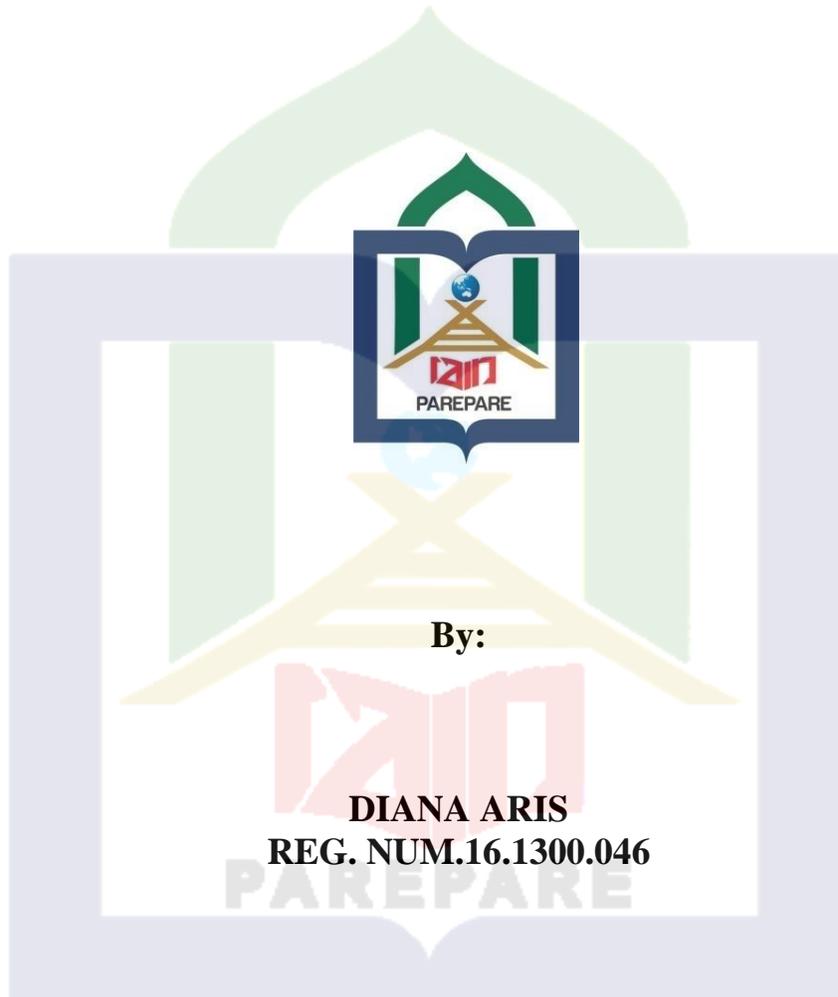


A THESIS

**THE STUDENTS DIFFICULTIES IN LEARNING WRITING
SKILL AT ENGLISH PROGRAM OF IAIN PAREPARE**



By:

**DIANA ARIS
REG. NUM.16.1300.046**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2022 M / 1443 H

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SKILL AT ENGLISH PROGRAM OF IAIN PAREPARE**



By

DIANA ARIS
Reg. Num. 16.1300.046

Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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**THE STUDENTS DIFFICULTIES IN LEARNING WRITING
SKILL AT ENGLISH PROGRAM OF IAIN PAREPARE**

Skripsi

**As Partial Fulfillment of the Requirement for the Attainment of the Degree
“Sarjana Pendidikan (S.Pd.)”**

English Program

Submitted by:

**DIANA ARIS
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PAREPARE
to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2022 M / 1443 H

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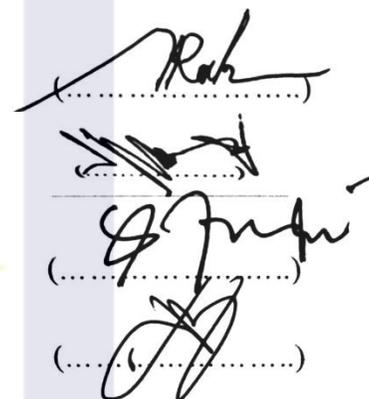
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Parepare, March, 24th 2021

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ABSTRACT

Diana Aris. *“The Students Difficulties In Learning Writing Skill At English Program Of IAIN Parepare”* (Supervised by Abd. Rauf Ibrahim and Amzah).

Writing skill is a component of language skill with an important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For that reason, writing skill is the language skill considered as most difficult to master compared with other skill. Students' difficulties in writing is the condition that makes students hard to do something or students hard to write.

This type of research is quantitative descriptive. Data collection techniques are questionnaire. The population of this research is English program of IAIN Parepare. The researcher used cluster random sampling techniques to choose the semester to be taken as a research sample. So, the sample is the fourth semester consists of 106 students. From 106 sample only 40 students fill out the questionnaire. So, the sample of this research is only 40 students. The data analysis techniques used is descriptive and using percentage formula to describe the data.

