents with percentage 33,3% with answered “Agree”, and 7 respondents with percentage of 46,7% answered "Strongly Agree”.

8. Using new vocabularies take long time

Diagram 4.8 Questionnaire’s Statement Result No. 8



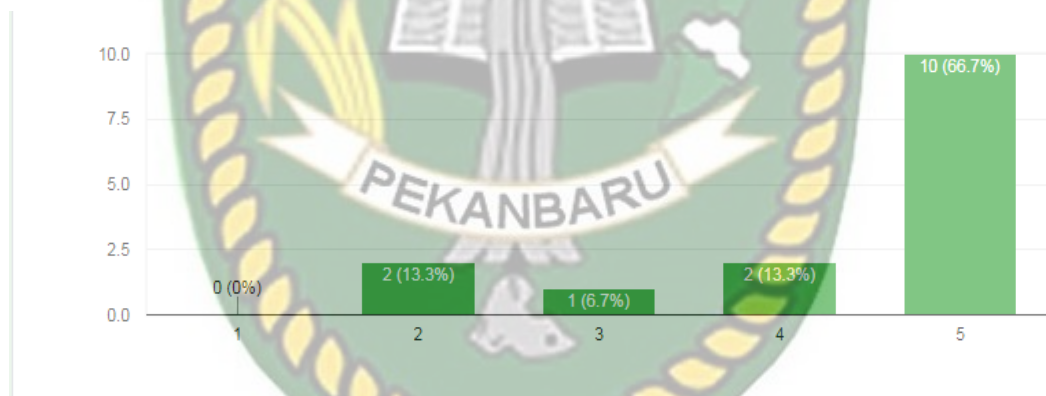
Based on diagram 4.8 it can be seen that the *“using new vocabularies*

take long time” statement in general, the dominant respondents’ answer was in the category of "Agree". From the 15 respondents, the "Strongly Disagree” with 20% and got 3 respondents, 2 respondents with percentage of 13,3% answered "Disagree", "Neutral" has no percentage, 6 respondents with percentage 40% with answered “Agree”, and 4 respondents with percentage of 26,7% answered "Strongly Agree”.

In the third part of the indicator is the difficulty of students in grammar. For further detail see the diagrams below:

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

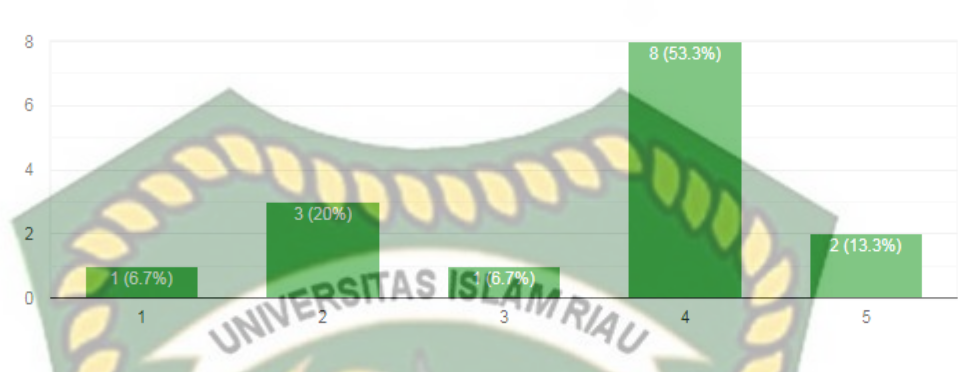
Diagram 4.9 Questionnaire’s Statement Result No. 9



Based on diagram 4.9 it can be seen that the “frequent problem in writing is to use correct of tenses” statement in general, the dominant respondents’ answer was in the category of "Strongly Agree". From the 15 respondents, the "Strongly Disagree” has no respondent, 2 respondents with percentage of 13,3% answered "Disagree", "Neutral" with 6,7% and has 1 respondent, 2 respondents with percentage 13,3% with answered “Agree”, and 10 respondents with percentage of 66,7% answered "Strongly Agree”.

10. Getting difficulties using passive voice in writing.

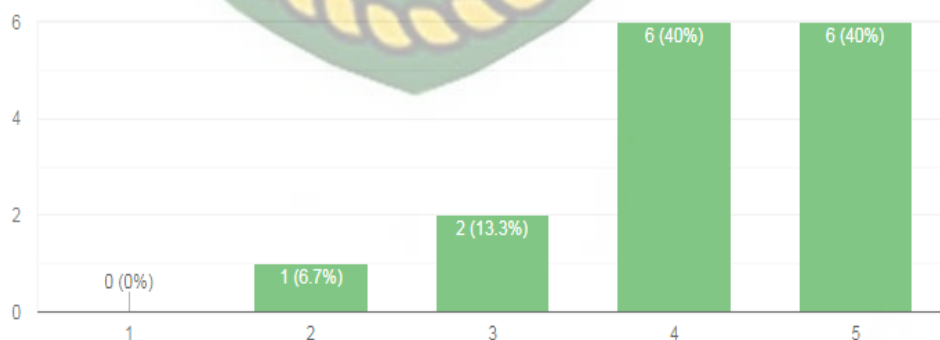
Diagram 4.10 Questionnaire’s Statement Result No. 10



Based on diagram 4.10 it can be seen that the “getting difficulties using passive voice in writing” statement in general, the dominant respondents’ answer was in the category of " Agree". From the 15 respondents, the "Strongly Disagree” with 6,7% and has 1 respondent, 3 respondents with percentage of 20% answered "Disagree", "Neutral" with 6,7% and has 1 respondent, 8 respondents with percentage 53,3% with answered “Agree”, and 2 respondents with percentage of 13,3% answered "Strongly Agree”.

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

Diagram 4.11 Questionnaire’s Statement Result No. 11

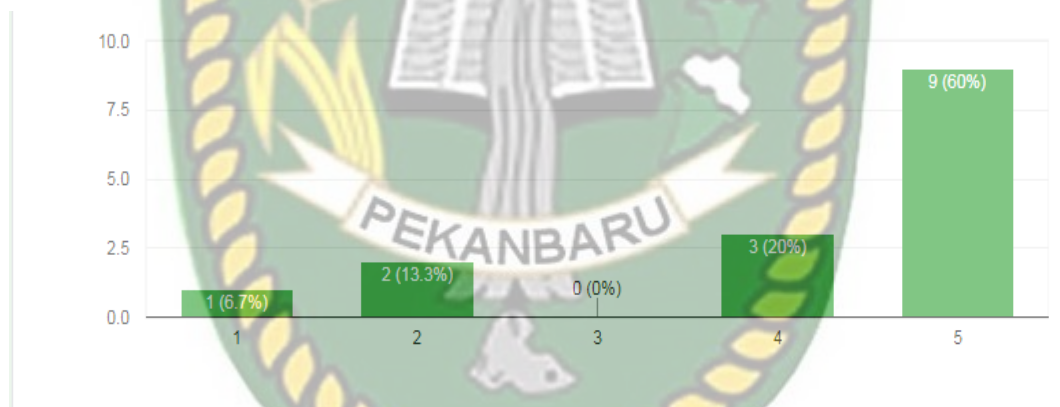


Based on diagram 4.11 it can be seen that the “*having poor grammar make my writing not so good*” statement in general, the dominant respondents’

answer was in the category of " Agree" and has the same percentage with " Strongly Agree". From the 15 respondents, the "Strongly Disagree" has no respondent, 1 respondent with percentage of 6,7% answered "Disagree", "Neutral" with 13,3% and has 2 respondents, 6 respondents with percentage 40% with answered "Agree", and 6 respondents with percentage of 40% answered "Strongly Agree".