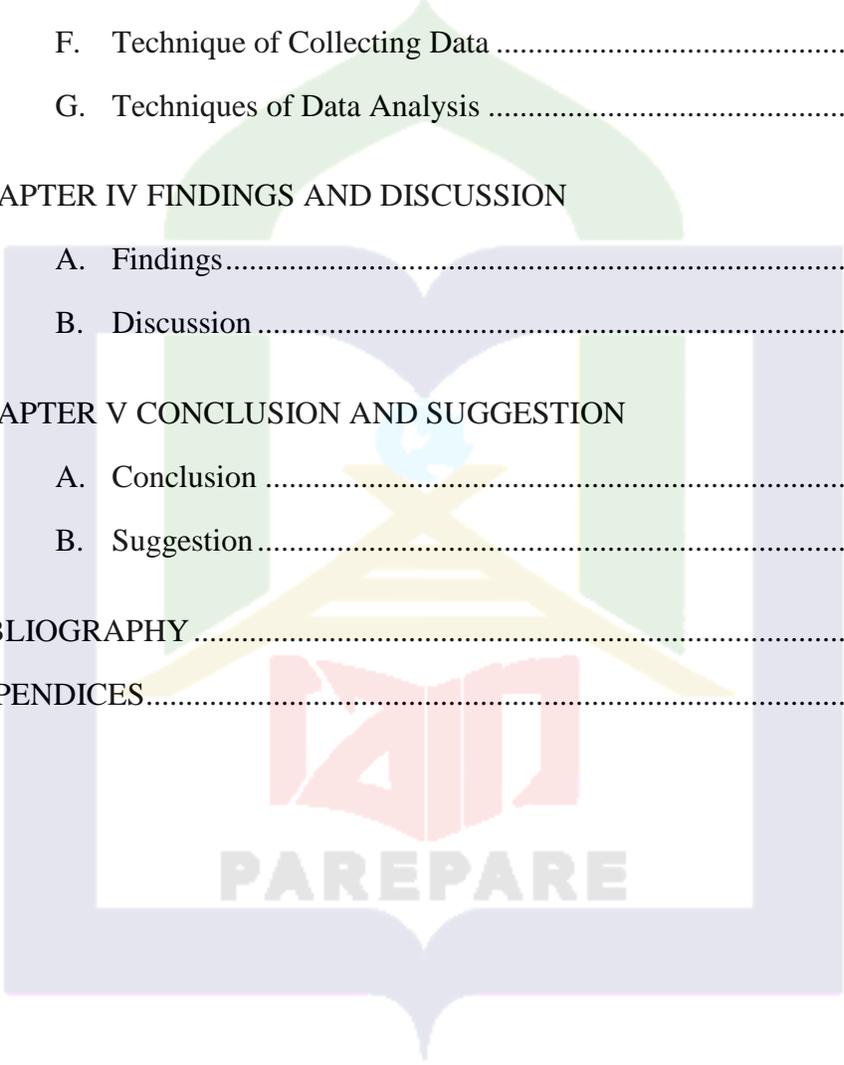
Based on data analysis, the result of this research indicated there are three aspects that make students difficult in writing. Namely Linguistic, Physiology and Cognitive. Linguistic aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitored. The second is psychological difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in developing written material or content of composition. The third is cognitive difficulty. Writing has to be through formal instruction like spelling, punctuation, capitalization and paragraphing. Writing difficulties at the fourth semester varied in the result of the students' score. The writing difficulty related to the linguistic aspect was the most difficult with score 37%, compared cognitive aspect with score 31% and physiology aspect with score 27%. In linguistic aspect, most of students had difficulty in mastering tenses compared to using the conjunction. In cognitive aspect most of students had difficulty in spelling words compared to determining punctuation. The last, in physiology aspect, most of students had difficulty because they were lazy to practice outside of class hours compared to determining the theme.

Keywords: *Writing Skill, Students Difficulties (linguistic, psychological, cognitive).*

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CHAPTER I

INTRODUCTION

A. Background

Writing skill is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For that reason, writing skill is the language skill considered as most difficult to master compared with other skills. Pouring idea and thought into writing should consider the grammar rule corresponding to the correct spelling.

Writing is proposed by Harmer, state that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.²² By learning writing, the students will get knowledge how to write effectively, how to express ideas, how to share their thoughts with anyone else through writing. Writing is the most difficult skill for second or foreign language learners to master.²³ From statement above, it can be assumed that writing is a very important subject because we have to share idea from our brain in writing. It is not easy choose the words and combine them into a good writing. Beside that we have to pay attention in the grammatical sentence. So it is normal, if the students think that writing is difficult subject because they have to pay attention many things such as; idea, concept, vocabulary and grammar.

²² Jeremy Harmer. *How to Teach Writing*. (London: Logman, 1998). p.31.

²³ Richard and Renandya. *Methodology in Language Teaching: An Anthology og Current Practice*. (Cambridge: Cambridge University Press, 2002). p. 24.

Writing skill is the most difficult and complex language skills compared to listening skills, speaking skills, and reading skills. The students must be mastered writing skill after they are master those are there skills. Many students assume that writing is the most difficult subject among other language skills, like listening skills, speaking skills, and reading skills. Because the process of writing not only writes what they feel, but also convey a message to the reader. Thefore, the students have problems to make good writing.

In English study program of IAIN Parepare, writing I is given at second semester, writing II is given at third semester, writing III at fourth semester, and the last writing IV. In writing course, students learn about how to write in English to increase students' skill in writing and to develop ideas into written form, but in fact, based on my experience when study in English program of IAIN Parepare, many student still have difficulties in building sentence. The students' difficulties in writing English can be influenced by lack of many vocabularies, and grammar, lack of written exercises and idea.

From explanation above, the researcher wants to conduct research untitled: The Student's Difficulties in Learning Writing Skill at English Program of Iain Parepare.

B. Research Question

Based on the background of the research previously covered, the researcher formulated the research question as follow;

1. What are the student's difficulties in writing at English Program of IAIN Parepare?
2. What is the dominant difficulty at English Program of IAIN Parepare?

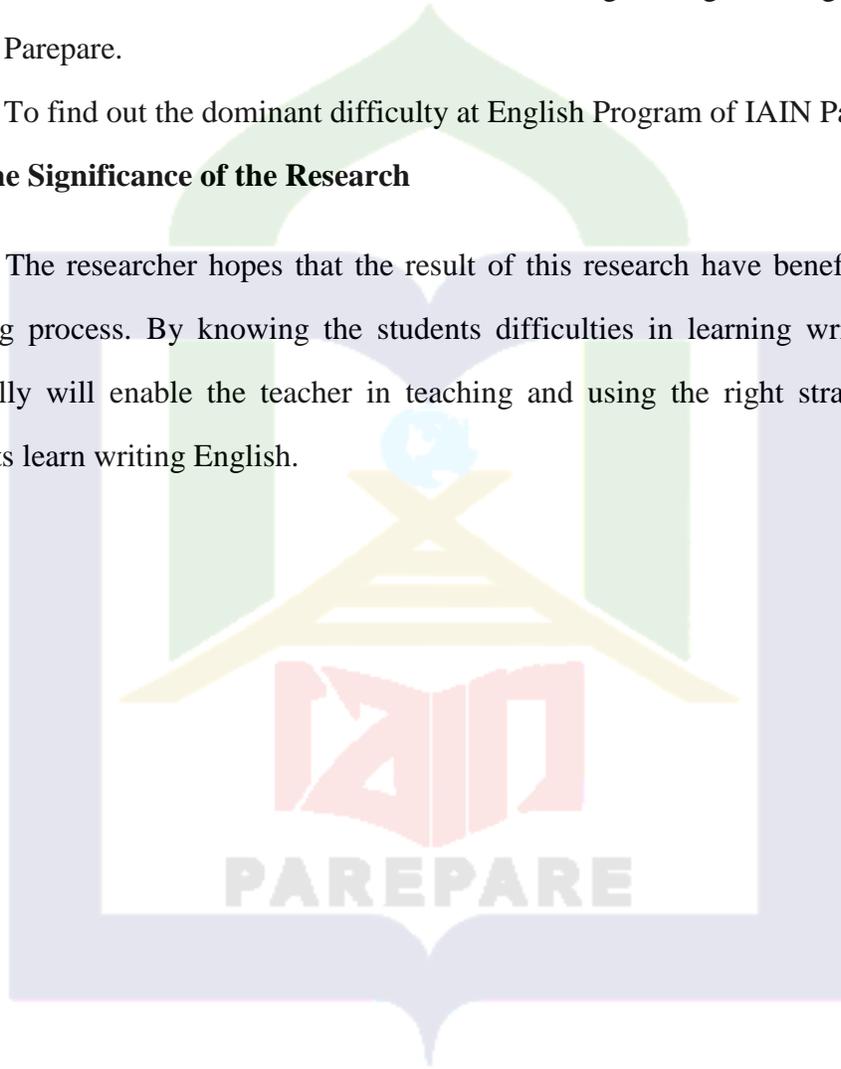
C. Objectives of Research

Based on the question above the researcher formulates the objective of the research as follow:

1. To find out the students difficulties in writing at English Program of IAIN Parepare.
2. To find out the dominant difficulty at English Program of IAIN Parepare.

D. The Significance of the Research

The researcher hopes that the result of this research have benefit in English learning process. By knowing the students difficulties in learning writing skill, it hopefully will enable the teacher in teaching and using the right strategy to help students learn writing English.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There are many research findings which are related to this research, below are some of previous research findings which are related to this research:

Kristy dwi pratiwi in her research about students' Difficulties in Writing English (A Study at the Third Semester Students of English Education Program at University of Bangkulu Academic year 2011-2012), found that students have some difficulties in writing. Based on the data, the research has grouped the difficulties into the following term:

1. Physiology aspect (content)
2. Linguistics aspect (language use and vocabulary)
3. Congnitive aspect (organization and mechanics)

Writing difficulties at the third semester varied in the result of the students' score. The writing difficulty related to the linguistics difficulty (language use and vocabulary aspects) was most difficult one compare to the Cognitive Difficulty (organization and mechanics aspect) and Physiology Difficulty (content aspect) as well.¹

Dwihandini in her research about The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University, in this study it was found that there are three factors that considered as potential causing factors of students difficult in writing thesis, namely

¹Kristy Dwi Pratiwi. "Students' Difficulties in Writing English (A Study At The Third Semester Students of English Education Program at University of Bengkulu)" (Unpublish Thesis: Universitas Bengkulu, 2012) p. 15.

psychology factor, social cultural factors and linguistic factor. The finding of the research showed that the main causes of students' difficulties in writing thesis in the psychological factor was self-esteem. While the main cause students difficulties in writing thesis in the social cultural factors was found in the communicative competence. Nonetheless the main cause of students' difficulties in writing thesis in the linguistic factors was found in domain and extent error analysis.²

Hanna Novariana, Sumardi and Sry Samiati Tarjana, in they research about senior high school students' problems in writing, found that the most internal problems challenged the students in writing are grammatical problem and the second in lack of motivation, and the next is problems in cognitive and sentence structure. However, a few students have problem in word choice and vocabulary. Furthermore, the students' external problems found in writing are because of lack of practice. It has been revealed that the reason that the students is lazy and lack of motivation to practice. And second problems most students got in writing is there is no feedback on their writing. Sometimes, teacher only give a score and correlation on their writing without any feedback and comments.³

B. The Concept of writing skill

1. Definition of writing skill

They are so many definition that people stated about writing. Writing skill is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and

² Dwihandini, "The Analysis of the Factors Affecting Undergraduate Students' difficulties in Writing Thesis in The English Department of Mahasaraswaty University" (E.Journal Program Pascabachelor Universitas Pendidikan Ganesha, 2016). p.6.

³ Hanna Novariana, Sumardi and Sri Samiati Tarjana, Senior High School Students' Problems in Writing. (E-Journal, ELLiC, 2018).p. 218.

objective. For that reason, writing skill is the language skill considered as most difficult to master compared with other skills. Pouring idea and thought into writing should consider the grammar rule corresponding to the correct spelling.

Writing is exploration where we cango to somewhere we have never known before. Is is mean that with writing we can achieve what impossible to achieve in his world. To be able to write, you just not need the mastery of a language, but knowledge as well. Be broad minded. Open your eyes to see the word through the window of your mind. Read everything you find. Even though, it is only wrapping peanut paper. Observe your environment, pay attention to the social problems in your community, and closed to the nature. These will make you the tense of writing.⁴

Writing is both physical and mental activities. At the most basic level it is physical activities of committing words or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a read.⁵ Another definition of writing is proposed by Harmer, state that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus and the teaching of english.⁶

From definition above the researcher conclude that writing is one of the four skills, process of generating ideas, person's ability to communicate information to someone or others. Writing use to express and organize idea and opinion into statements and paragraphs.

⁴ Marsudiono, Strive to Master *Sentence Writing* (Ponorogo:Muhammadiyah University of Ponorogo, 2008).p.2.

⁵ David Nunan, *Ractical English Language Teaching* (Singapore: Mcgrawhill Education. 2003) p. 88.

⁶ Jeremy Harmer, *How to Teach Writing* (London: Logman, 2004). p.31.

2. The aspects of writing

Writing involves many different aspects which every students needs to learn and comprehend. In order to create a good paragrah, the language learners are supposed to understand about the certain competencies within the text producing such as using proper vocabulary, appropriate sentence arrangenment, correct capitalization, placement, and so fort. Brown classifies the elements of writing into 5 categories namely organization, contents, grammar, mechanics, and style, the elements of writing will be explained as folows:

a. Organization

The existence of organization in writing is viewed important because is provides a framework to help the readers fulfill their expectations of the text. A piece of writing which is well-organized helps the readers to folow the text easily. It means that if a writer does not have good ability in organizing the text, the readers will face confusion. According to Brown, the writing must consist of introduction, body, and conclusion. Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitionalexpressions used: arrangement of material shows plan: conclusion logical and complete.⁷

b. Content

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

⁷ H. Douglas Brown, *Language Assesent: Principles and Classroom Practices*. (New York:Pearson Education.2004). p. 244

connected. According to Brown, writing must convey the logical development of ideas. Essay addresses the assigned topic; the idea is concrete and toughly developed; no extraneous material; essay reflects.⁸

3. Difficulties in Writing English

Like all learning problems, difficulties in writing can be devastating to a students' education. Writing skill is complex and sometimes it is difficult to teach. Requiring mastery are not only of grammatical and rhetorical devices but also conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about many different subjects through writing. If a student's fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggling with a writing problem, the writing process itself interferes with learning . students faced with such difficult odds have trouble staying motivated.⁹

The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. Writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.¹⁰

⁸ H. Douglas Brown, *Language Assesent: Principles and Classroom Practices*. p.244

⁹ Jb.Heaton, *Writing English Language Tests*. (Landon :Logman.1974).p.321.