12. Grammar makes me take long time to put the correct tenses which appropriate to the event.

Diagram 4.12 Questionnaire’s Statement Result No. 12



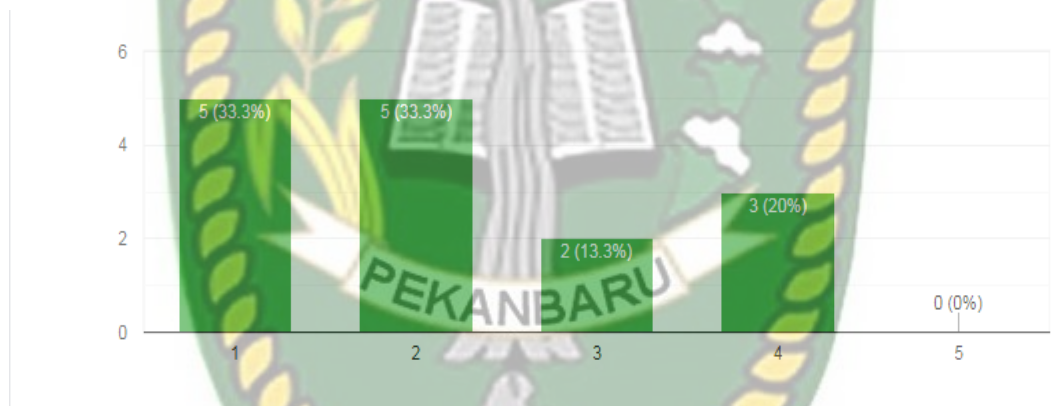
Based on diagram 4.12 it can be seen that the “*grammar makes me take long time to put the correct tenses which appropriate to the event*” statement in general, the dominant respondents’ answer was in the category of "Strongly Agree". From the 15 respondents, the "Strongly Disagree" with 6,7% and has 1 respondent, 2 respondents with percentage of 13,3% answered "Disagree", "Neutral" has no respondent, 3 respondents with percentage 20% with answered “Agree”, and 9 respondents with percentage of 60% answered "Strongly Agree".

In the fourth part of the indicator is the difficulty of students in

spelling. For further details see the diagrams below;

13. Spelling of word is not important in writing.

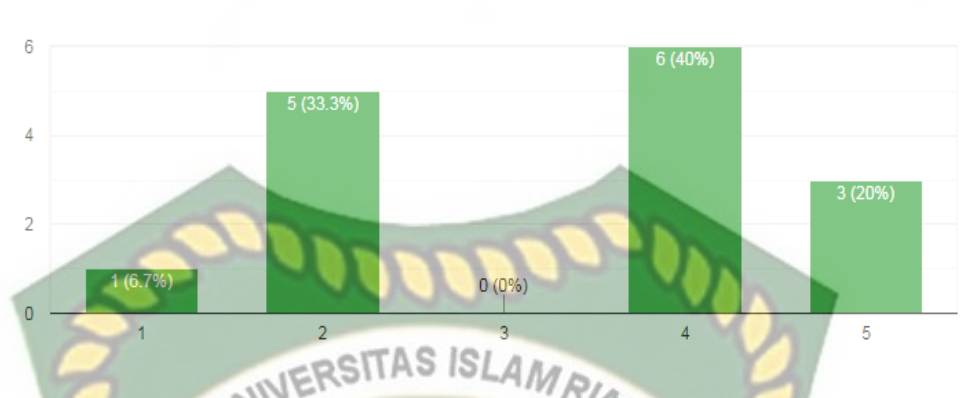
Diagram 4.13 Questionnaire's Statement Result No. 13



Based on diagram 4.13 it can be seen that the “*spelling of word is not important in writing*” statement in general, the dominant respondents’ answer was in the category of "Disagree". From the 15 respondents, the "Strongly Disagree” with 33,3% and has 5 respondents, 5 respondents with percentage of 33,3% answered "Disagree", "Neutral" has 2 respondents with 13,3%, 3 respondents with percentage 20% with answered “Agree”, and "Strongly Agree” has no percentage.

14. Getting difficulties in checking spelling of new words.

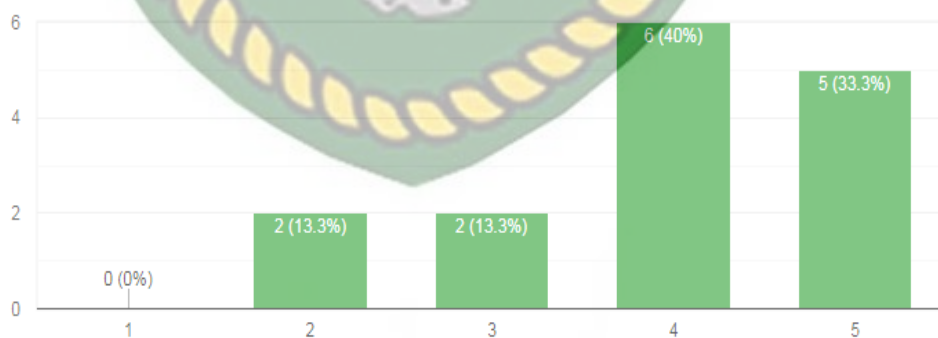
Diagram 4.14 Questionnaire's Statement Result No. 14



Based on diagram 4.14 it can be seen that the “*getting difficulties in checking spelling of new words*” statement in general, the dominant respondents’ answer was in the category of "Agree". From the 15 respondents, the "Strongly Disagree” with 6,7% and has 1 respondent, 5 respondents with percentage of 53,3% answered "Disagree", "Neutral" has no respondent, 6 respondents with percentage 40% with answered “Agree”, and "Strongly Agree” has 3 respondents with 20%.

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

Diagram 4.15 Questionnaire’s Statement Result No. 15

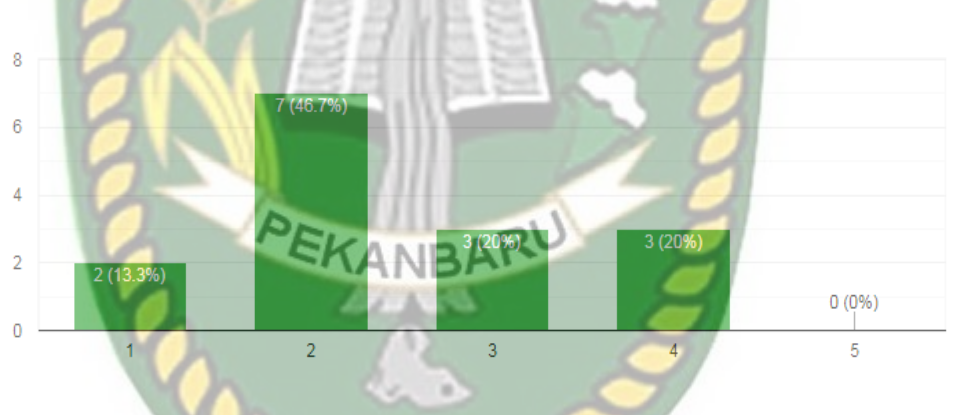


Based on diagram 4.15 it can be seen that the “*review your writing to check spelling of the words*” statement in general, the dominant respondents’ answer was in the category of "Agree". From the 15 respondents, the "Strongly

"Disagree" has no respondent, 2 respondents with percentage of 13,3% answered "Disagree", "Neutral" has 2 respondents with 13,3%, 6 respondents with percentage 40% with answered "Agree", and "Strongly Agree" has 5 respondents with 33,3%.

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

Diagram 4.16 Questionnaire's Statement Result No. 16



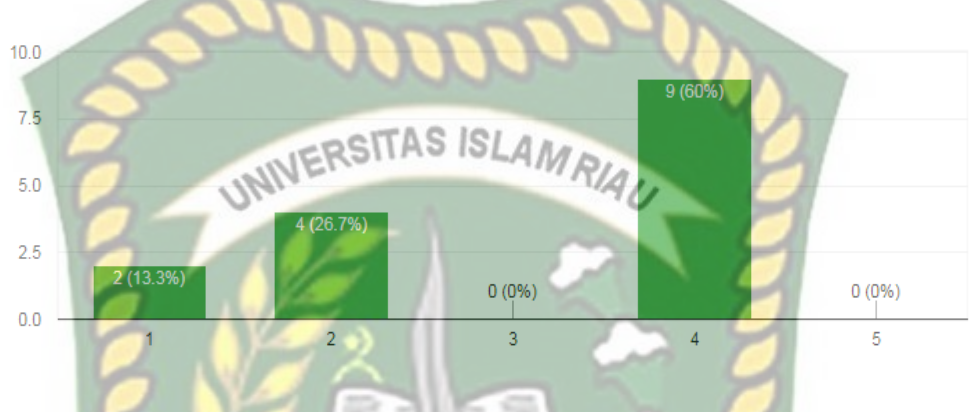
Based on diagram 4.16 it can be seen that the "checking spelling of words take longtime for me" statement in general, the dominant respondents' answer was in the category of "Disagree". From the 15 respondents, the "Strongly Disagree" has 2 respondents with 13,3%, 7 respondents with percentage of 46,7% answered "Disagree", "Neutral" with 20% and has 3 respondents, 3 respondents with percentage 20% with answered "Agree", and "Strongly Agree" has no respondent.