¹⁰ Jordan, R, R. *English for Academic Purpose*. (Cambridge University Press. 1977).p. 56.

C. The Concept of Difficulties in Learning

Difficulties in learning is a reality that is often experienced at school. Especially, in the learning process. Often found a number of students who have difficulty learning. Generally, learning difficulties are events or incident that show that in achieving teaching goals. Sometimes, there are a number of students who do not completely understand the subjects are taught. Difficulties in learning consist of two word, they are difficulties and learning, before explaining about difficulties in learning we have to know what is difficulties and what is learning.

1. Definition of Difficulties

What is Difficulties?, there are so many answers of this the question, difficulties is when someone gate hard to do something, or the condition that makes people impeded to do something that is caused problem in doing it.

According to Webster comprehensive dictionary of the English language suppose that difficulties is the state or quanty of being difficult or of presenting or constituting on obstacle to achievement or mastery.¹²

Difficulties are the quality of something that makes it hard to do. Difficulties also defined as problem, thing or situation that causes problem or quality of being difficulties to do or understand.¹³

From definition above, the researcher conclude that defficulties is the condition that makes people hard to do something that is cause problem in doing it, and difficulties also defined as problem.

¹² Webster, *Comprehensive Dictionary of the English Language Webster, 2003, p. 357*

¹³ Oxford University Press, *Oxford Learners' Pocket Dictionary* (The Fourth Edition: Oxford University Press, 2008),p. 124

2. Definition of Learning

Learning is a process by which an individual achieves a whole new change of conduct as a result of his own experience in interactions with his environment. Learning is results from the interaction of stimulus and response. It is thought that a person has learned something if he can demonstrate a change in his behavior.

Learning is an aspect of complex human activities, which is not fully explained. Simple learning can be interpreted as a product of ongoing interaction between development and life experience. In the more complex meaning of learning is essentially a conscious effort an educator to teach students in order to achieve expected goals.¹⁴

From explanation above, the researcher conclude that there are some common feature to study, the first, study is a deliberate activity or effort. And the second, study result are marked by changes in behavior or new inventions. From some of the foregoing similarities it can be conclude that learning is a deliberate change in order to gain experience or change in behavior through both practice and problem solving.

From definition above the researcher conclude that learning in a permanent change in behavioral tendency as a result of training or experience and getting knowledge. Learning difficulties that learners experience are shown by obstacles in achieving the purpose of learning and thus eventually having an impact on learning achievement. Learners who experience obstacles in the process of achieving learning results will get the desired results.

¹⁴ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*. I (Jakarta: Kencana, 2010), p. 17.

From the definition above the researcher conclude that all of people is different. It is these individual differences that cause the conduct of learning among learners to vary. In the circumstances where learners cannot learn properly because there are obstacles called learning difficulties.

3. Some Students Difficulties in Writing

Difficulties in learning process are all conditions that cause students to be unable to learn. According to Bryne Donn, they are three factors that make students difficulties in writing skill. The first is Linguistic, the second is Psychological and the third is Cognitive.

a. Linguistic

Linguistic derived from the Latin “lingua” meaning language, the French language “language-langue”, Italian “lingua”, Spanish “Lengua” and English “language”. While the suffix “ics” in linguistics serves to indicate the name of a science.

Linguistic is the study of language. The stud of language helps us understand the structure of language,, how it is used, it is variations, and how it affects human thinking. Linguistics helps us understand that the languages of the world are structurally similar. Linguistics allows us to understand their similarities and origins and identify structure differences, structures, and limitations.

Linguistic functions of writing confer with the language policies well-known in a standard educational writing. The linguistic functions address the sentence adulthood the writer makes use of primarily based totally upon the traditional excellent grammar. The cappotential to write down a clear, concise, logical and

convincing paragraph or essay includes extra than simply the potential to be able to write down a grammatical sentence.

Oral communication is sustained through a process of interaction and, except in special circumstance, such as a lecture, the participants help to keep it going. Because speech is normally spontaneous, we have little time to pay attention either to organizing our sentence structure or to connecting our sentence: to some extent the latter is maintained through the process of interaction. We repeat. Backtrack, expand and so on, depending on how people react to what we say. Incomplete and even ungrammatical utterances usually pass unnoticed. Some of these features are illustrated in the sample of conversation which has been transcribed below:

Df: pete, you composed this piece at the piano. Is that how you normally work?

Pw: always. Up to this point, always. It may be that might change in the future, when I get more into, you know, working from scratch with synthesizers, but at the moment I do write at the piano. Actually I didn't ... I hardly realised I'd written this until I had! (laughs.) one of those things that just dropped out of the sky!

Df: well, how did you start, then?

Pw: er, well, we decided on a, erm, a sort of musical flavour that we should adopt for, for this particular number, and, erm, just followed where my fingers took me, really, you know. Er we .. I, had an intro I'd I was just noodling and doodling at the piano with this ... (sound of piano).

As we have seen, we also have considerable range of devices at our disposal to help get our meaning across. In writing, we have to compensate for the absence of these features: we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own.¹⁵

When EFL students are writing in the target language they frequently face a triple challenge: they must master the content and concept in English, write through a language which they may not fully command and within a cultural context that is completely different from their own. Furthermore, some of the topics that EFL students are required to write are too difficult, for the majority of these students are still struggling with and worried about composing complete sentences. So, they are all the time wrestling with a different language and a different way to express ideas and feelings on a paper.¹⁶

When writing in English, they encounter not only the struggles that writers usually face, but also the challenges for working in a language in which they are not proficient. Thus, these students are often afraid to write and are reluctant to write. Many students abandon topics of interest because they are unable to express themselves in adequate English; others are preoccupied with producing correct English vocabulary and grammar students are unable to convey their ideas well, thus affecting the quality and content of their writing.¹⁷

¹⁵ D. Byrne. *Teaching Writing Skills*. (London: Logman Press. 1988).

¹⁶ J.B. Heaton, *Writing English Language Tests. A Practical Guide for Teachers of English*. 5th Edition. (London: Logman. 1979).

¹⁷ J.B. Heaton, *Writing English Language Tests. A Practical Guide for Teachers of English*. 1979.

Among the many language difficulties the students initially encountered were those related to vocabulary like spelling and word choice. They could not spell the words, could not know their meaning or identify their sound representations, and did not know the English term. Students found themselves using a limited number of words again and again.

One reason for the limited variety of words could be a difference between English and Indonesian. If the students think in Indonesian even partially, when writing in English, they tend to use a very limited number of corresponding English words and expression even if they try to translate; there are not always equivalents from one to other. Apparently, having a good knowledge of grammar does not mean that one can use those structures well. Still a lot of students showed many grammatical errors in their writing; the most frequently reported error category was subject-verb agreement.¹⁸

The affecting factors which become the psycho-affective factors that will affect the undergraduate students to create good thesis writing are: Low of confidence, fear of failure, anxiety, and motivation.

1) Anxiety

The construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness. Anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. More simply, anxiety is associated with feelings of uneasiness, frustration, self- doubt, apprehension, or worry.

¹⁸ S. Afrin, "Writing Problems of Non-English Major Undergraduate Students in Bangladesh: An Observation". (Open Journal of Social Science, 2016). p.104-105.

Task anxiety is the most frequent affective variable related to student performance and achievement. Research results consistently show a negative effect of anxiety on academic performance.

2) Lack of Confidence

Lack of confidence is one of common problem among students in writing thesis. They will have a tendency to be inconsistent or capable, even though they have good abilities. Lack of confidence called is fear of failure. fear of the supervisor's feedback or fear of the supervisor him or herself can also have an effect on the student's ability to write. fear is related less to something the supervisor may have done but more to the student's own image of the supervisor as a punishing and judging figure.

3) Lack of Motivation

Motivation is also become a factor make students difficulties in writing. motivation is one of the most important factors which has a great influence on language learning.

b. Psychological

Psychology is the clinical examine of ways humans behave, suppose and feel. Psychologists examine the whole thing approximately the human revel in from the simple working of the human mind to consciousness, memory, reasoning and language to character and intellectual health.

Psychology is the science of mind and bahavior. Psychology includes the study of conscious and unconscious phenomena, as well as feelings and thought. It is an academic disciipleine of immense scope. Psychologists also seek an undestanding of the emergent properties of brains, linking the discipline to neuroscience. As a

social science, psychologists aim to understand the behavior of individuals and groups.

1. Factors that affect students Psychological

There are two factors that affect students psychological. Namely, internal and external factors.

a. Internal factors

Internal factors are related to psychis conditions or problems than exist in students. Such as:Lazy, lack of motivation, Interest and many others.

The students with learning difficulties are not motivate to write in English for a number of possible reasons. Therefore, this lack of motivation can have a strong negative effect on the students' development in writing English and their low motivation intensity contribute to the students' vocabulary problems in writing¹⁹. Not just motivation, diligence is also essential. If students lazy to practice in out of class. Hen they would be difficult in English studies. So, the diligence is very essential.

Speech is the natural and normal Medium of communication for us in most circumstance s and accustoms us both to having someone physically present when we use language and to getting feedback of some kind. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.²⁰

The desire on the part of the writer to communicate something is very important because it is much more difficult for students to write about something they have no

¹⁹ F. Al-Khasawneh. "Writing for Academic Purposes: Problems Faced by Arab Postgraduate Students of the Collage of Bussiness". (UUM. ESL World, Issue 2 (28)vol. 9. 2010).

²⁰ D. Byrne." *Teaching Writing Skills*".(Landon: Logman Press. 1988).

interest. Most of writers write less well if they are obliged to write about something that they do not want to write about. So then, the students' motivation is said to strongly related to how the students go about acquiring writing knowledge.²¹

b. External factors

External factors are factors that come from outside learners. Such as: Family, Teacher, and many others.

The family is the first foundation of what the child will be and will also have a profound effect on the child's thinking and learning process, and family is a recognized informal education in the education world.

Family environment powerfully influences students learning. In educational psychology book explained that: "situation of family (father, mother, sister, brother) very influential to children of the success in family. Parental education, economic status, home, the relationship of parents, words and guidance of parents can be effect the learning achievement of children".²² According to Dalyono the family is the primary and first center of education. But it can also be a factor behind learning difficulties.²³ It is meant that family is one of the factors that encourage student's success in the learning process.

Not just family, teachers can also be the cause of student's difficulties in learning. Teachers are the spearhead of school education. Without a teacher, process would not have learned to each in an institution of education. A teacher has a very heavy responsibility, not only for the duties of the classroom but also for the teacher to play an important role in school and in society. A teacher or lecture becomes a

²¹ D. Byrne." *Teaching Writing Skills*".(Landon: Logman Press. 1988).

²² H.Djaali, *Psikologi Pendidikan*, Jakarta: Bumi Aksara, 2008. P.99.

²³ Dalyono M, *Psikologi Pendidikan* . Jakarta:Rineka Cipta, 1997. P.238

second parent for every student. He/she has to bring up the students to be education people. Teacher's behavior, personality, education and the way he/ she teach determine the achievement of the students.²⁴

From definition above the researcher conclude that teachers don't just give students knowledge, but one who can make learners analyze the lesson. English teachers could be interpreted as someone who could give knowledge about components such us the vocabulary or grammar. However, those characteristics are the ideal figure of a teacher profile. In reality, somehow the teaching-learning process still has some barriers causes the problems of students learning. It is the teacher who can be one of the factors.

The linguistics features in writing include four types: syntax, grammar, vocabulary and mechanics:

1) Syntax

Syntax is defined as the ways in which words are put together to form phrases, clauses, and sentences. The syntactical features in writing refer to types of sentence construction: simple, compound, complex, or compound complex sentences.

2) Grammar

Grammar in writing is defined as the ways in which the writer handles basic rules of writing, such as parallelism, pronoun reference, double negatives. the grammatical features in writing refer to the use of grammatical errors in a sentence that include awkward construction and

²⁴ Yahya Kudsiah, *Analysis of Some Causal Factors of Students' Problem In Learning English* (Skripsi: Department Of English Education The Faculty Of Tarbiyah And Teachers' Training Syarif Hidayatullah State Islamic University) Jakarta 2019.

agreement errors. Specifically, grammatical errors cover: agreement, tenses, word order, articles, pronouns, prepositions, and other parts of speech.

3) Vocabulary

Vocabulary in writing refers to the word choice used to express ideas appropriately. The vocabulary includes: sufficient arrangement and variation, effective word or idiom choice and usage, correct form of word form mastery, e.g. accurate prefixes, compound words, word classes, and appropriate register.

4) Mechanics

Mechanics in writing refers to ways the writer handles basic convention of writing, such as punctuation, spelling, and capitalization. The mechanical errors include punctuation errors, spelling errors, capitalization errors, paragraphing, and handwriting.

c. Cognitive

Cognition is characterized as the mental activity or handle of obtaining information and understanding through thought, involvement, and the faculties. According to Baron and Byrne, Cognitive theorists believe that learning involves the integration of events into an active storage system comprised of organizational structure termed schemata.²⁵

Schemata serve a number of capacities in human cognition. In expansion to putting away data in long-term memory. They define system into which unused data must fit in arrange to be understood.