In the fifth part of the indicator is the difficulty of students in

supporting ideas. For further details see the diagrams below

17. I face many problems constructing the words in making supporting the ideas.

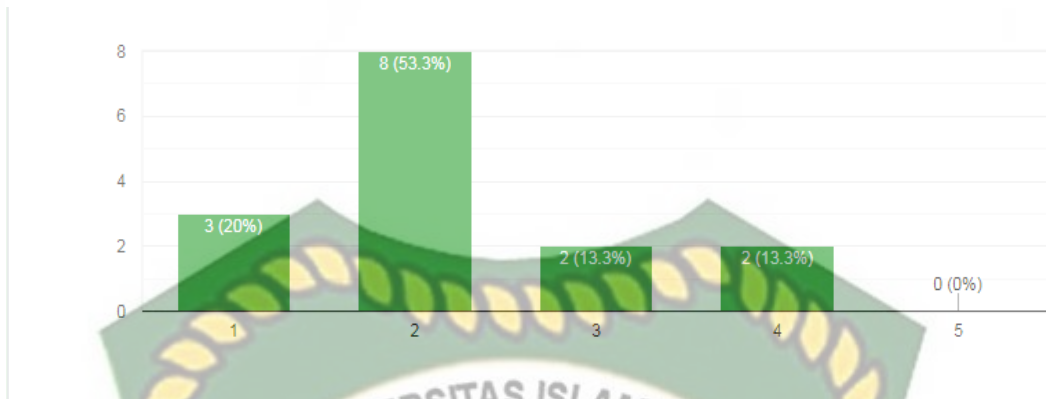
Diagram 4.17 Questionnaire's Statement Result No. 17



Based on diagram 4.17 it can be seen that the “*I face many problems constructing the words in making supporting the ideas*” statement in general, the dominant respondents’ answer was in the category of "Agree". From the 15 respondents, the "Strongly Disagree” has 2 respondents with 13,3%, 4 respondents with percentage of 26,7% answered "Disagree", "Neutral" has no respondent, 9 respondents with percentage 60% with answered “Agree”, and "Strongly Agree” has no respondent.

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

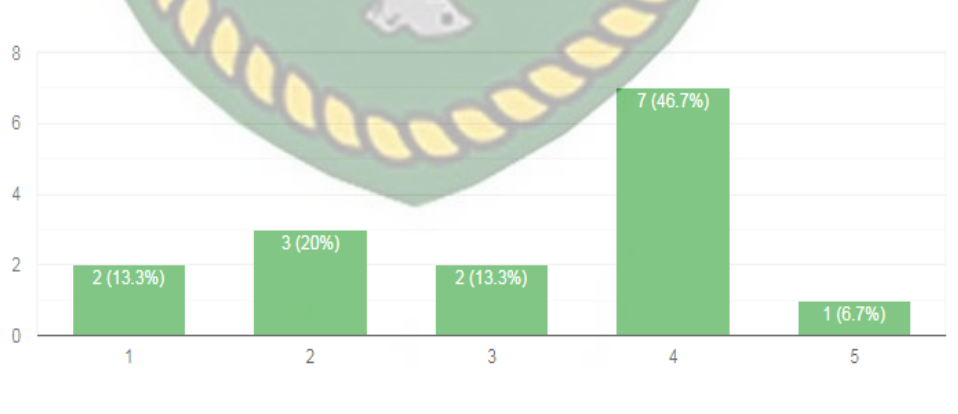
Diagram 4.18 Questionnaire's Statement Result No. 18



Based on diagram 4.18 it can be seen that the “*I am difficult to define what items that related to the topic*” statement in general, the dominant respondents’ answer was in the category of "Disagree". From the 15 respondents, the "Strongly Disagree" has 3 respondents with 20%, 8 respondents with percentage of 53,3% answered "Disagree", "Neutral" has 2 respondents with 13,3%, 2 respondents with percentage 13,3% with answered “Agree”, and "Strongly Agree” has no respondent.

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

Diagram 4.19 Questionnaire’s Statement Result No. 19

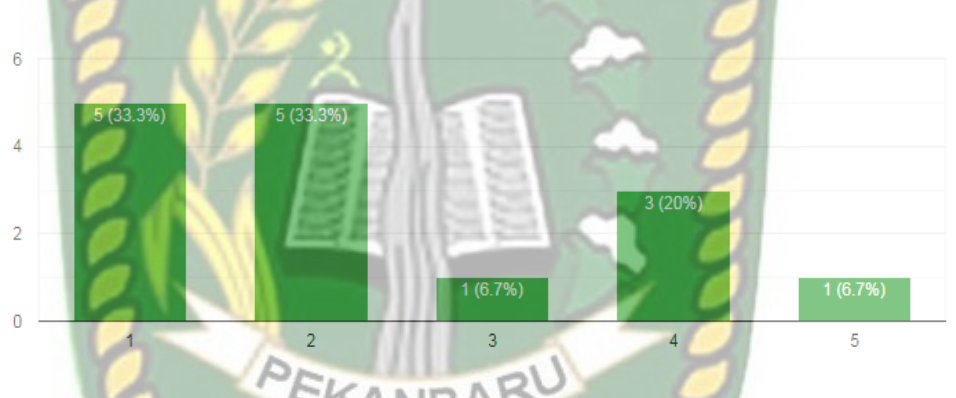


Based on diagram 4.19 it can be seen that the “*getting confused and having no idea in supporting sentence*” statement in general, the dominant respondents’ answer was in the category of "Agree". From the 15 respondents, the

"Strongly Disagree" has 2 respondents with 13,3%, 3 respondents with percentage of 20% answered "Disagree", "Neutral" has 2 respondents with 13,3%, 7 respondents with percentage 46,7% with answered "Agree", and "Strongly Agree" has 1 respondent with 6,7%.

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.

Diagram 4.20 Questionnaire's Statement Result No. 20



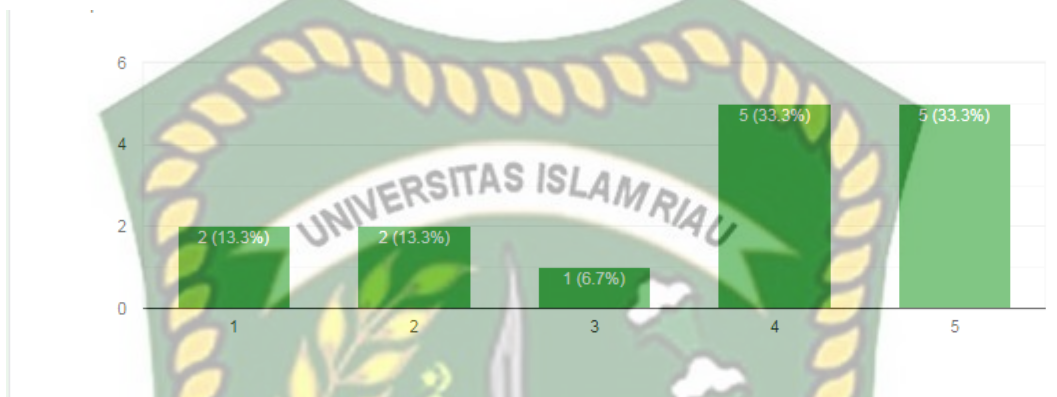
Based on diagram 4.20 it can be seen that the *"I have difficulties to find the source. not only from the internet but also the book. I am lazy to read some books. Because I should make a summary from the book that I have read. To make the idea to be coherent, it is very difficult"* statement in general, the dominant respondents' answer was in the category of "Disagree" and same with "Strongly Disagree". From the 15 respondents, the "Strongly Disagree" has 5 respondents with 33,3%, 5 respondents with percentage of 33,3% answered "Disagree", "Neutral" has 1 respondent with 6,7%, 3 respondents with percentage 20% with answered "Agree", and "Strongly Agree" has 1 respondent with 6,7%.