²⁵ Baron and Byrne, Social Psychology. London: Allen and Unwin. 1987.

So, cognition may be a person's belief about something that's obtained from the method of considering approximately somebody or something. The method carried out is to procure information and control information through exercises of recalling. Analyzing, understanding, surveying, thinking, envisioning and talking. One method to get information is by reading books.

There may be a number of reasons for the causes of these cognitive problem, one of them is lack of extensive reading. We believe that erecting the link between reading and writing would be make better for the students' writing assignments. With this in mind, the language skills (reading and writing) are both processes of making meaning that involve similar patterns of thinking and similar linguistic components. Both skills trigger schemata about the language, content and form of the topic.

In addition, the students lack available writing resources. Though, there are many English printed materials and online learning resources and if there is any, it has not been really used by the students due to several reasons. First, many English book available in school library are mainly about grammar, vocabulary, and reading. There may be instances where writing books are ordered but after they have been put on the shelves, they will remain untouched because they are not needed.

Learning resources is important in providing rich input for the students. Among useful resources that the students can get access are materials in the school library such as books, journal online, writing software to help the students edit their work in terms of vocabulary choice and grammar. It is also suggested that peers and teachers are crucial to the development of the students' writing performance because through

interaction, the students get feedback and comments which foster problem solving skills necessary in writing.²⁶

The last, the students lack training and practice. Learning a second or foreign language is different from acquiring a first language in many perspectives. The students need time to process and explore the new language by themselves as they learn. Writing skill in particular, has its own rules and conventions, and it is difficult to learn in a short period of time.²⁷ Therefore, the students should be provided with opportunities to practice writing both inside and outside classroom contexts.

The human grow up learning to speak and in normal circumstances spend much of our time doing it, we also appear to speak without much conscious effort or thought and generally we talk because we want to, about matters which are of interest or relevant to us socially or professionally. Writing, on other hand, is learned through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organise our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

Finally, writing is a task which is often imposed on us, perhaps by circumstances. This not only has psychological effect; it may also cause a problem in terms of content- what to say. Being at a loss for ideas is a familiar experience to most of us we are obliged to write.²⁸

²⁶ Wary Octaviana Dwi. "The Causes of EFL Students' Difficulties in Writing English" (Unpublished Thesis: Sekolah Tinggi Keguruan dan Ilmu Pendidikan Garut, 2016).p.7.

²⁷ J. Williams. *Teaching Writing in Second and Foreign Language Classrooms*. (USA: McGraw Hill. 2005).

²⁸ D. Byrne. "Teaching Writing Skills". (London: Logman Press. 1988). p.5.

the cognitive problems faced by students include problems of punctuation, capitalization, spelling, content and organization:

1) Punctuation

The fact that punctuation has never been standard to the extent as spelling, makes it is problematic. Students' writing encounter punctuation problems as there are no universal rules of punctuation.

2) Capitalization

Capital letters are useful for sentence initials, the beginning of mportant words, in topics, headings. owever, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. The rules of capitalization are not universal and classifying nouns as proper and common noun is difficult for students.

3) Spelling

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for student.

4) Content

Learners of English as a second or foreign language are also faced problems of exploring ideas and thought to communicate with others.

5) Organization

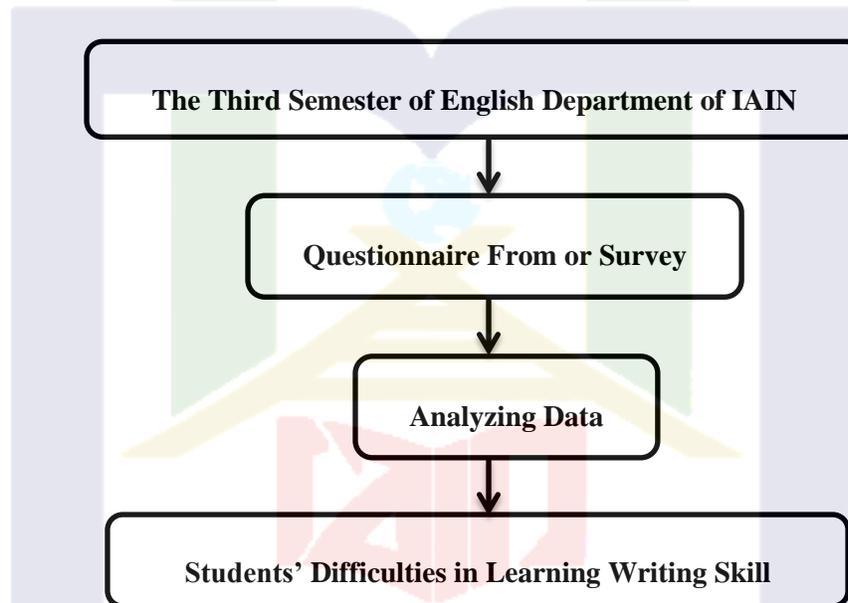
learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. the other problem of organization in student' writing is the

difficulty of differentiating a topic and supporting ideas or generalizations and specific details.

D. Conceptual Framework

Framework is a picture of the pattern of relationships between concepts or variable in a horror manner which a complete picture of the focus of research. The framework of thought is usually put forward in the form of a schematic chart.²⁹

The conceptual framework of this research will be drawn as follows:



This research will consist of quantitative research by following questioner instrument, in the beginning of process, the researcher spread the questioners on google form about their perception, the questioner found out about their difficulties in learning writing skill. Then the reseacher collect the data. The writer used percentage formula to secribe the data.

²⁹ Sekolah Tinggi Agama Islam, *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013), p.26.

E. Operational Definition of Variable

1. Students Difficulties in Writing skill

The definition variable showed on students' difficulties in writing skill. As we know that there are still many students who have difficulty in writing. It shows students have been taught to write from semester 2 to semester 5, but students still feel trouble.

First difficulty referred to the difficulty which is condition that makes students hard to do something that is cause problem in doing the writing process. This research explained three categories problems that make writing difficult:

1. The first difficulty is linguistic. This indicator referred to the linguistic aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitored.
2. The second difficulty is psychological, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focus on difficulty in develop written material or content of composition.
3. The third difficulty is cognitive. Writing has to be through formal instruction like spelling, punctuation, capitalization and paragraphing.

So, these three categories will be examined by researcher to see the comparison of the three categories. So that the researcher can find out which category makes students most difficult in writing.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive quantitative in survey design in order to answer the proposed question. Descriptive research describes the current status of an identified variable. These research projects are designed to provide systematic information about a phenomenon. This method used to identifying the students' difficulties in learning writing skill.

B. Location and Time of the Research

1. Location

Related to the title of this research, the location was done in IAIN Parepare which specialized in English Program.

2. Duration

The duration of this research was about one month.

C. Population and Sample

1. Population

According to Hanlon and Large, a population is all the individuals or units of interest; typically, there is not available data for almost all individuals is a population.¹

From explanation above the researcher conclude that the population is all objects to be studied. The population in this study was all of students English department of IAIN Parepare.

¹ Bret Samples and Populations. (University of Wisconsin:Madison.2011).p 7.

Table 3.1 Population of the students

SEMESTER	NUMBER OF STUDENTS
3	106
5	124
7	117
9	139
TOTAL	486

Source: Administration of IAIN Parepare

2. Sample

A sample is a subject of the individuals in a population; there is typically data available for individuals in samples.² So that The researcher conclude that sample is part of the population that is the object researcher.

The researcher used cluster random sampling technique to choose the semester to be taken as a research sample. The researcher took one semester of them randomly without paying attention on their skills. There is no special semester and one semester of them could of them could represent the other semesters. So, the sample is the third semester, consists of 106 students.

D. Kind and Source of Data

Based on the source, research data can be grouped into two types of data, namely primary and secondary data. As for what meant by the primary data is data obtained directly from the response or object under study. While secondary data is data collected and reported from agencies or library books.³

² Bret Hanlon and Bret Large. *Sample and Population*. (University of Wisconsin: Madison, 2011) p.7.

³ H.Moh. Pabuntu Tika, *Metodologi Riset Bisnis* (Cet, 1; Jakarta: PT Bumi Aksara, 2006), p.57

Primary data in this study will be obtained from respondents through questionnaire or survey and secondary data researcher collect data from visiting libraries, study centers, and reading many books.

E. Instrument of The Research

Questionnaire was used for the first step to find information of students, According to Hornby, Questionnaire is a written or printed list of question to be answered by number of people, especially as a part of survey. While Yusuf said that questionnaire is an investigation carried out by sending a questionnaire to respondents who have been determined and after being filled out the questionnaire is returned to the research.⁴ The questioner form was adaptation from the fulfill questioner of J.B. Heaton on his book of *Writing English Language Tests.A Practical Guidefor Teachers of English*.⁵

The questionnaire consisted at twenty questions that focused on students difficulties in learning English, especially in learning writing, and to make students easier to fill in the questionnaire, the researcher write it in Indonesian. The researcher made an electronic questionnaire in the form of a Google Form, then send it to groups of whatsapp respondent.

F. Technique of Collecting Data

In the process of collecting data, the researcher distributed questionnaire to students using google form to find out students ‘difficulties in learning writing shared

⁴ Sri Mulyani, “Students’ Perception and Motivation Toward English E-Learning During Covid -19 Pandemic (A Study at The Tenth Graders at SMK N 1 Suruh)” (Thesis: Universitas of Suruh). p.35.

⁵ J.B. Heaton, *Writing English Language Tests.A Practical Guidefor Teachers of English*”. 1979.

by researcher via whatsapp, then the researcher collect the data. The writer used percentage formula to describe the data.

G. Technique of Data Analysis

The researcher used to explain the information or data that were obtained as technique of data analysis, therefore the data can be comprehend by the writer or anybody who wants to know the result of the research. In analyzing the data, the writer used percentage formula to describe the data.

1. Calculation the Rate Percentage of The Students Score:

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

Where:

P= Percentage

F= Frequency

N=Number of Sample

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The questionnaire is one of data collection used in this research. The purpose of questionnaire is to find out the students difficulties in learning writing skill at English program of IAIN Parepare. The researcher used an electronic questionnaire in the form of a Google Form, then send it to groups of whatsapp the fourth semester of IAIN Parepare. The researcher began distribute questionnaire on february 20 to february 26, 2021. From 106 sample only 40 students fill out the questionnaire.

1. The Analysis of Questionnaire

a. Students Difficulties in Linguistic

Table 4.1. Q1. I Felt Difficult in Learning Writing Skill because not Mastering Grammar.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	17	42,5%
Agree (A)	12	30%
Netral (N) Sometimes (S)	10	25%
Disagree (D)	1	2,5%
Strong disagree (SD)	0	0%
	40	100%

Table 4.1 indicates that 17 students (42,5%) answered “Strong Agree”, 12 students (30%) answered “Agree”. It means that 72,5% students difficulties in learning writing skill because not mastering grammar. In addition, 10 students (25%) answered “Netral or Sometimes”, it means that 25% students sometimes find it difficult but

sometimes they do not feel difficult in learning writing skill. The last, 1 student (2,5%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that only one students did not find it difficult and mastering grammar. So, most students choose Agree with 42,5% because of the difficulty in mastering grammar and the lowest is disagree with 2,5% because some of them feel grammar is not difficult.

Table 4.2.Q2. I Felt Difficult in Learning Writing Skill because not Mastering Vocabulary.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	16	40%
Agree (A)	14	35%
Netral (N) Sometimes (S)	7	17,5%
Disagree (D)	3	7,5%
Strong disagree (SD)	0	0%
	40	100%

Table 4.2 indicates that 16 students (40%) answered “Strong Agree”, 14 students (35%) answered “Agree”. It means that 75% students difficulties in learning writing skill because not mastering vocabulary. In addition, 7 students (17,5%) answered “Netral or Sometimes”, it means that 17% students sometimes find it difficult but sometimes they do not feel difficult in learning writing skill. The last, 3 students (7,5%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that only three students did not find it difficult and mastering vocabulary. So, most of the students choose agree because the did not mastering vocabulary and only a few choose disagree because the feel mastering vocabulary.

Table 4.3.Q3. I was Difficult in Making Sentences because it is Difficult to Choose the Correct Vocabulary.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	13	32,5%
Agree (A)	12	30%
Netral (N) Sometimes (S)	14	35%
Disagree (D)	1	2,5%
Strong disagree (SD)	0	0%
	40	100%

Table 4.3 indicates that 13 students (32,5%) answered “Strong Agree”, 12 students (30%) answered “Agree”. It means that 62,5% students difficulties in learning writing skill because it’s hard to choose the correct vocabulary. In addition, 14 students (35%) answered “Netral or Sometimes”, it means that 35% students sometimes find it difficult but sometimes they do not feel difficult in choose the correct vocabulary. The last, 1 student (2,5%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that only one students did not find it difficult to choose the correct vocabulary. So, most of students choose agree because many student difficult in making sentence. One of the reasons is the lack of vocabulary. And the lowest is disagree because they do not find it difficult in makin sentence.