In the next part of the indicator is the difficulty of students in

punctuation. For further details see the diagrams below

21. Feeling confused to put the correct punctuation

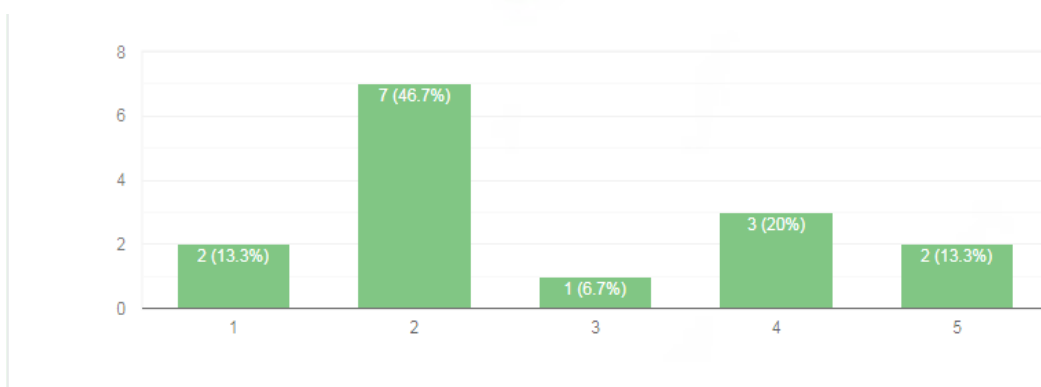
Diagram 4.21 Questionnaire’s Statement Result No. 21



Based on diagram 4.21 it can be seen that the “*feeling confused to put the correct punctuation*” statement in general, the dominant respondents’ answer was in the category of "Agree" and same with “Strongly Agree”. From the 15 respondents, the "Strongly Disagree" has 2 respondents with 13,3%, 2 respondents with percentage of 13,3% answered "Disagree", "Neutral" has 1 respondents with 6,7%, 5 respondents with percentage 33,3% with answered “Agree”, and "Strongly Agree” has 5 respondents with 33,3%.

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

Diagram 4.22 Questionnaire’s Statement Result No. 22

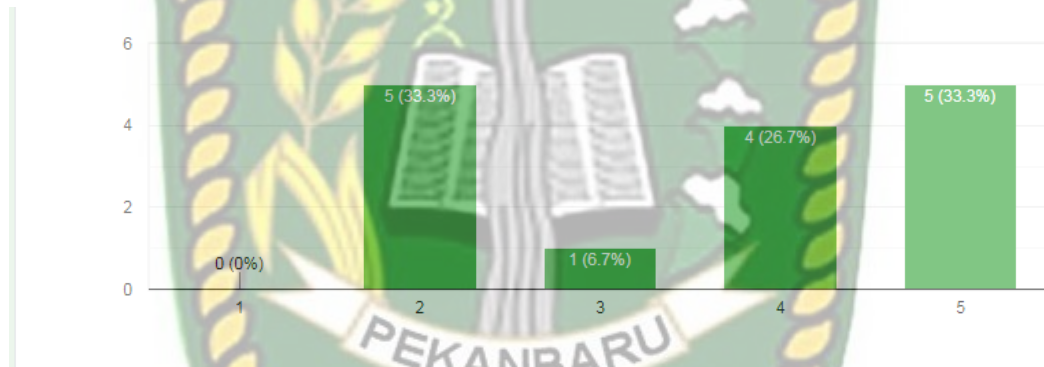


Based on diagram 4.22 it can be seen that the “*getting confused to put*

between full stop and comma” statement in general, the dominant respondents’ answer was in the category of "Disagree". From the 15 respondents, the "Strongly Disagree” has 2 respondents with 13,3%, 7 respondents with percentage of 46,7% answered "Disagree", "Neutral" has 1 respondents with 6,7%, 3 respondents with percentage 20% with answered “Agree”, and "Strongly Agree” has 2 respondents with 13,3%.

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

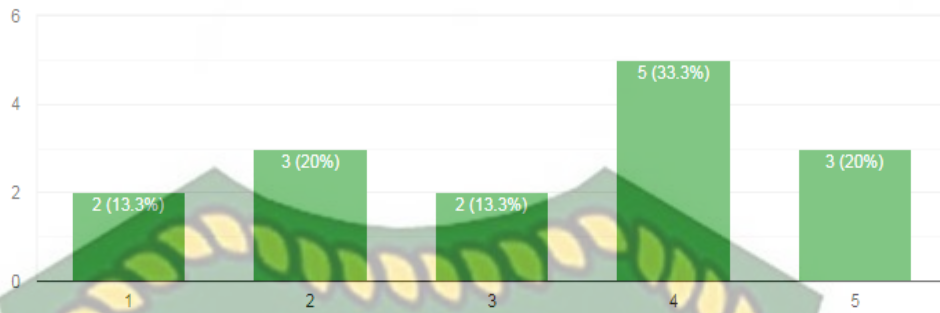
Diagram 4.23 Questionnaire’s Statement Result No. 23



Based on diagram 4.23 it can be seen that the “facing trouble in using apostrophes in contraction and possessive” statement in general, the dominant respondents’ answer was in the category of "Disagree" and same with “Strongly Agree”. From the 15 respondents, the "Strongly Disagree” has no respondent, 5 respondents with percentage of 33,3% answered "Disagree", "Neutral" has 1 respondents with 6,7%, 4 respondents with percentage 26,7% with answered “Agree”, and "Strongly Agree” has 5 respondents with 33,3%.

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

Diagram 4.24 Questionnaire’s Statement Result No. 24

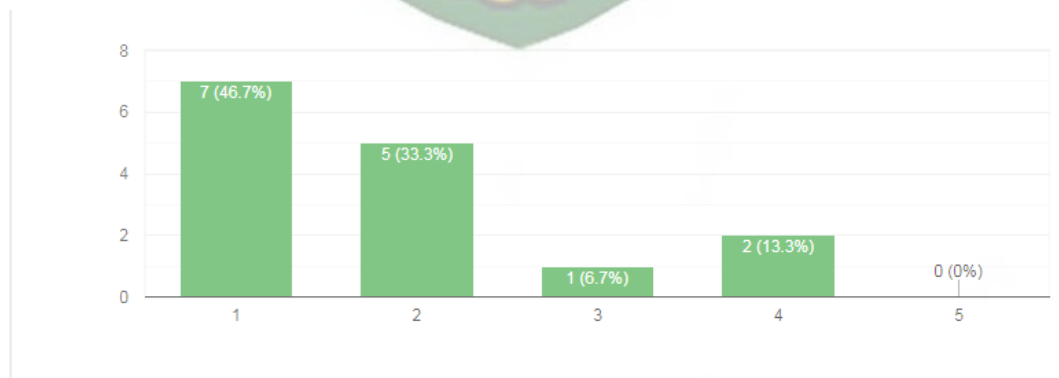


Based on diagram 4.24 it can be seen that the “*getting confused to put comma or conjunction to continue the next sentence*” statement in general, the dominant respondents’ answer was in the category of "Agree". From the 15 respondents, the "Strongly Disagree" has 2 respondents with 13,3%, 3 respondents with percentage of 20% answered "Disagree", "Neutral" has 2 respondents with 13,3%, 5 respondents with percentage 33,3% with answered “Agree”, and "Strongly Agree” has 3 respondents with 20%.

In the last part of the indicator is the difficulty of students in capitalization. For further details see the diagrams below:

25. Capitalization is not important in writing

Diagram 4.25 Questionnaire’s Statement Result No. 25

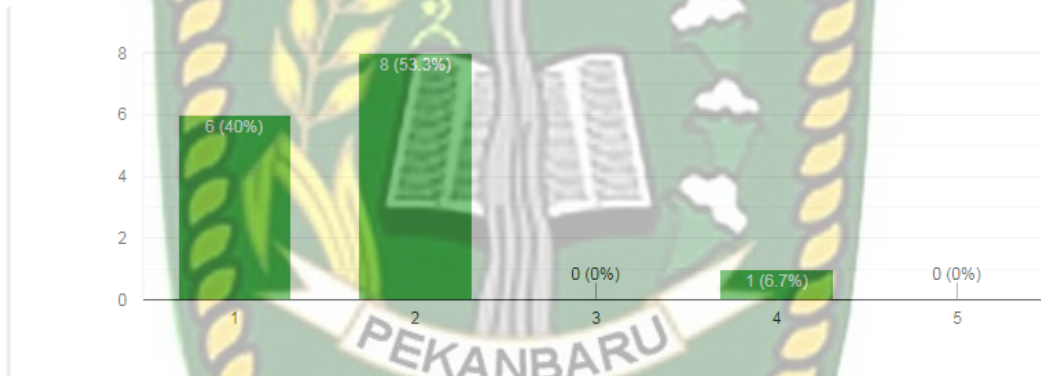


Based on diagram 4.25 it can be seen that the “*capitalization is not*”

important in writing” statement in general, the dominant respondents’ answer was in the category of "Strongly Disagree". From the 15 respondents, the "Strongly Disagree” has 7 respondents with 46,7%, 5 respondents with percentage of 33,3% answered "Disagree", "Neutral" has 1 respondent with 6,7%, 2 respondents with percentage 13,3% with answered “Agree”, and "Strongly Agree” has no respondent.

26. Sometimes forget to put capitalization after full stop.

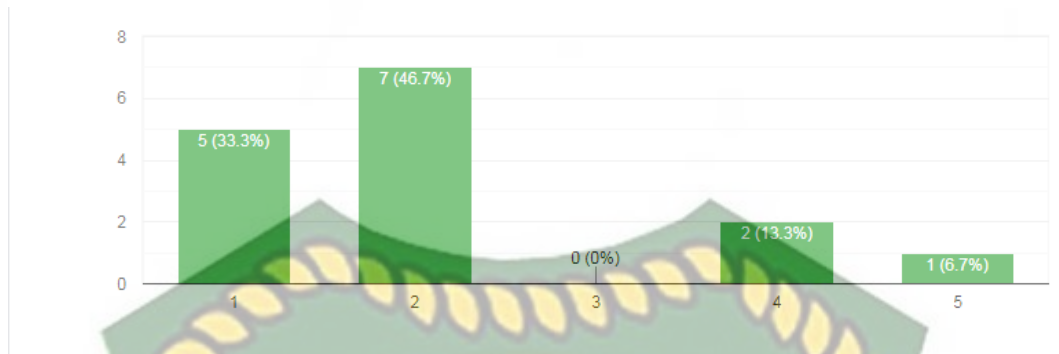
Diagram 4.26 Questionnaire’s Statement Result No. 26



Based on diagram 4.26 it can be seen that the “*sometimes forget to put capitalization after full stop*” statement in general, the dominant respondents’ answer was in the category of " Disagree”. From the 15 respondents, the "Strongly Disagree” has 6 respondents with 40%, 8 respondents with percentage of 53,3% answered "Disagree", "Neutral" has no respondent, 1 respondents with percentage 6,7% with answered “Agree”, and "Strongly Agree” has no respondent.

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

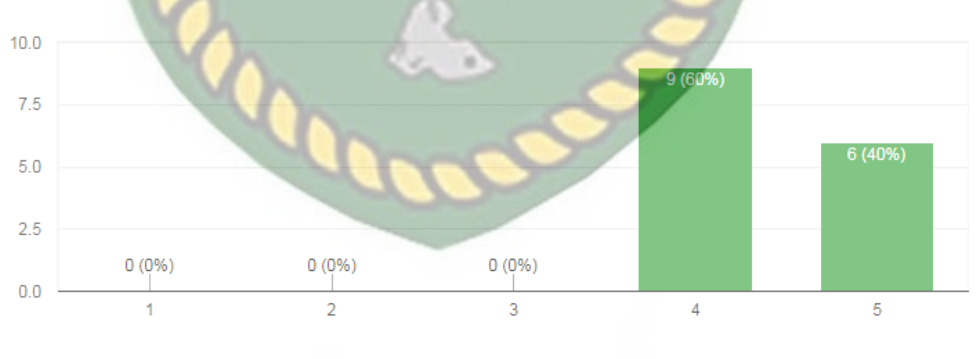
Diagram 4.27 Questionnaire’s Statement Result No. 27



Based on diagram 4.27 it can be seen that the “*getting confused to put capitalization in the first letter name of city*” statement in general, the dominant respondents’ answer was in the category of "Disagree". From the 15 respondents, the "Strongly Disagree" has 5 respondents with 33,3%, 7 respondents with percentage of 46,7% answered "Disagree", "Neutral" has no respondent, 2 respondents with percentage 13,3% with answered “Agree”, and "Strongly Agree” has 1 respondent with 6,7%.

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

Diagram 4.28 Questionnaire’s Statement Result No. 28



Based on diagram 4.28 it can be seen that the “*capitalization is needed in the first letter of person’s name*” statement in general, the dominant respondents’ answer was in the category of "Agree". From the 15 respondents, the "Strongly Disagree” has no respondent, "Disagree" has no respondent, "Neutral"

has no respondent, 9 respondents with percentage 60% with answered “Agree”, and “Strongly Agree” has 6 respondents with 40%.

Those were all of the result from the questionnaire which were consist 28 statements that grouped in seven indicators. It aimed to analyze of essay writing difficulties of the third semester students in English language education of UIR. From the result of the data above, the researcher interpreted they based on the interpretation data in chapter 3 pages 33. It can be seen as follows;

Indicators	Mean Score	Interpretation
Word Choice/Vocabulary	4.10	High
Grammar	3.88	High
Organization	3.78	High
Supporting Ideas	3.63	High
Punctuation	3.42	High
Spelling	3.25	Medium
Capitalization	2.80	Medium

Based on the result above, the highest percentage of student’s difficulties in Essay Writing is 4.10 which interpretation “High”. Then the second highest percentage is grammar 3.88 which interpretation “High”.

The data above have similar results with the relevant study researched by Agdia and Syafei (2020). Which in his research entitled “*Kinds of writing difficulties in academic writing faced by English teachers of SMKN 8 Padang*” the finding also showed that the each faces difficulties in vocabulary and

mechanics. It was proved by the average score of those aspects that were fair to poor. It also support by this research, that proved the difficulties students in vocabulary and grammar.

4.2.2 The results of qualitative data that the researcher produced with 10 selected students.

In this section, various explanations have been used to answer research questions about problems in essay writing. This finding was developed from the results of interviews with prospective students. Below is a transcript of the results of the interviews with the prospective students.

Table 1. Lack of Knowledge about Writing Stages.

Question: Do you know the sequence in the writing stages?

Interviewee	Speech
APS	Actually I don't really know and forgot some parts of writing stages.
MB	Yes I know the sequence in the writing.
DA	Yes i know the sequence in the writing but not for a whole writing that i know.
FAA	I don't really understand much about the sequence of writing stages.
AT	I don't really know about the sequence in the writing subject.
JS	I don't really know it.

LN	To be honest, I don't understand it and I prefer to write on my own techniques.
MI	No, I don't have an idea about the sequence of the writing stages.
MM	Yes I know a little bit of the sequence in the writing stages. Firstly i need to do the research, and then find the topic theme, and next revise the writing.
MA	I don't know.
RPA	I don't really know it for honestly. I am used to writing only with the knowledge I have, and what I feel is necessary and not necessary
RE	Yes I know, but sometimes I need to reread again the rules in writing.
SN	I don't really know much about it. Because I only write as best I can and then discuss it with the lecturer.

Table 2. Lack of Learners' Motivation

Question: Do you like Essay Writing Subject? Give your reason!

Interviewee	Speech
APS	I don't like essay writing subject, but i like writing. I do love in writing but not in subject because it's too formal and many

	kinds to understand.
MB	I don't like writing subjects because writing is the most difficult subjects for me.
DA	Yes I like writing, because it's fun for me, and i believe what i write today someday it will be a prayer for me later.
FAA	I think it's depending on the lecturer, because for me the way teacher give the best explanation and good treatments for us, it will give the good impact also.
AT	I don't like essay writing, because I prefer to improve my speaking than my writing.
JS	Yes I like essay writing subjects, because there are things that i can do or i learn from the writing like a new vocabulary, a patterns and i have to consider the right sentences. I also have motivation from my lecturer that is ma'am shalawati.
LN	Honestly I like writing subjects, but in some parts I don't like when there are many assignments that lecturer given to us. It makes us force any energy just in one subject.
MI	I don't really like writing, because this subject too difficult and i need to focus on. And I have a little bit motivation surrounded. I still lack on my grammar, and also lack on vocabulary.

MM	<p>Actually I don't really like essay writing, but sometimes if the topic that lecturer give to me is something I loved, I definitely do that much better.</p>
MA	<p>Sometimes I feel not loved in writing. It's hard to me to learn the writing. So, I can say that I don't like writing because it's too hard to me. My grammar is not good to produce as well writing.</p>
RPA	<p>I think I love essay writing, because i can explore myself while writing. I also learn more about the grammar, new vocabulary and so on. By writing I motivated to write on diary or daily life of me.</p>
RE	<p>I don't like the essay writing subject, because I have a lack on grammar, less vocabulary and don't know how to write well. And I have a less motivation in learn writing</p>
SN	<p>Yes, I like essay writing because it can improve my grammar and my vocabulary. And I have a motivation from my sister that has a same major in Thailand, so that's make me motivated as well.</p>

Table 3. Inadequate Time

Question: 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?

Interviewee	Speech
APS	I don't really care about the schedule in essay writing subject, because the point is how the situation in the class. How the learning process itself. Because when the teacher teaching so monotone i feel bored at the time. And the time isn't appropriate
MB	The time for me it's quite appropriate. And also the lecturer also did well to teach us in the class.
DA	I think for the time of my schedule is right. And for me, I'd better to learn at night before i go to sleep. Its make me so much focus.
FAA	For the time, I think its need much time to do the writing. Because of writing for me not as easy as that, in writing we need to think the appropriate vocabulary, grammar, and information. And i think it's better to me to have afternoon schedule.
AT	For the time I think is appropriate. And also for me to produce a good writing at the morning, because my mind will run well and still fresh to think more.
JS	I think the time of essay writing schedule is still less for me.

	<p>And it makes me only learn independently without know the right and wrong way I do. For me in the morning the best time to have a schedule like essay writing, because it has impact of my body and my mind to produce good writing. consider the right sentences</p>
LN	<p>Personally I think all the time is okay to learn essay writing subjects, but for me my skill is depend on my preparing myself when I ready to write and my brain is okay and also the time it's perfectly.</p>
MI	<p>The time is enough for me, I mean not too short and not long. If it has a long time will make me feel confused and feel bored while learning essay writing. So the time that lecturer give is perfect timing.</p>
MM	<p>I think the time that lecturer given to us is enough to produce a good writing. So for the perfect time to do the essay writing, I think it doesn't matter in which conditions. It is dependent on yours.</p>
MA	<p>For the time I prefer to learn essay writing in the morning, because I still have a fresh mind and easy to catch the knowledge. And I think the essay writing schedule have appropriate time. But I still need more longer time to learn essay writing</p>

RPA	In my opinion the time that has given to us not appropriate, because the time is afternoon that's make my friends and I feel sleepy while learning the essay writing.
RE	The essay writing schedule I think is enough. And I prefer to have a time of essay writing in the morning, because my mind still fresh when I get up.
SN	The schedule of essay writing is still less for me, because I need to ask so many things that I confused. And the time that lecturer gives to learn essay writing not appropriate. I feel very better if the schedule in the morning.

Table 4. Lack of Practice

Question: How many times your lecturer gives the opportunity to write one topic or title? Have you practice your essay writing at home? How about in the class? Do you have enough time to practice your writing?

Interviewee	Speech
APS	My lecturer only gives 30 minutes in the class to write one topics. And the end of the time we discussed that topic together. I do practice writing at home also, but not in detail. Such as for grammar and improving my vocabulary. I always give my time to practice of any skills in writing.

MB	<p>Honestly, I don't practice my skill in writing at home. Because I think the time to learn it is enough in the class. So, I will focus on do the tasks on any subjects.</p>
DA	<p>For the practice is still lack for me, because too busy to do the assignments. And also lazy to think and try by myself because there is a Google translate for now, and makes me not really care about this writing.</p>
FAA	<p>Unfortunately, I rarely practice it alone at home to improve my writing skills. For the opportunity that lecturer given to us is fine, because the lecturer give the extra time at home before do the meeting in one topic.</p>
AT	<p>For one topic the time given by my lecturer on the subject of essay writing is 2 hours or more. In class we write and discuss it together. However, to do practical writing again at home, I rarely do it. I rarely to practically write.</p>
JS	<p>The opportunity of time used is around 30-1hours, it more than enough but it also depends of the person itself. They will do practice consistently or not to have a good skills in writing. I always take my time at home to do practically every English skill, including writing. I do practice every night before go to sleep.</p>
LN	<p>My lecturer gives us one topic a week and it must be</p>

	<p>completed by a predetermined time limit. In writing I only focus on doing it when I'm in essay writing class. when I'm at home or at other times, I don't have anything practical to do and even hone my writing skills</p>
MI	<p>In writing class, I am very confident to do it, because I can ask the lecturers and even discuss with my classmates. However, I rarely practice my writing outside of class hours because, I still can't practice writing essays alone, so I need a friend to explain and practice with me.</p>
MM	<p>I don't practice writing essays when I'm at home or even in any other free time. I feel I've had enough in class. Because to do the practical itself is very difficult for me because, as I said before that I don't have enough good intentions in writing.</p>
MA	<p>As I said before, the time given to learn to write essays is still not enough for me because in writing I need a lot of practice during class. Because I still feel unsatisfied with the abilities I have when studying essay writing in class. But, gosh, when I don't repeat my skills at home either, I don't practice at all.</p>
RPA	<p>For me I don't have enough time to practice at home, also in the class. But unfortunately, I only do the practice while in the class.</p>
RE	<p>Every learning the lecturer always gives the opportunity to us.</p>

	And i also do the practice writing at home because there's a lecturer to help. But I don't do practice at my home. I feel quite enough to learn writing in the class.
SN	My lecturer has given the opportunity time to me. Because in the class have a less of time, I do practice writing at home.

Table 5. Teachers' Feedback

Question: How many essays that you have learned during this semester? Is there any feedback from your lecturer? Is it helpful for you?

Interviewee	Speech
APS	Only two kinds of essays that I learned in essay writing subjects, and I don't get the helpful feedback from my lecturer so I did it by myself only.
MB	I don't really know how many essays I did, but for me the lecturer who teach writing subject is good. And the lecturer also gives us the helpful feedback while learning.
DA	In every meeting we usually practice one topic in one paper, the maximum is around 3-6 sentences. And the lecturer has given the good feedback while in the class and that's so helpful for me.
FAA	I learned two or maybe three essays, and we always have a

	<p>time to discuss about the topic. Sometimes I am confused and the lecturer has explanation to me. The lecturer's feedback is helpful for me.</p>
AT	<p>We learned 2-3 kinds of essay writing that I remember. For the lecturer's feedback is helpful for me because the lecturer always give the corrections when we have a wrong way, and also answers the questions of us in the class.</p>
JS	<p>The lecturer's feedback is perfect, because the lecturer before start the class always give us the motivation and makes the class not to bore.</p>
LN	<p>I can't count the kinds of essay writing used. And the lecturer always gives us the feedback when one topic is finished and also has the evaluation. It's so helpful for me so far.</p>
MI	<p>The lecturer's feedback is very helpful for me. Because we can freely ask the lecturer about what we don't know in that subject. I forgot about how many essays that I learned.</p>
MM	<p>We have 3 kinds of essay writing. Descriptive, narrative, cause and effect essay. So I think the feedback of my lecturer is good. When we have a problem in something, the lecturer will re-explain it slowly.</p>
MA	<p>I don't really remember the kinds of essay writing itself. But so far I feel the lecturer's feedback is very helpful for me as a</p>

	time that we have.
RPA	To learn writing there are many things to understand, so it's need more time in the class. And for the lecturer's feedbacks also have a impact from the short time, so I don't feel satisfied about the feedback.
RE	The lecturer gives us the best feedback when we have confused things while writing.
SN	The kinds of essay writing I learned; narrative, recount, descriptive and new items essay. While in the class i have practice those essays in several times. So the lecturer also teaches us in good feedback.

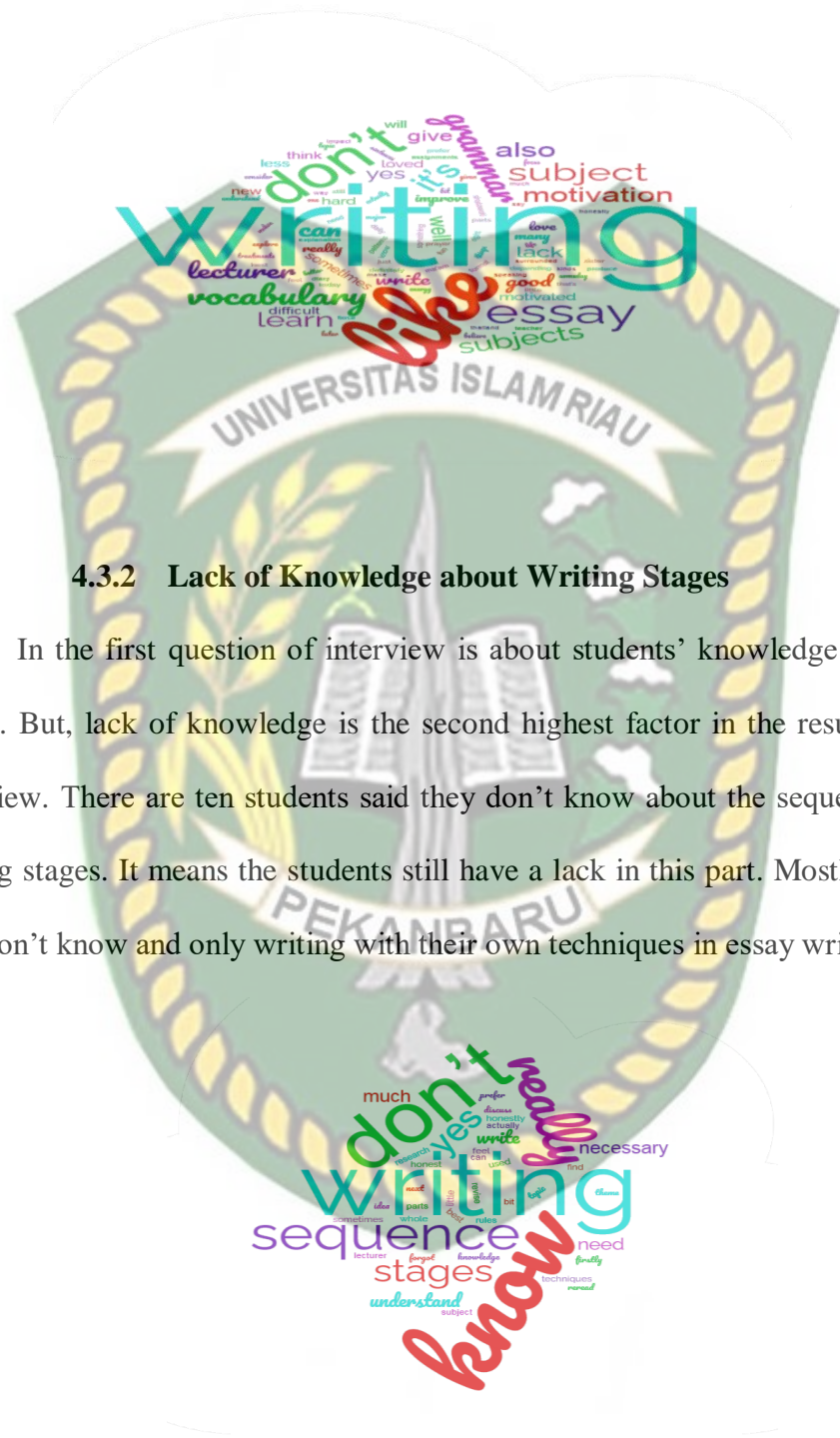
4.3 Discussion

To rank the list of factors that influence the difficulties of students in essay writing, the researcher used a word generator to find out which factors are common with each classification in this study. According to Jin (2016), a word cloud is a visual representation of language or text data that uses a weighted list. In this study, we employed the size of the typeface in the frequency type denotes the number of terms in the collection. The frequency type is the most fundamental in text data mining. There are some online word cloud generators available right now, such as "Wordclouds.com" and "jasondavies.com." Word clouds (or tag clouds) are popular, entertaining ways to visualize text data in a graphical format; however, we believe they can also be valuable assessment tools.

It supports by, DePaolo and Wilkinson (2014) state that, Word clouds can be used to analyze any type of text data, such as essays, short answers, or written responses to surveys or opinion polls. From the results of the interview, it was found that lack of motivation was the main factor that students had difficulty in writing essays. Because they do not like the subject and feel they are still lacking in grammar and vocab. This is the same as the result of Maysuroh (2017), one of the biggest factors in students' problem is low motivation.

4.3.1 Lack of Learners' Motivation

This is the highest factor that influences students to have difficulty in writing essays, students' motivation in essay writing class was discussed. The majority of participants stated that they dislike essay writing because it is difficult for them to find the suitable grammar and vocabulary structures, and they are unsure how to organize words in their sentences. Then there were four students who enjoyed essay writing subjects but did not enjoy writing in the formal way that an essay writing subject requires. The conclusion is that students who lack motivation in this topic are experiencing some writing difficulties. Other individuals appreciate the essay writing subject because they prefer writing about their daily lives. As the result show about the most common appeared in this item are [don't], [writing], [like].



4.3.2 Lack of Knowledge about Writing Stages

In the first question of interview is about students’ knowledge in writing stages. But, lack of knowledge is the second highest factor in the results of this interview. There are ten students said they don’t know about the sequence in the writing stages. It means the students still have a lack in this part. Mostly students said don’t know and only writing with their own techniques in essay writing.

4.3.3 Lack of Practice

The research revealed that lecturers allow students to compose one idea or title for one hour. Furthermore, the majority of students do not practice

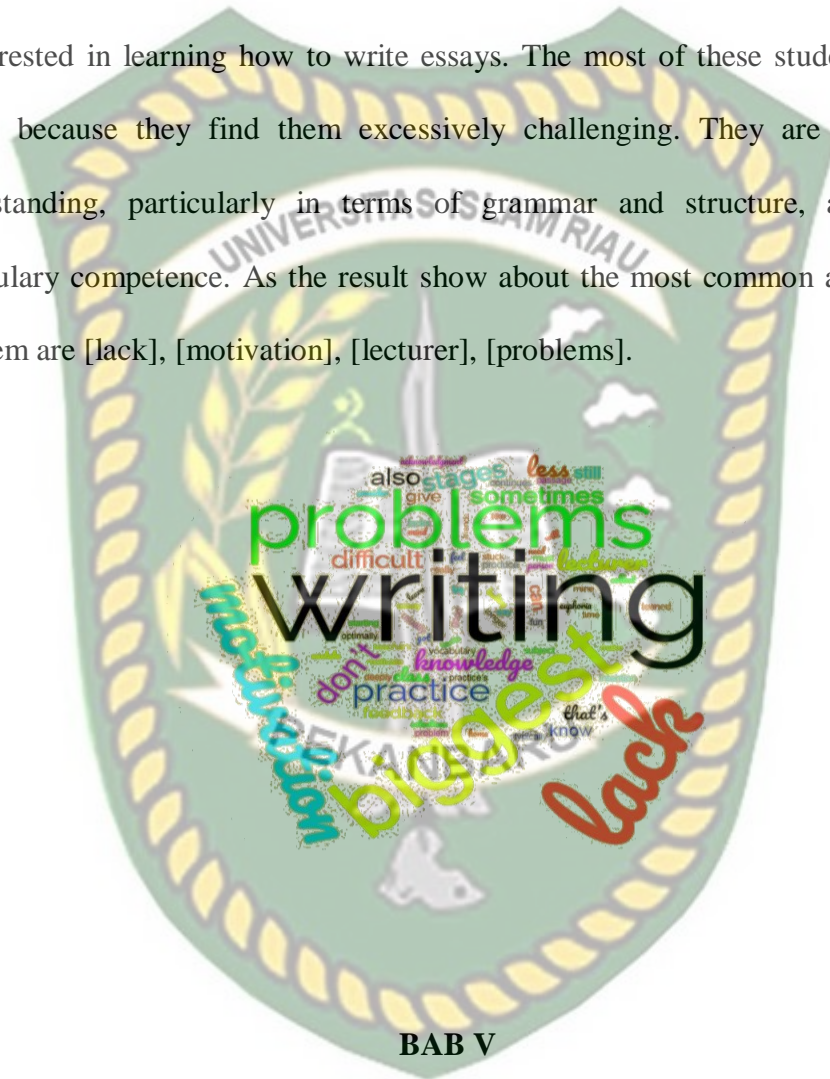
their writing at home, despite the fact that doing so will increase their overall quality. In addition, three students practice at home before going to bed. However, the majority of students does not practice at home and only study essay writing in class. They are bored, and some of them claim that they have other assignments to complete at home. As the result show about the most common appeared in this item are [practice], [don't], [home].

4.3.4 Inadequate Time

And, according to the data from the interview, the majority of students claimed that they are comfortable with the schedule time. Furthermore, three participants have expressed dissatisfaction with the essay writing timetable. Because there isn't enough time to write a good essay. They, on the other hand, feel sleepy and tired if they attend an essay writing class in the afternoon rather than the morning. As the result show about the most common appeared in this item are [time], [appropriate], [writing].

4.3.6 The Biggest Factors of Students 'difficulties in Writing

The data from all student responses revealed that the most common reason students struggle to write essays is a lack of motivation. Students are uninterested in learning how to write essays. The most of these students dislike essays because they find them excessively challenging. They are lacking in understanding, particularly in terms of grammar and structure, as well as vocabulary competence. As the result show about the most common appeared in this item are [lack], [motivation], [lecturer], [problems].



BAB V

CONCLUSION AND SUGGESTION

This chapter was divided into two sections: conclusion and suggestion. The conclusion of data drawn from the results and discussions of the data gathered in order 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 difficulties of third semester students in English language education of Universitas Islam Riau. This is the answer research questions “What are the difficulties faced by the third semester students of English Language Education of UIR ? and What are the factors of students’ difficulties in writing an essay ?.

This research focused in seven indicators which adopted from brown (2010), the seven points of students’ difficulties were Organization, Word Choice/Vocabulary, Grammar, Spelling, Supporting Ideas, Punctuation, and Capitalization.

The lowest percentage may mean that there are not too many difficult that are capitalization, which is 2.80%. In addition, the spelling goes up to 3.25%, next the punctuation goes up to 3.42%. Then supporting ideas 3.63%, and then organization with 3.78%, grammar with 3.88%, which the second higher percentage of students problems. Surprisingly, Word choice/vocabulary got the highest percentage, which is 4.10%.

It shows this percentage is the highest of the existing student problems. With this data, it gives another view to the researcher because, at first, the researcher assumed that it was grammar that would get the highest percentage of difficulty for students.

Result of interview showed that, most of students got lack of motivation in learning Essay Writing. Students are uninterested in learning more about essay writing. As a result, a lecturer's responsibility in delivering inspiration and enjoyable lessons for students is very necessary.

5.2 Suggestion

The researcher provided several suggestions as a result of this research. Those suggestions can be taken into consideration by writing instructors or teachers, students, and future researchers who are interested in conducting similar studies. The writer would like to provide the following suggestions based on the findings of the study:

a. Suggestion for Students

In this part, the researcher will discuss a few points that may perhaps aid students in their writing. They can analyze what the most common essay writing difficulties are. Furthermore, they can improve the quality of their writing when they have overcome the problems of essay writing. Furthermore, they are aware of not just the difficulties, but also the factors that influence to students' writing difficulties. As a result, it is quite beneficial for students to identify the factors and determine why something occurred. They can develop and produce better writing for the next assignment after they understand their difficulty.

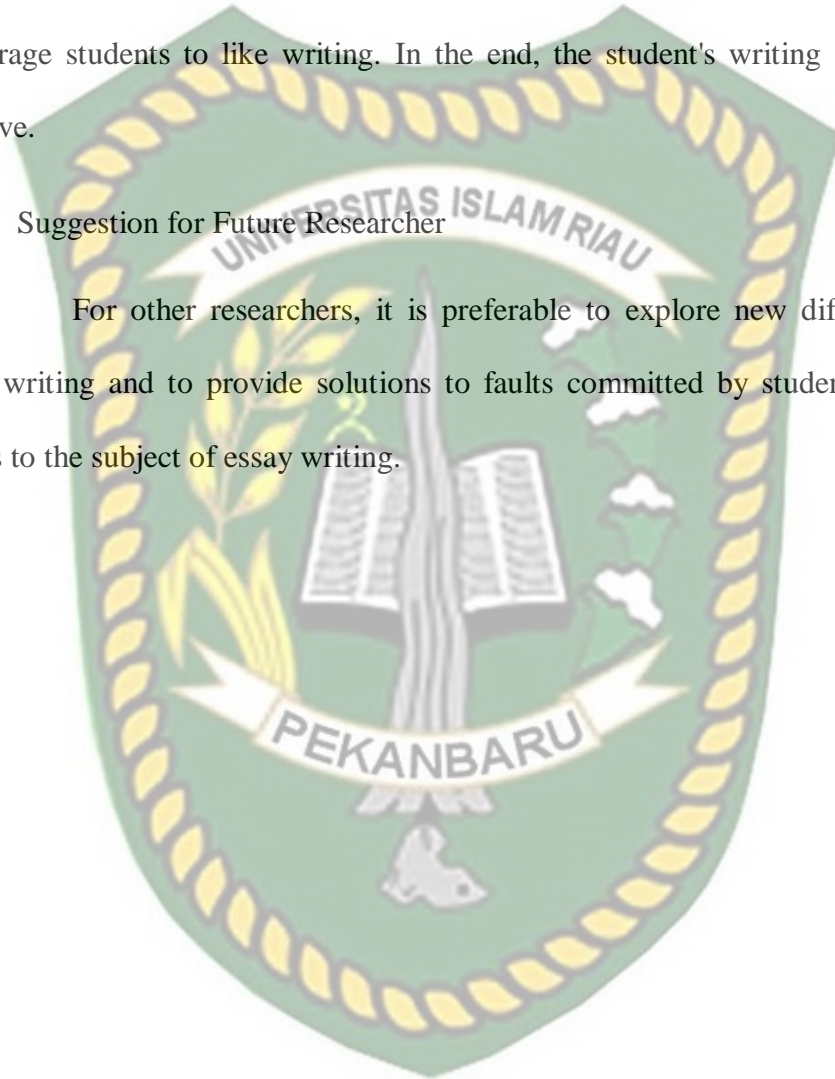
b. Suggestion for the Teacher

The teacher can create extra exercises for students to improve their writing because more writing assignments will help them grow. Hopefully, the students will get more experience and improve their critical thinking skills by

exploring more ideas in writing because they will be able to apply what they have learned in class. Furthermore, the majority of students stated that they lack motivation to write. As a result, the teacher may make the class enjoyable and encourage students to like writing. In the end, the student's writing ability will improve.

c. Suggestion for Future Researcher

For other researchers, it is preferable to explore new difficulties in essay writing and to provide solutions to faults committed by students when it comes to the subject of essay writing.



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