Table 4.4.Q4. I Felt Difficult in Making Sentence because not Mastering Tenses.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	15	37,5%
Agree (A)	15	37,5%
Netral (N) Sometimes (S)	5	12,5%
Disagree (D)	5	12,5%
Strong disagree (SD)	0	0%
	40	100%

Table 4.4 indicates that 15 students (37,5%) answered “Strong Agree”, 15 students (37,5%) answered “Agree”. It means that 75% students difficulties in learning writing skill because not mastering tenses. In addition, 5 students (12,5%) answered “Netral or Sometimes”, it means that 12,5% students sometimes find it difficult but sometimes they do not feel difficult in making sentences because tenses. The last, 5 students (12,5%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that only five students did not find it difficult in making sentences because tenses. So, most of students chose agree because they find it difficult to make sentence because they do not mastering tenses. One of the reasons is non memorizing the 16 tenses formula. And the lowest is disagree. Because think that they have mastered tenses. They are able to make good and correct sentence.

Table 4.5.Q5. I was Difficult in Learning Writing Skill but I'm Good at Speaking Lessons.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	6	15%
Agree (A)	5	12,5%
Netral (N) Sometimes (S)	19	47,5%
Disagree (D)	6	15%
Strong disagree (SD)	4	10%
	40	100%

Table 4.5 indicates that 6 students (15%) answered “Strong Agree”, 5 students (12,5%) answered “Agree”. It means that 27,5% students difficulties in learning writing but good in speaking. In addition, 19 students (47,5%) answered “Netral or Sometimes”, it means that 47,5% students sometimes find it difficult but sometimes they do not feel difficult in writing and speaking. The last, 6 students (15%) answered “Disagree” and 4 students (10%) answered “Strong Disagree”. It means that they have difficulty in writing but are proficient in speaking, because they could be proficient in writing and speaking lessons. So, most of student choose Agree because they difficult in learning writing skill but very good in speaking lesson and the lowest is disagree because they are proficient in learning both.

Table 4.6.Q20. I was Difficulty in Using Conjunction when Writing.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	2	5%
Agree (A)	21	52,5%
Neutral (N) Sometimes (S)	12	30%
Disagree (D)	5	12,5%
Strong disagree (SD)	0	0%
	40	100%

Table 4.6 indicates that 2 students (5%) answered “Strong Agree”, 21 students (52,5%) answered “Agree”. It means that 57,5% students difficulties in using conjunction when writing. In addition, 12 students (30%) answered “Netral or Sometimes”, it means that 30% students sometimes find it difficulty in using conjunction but sometime they not difficulties in using conjunction. The last, 5 students (12,5%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that only five students did not find it difficult in using conjunction when they writing. So, most of students choose agree because they difficult in using conjunction when writing and the lowest is disagree because they can’t use conjunctions correctly.

b. Students Difficulties in Phycology

Table 4.7.Q6. I was Difficult in Learning Writing because I Lazy to Practice outside of Study Hours.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	14	35%
Agree (A)	11	27,5%
Neutral (N) Sometimes (S)	11	27,5%
Disagree (D)	4	10%
Strong disagree (SD)	0	0%
	40	100%

Table 4.7 indicates that 14 students (35%) answered “Strong Agree”, 11 students (27,5%) answered “Agree”. It means that 62,5% students difficulties in learning writing because they lezy to practice in outside of class. In addition, 11 students (27,5%) answered “Neutral or Sometimes”, it means that 27,5% students sometimes they lazy to practice and sometimes they do not lazy to practice in outside class. The last, 4 students (10%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that only four students who are diligent in practice outside of class hours. So, most of students choose agree because they lazy to practice in outside class hours. While the lowest is disagree because they study hard event though they are outside the classroom.

Table 4.8.Q7. Lack of Motivation Make it Difficult for Me to Learn Writing

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	3	7,5%
Agree (A)	16	40%
Neutral (N) Sometimes (S)	15	37,5%
Disagree (D)	6	15%
Strong disagree (SD)	0	0%
	40	100%

Table 4.8 indicates that 3 students (7,5%) answered “Strong Agree”, 16 students (40%) answered “Agree”. It means that 47,5% students difficulties in writing because don’t have motivation when they lern English. In addition, 15 students (37,5%) answered “Netral or Sometimes”, it means that 37,5% students sometimes find it difficulty in writing because don’ have motivation whent they writing. But, some time they have motivation when lern English. The last, 6 students (15%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that only six students did not find it difficult in writing because they have a strong motivation and desire to lern to write. So, most students choose agree because they find it difficult to learn to write due to lack of motivation. And the lowest is disagree because during writing lessons they have a strong motivation to learn it.

Table 4.9.Q8. I Have Difficulty in Writing Lessons because that Lessons is not my Interest.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	5	12,5%
Agree (A)	18	45%
Netral (N) Sometimes (S)	9	22,5%
Disagree (D)	7	17,5%
Strong disagree (SD)	1	2,5%
	40	100%

Table 4.9 indicates that 5 students (12,5%) answered “Strong Agree”, 18 students (45%) answered “Agree”. It means that 57,5% students difficulty writing Because writing is not they interest. In addition, 9 students (22,5%) answered “Netral or Sometimes”, it means that 22,5% students sometimes find it difficulty writing but sometimes not fine difficult in writing because interest. The last, 7 students (17,5%) answered “Disagree” and 1 students (2,5%) answered “Strong Disagree”. It means that only eight students did not find it difficult because interest. So, most of the students choose agree because writing is not their interest. Thus making it difficult for them to receive lessons. And the lowest is disagreeing because they think writing is their interest.

Table 4.10.Q13. I was Difficult in Learning Writing because the Techniques that Teacher use in Teaching are not Maximum.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	1	2,5%
Agree (A)	10	25%
Netral (N) Sometimes (S)	17	42,5%
Disagree (D)	12	30%
Strong disagree (SD)	0	0%
	40	100%

Table 4.11 indicates that 1 student (2,5%) answered “Strong Agree”, 10 students (25%) answered “Agree”. It means that 27,5% students difficulties in learning writing because the techniques that teacher use in teaching are not maximum. In addition, 17 students (42,5%) answered “Netral or Sometimes”, it means that 42,5% students sometimes they feel difficult because the techniques that teacher use in teaching are not maximum but sometime they not feel difficult. The last, 12 students (30%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that 12 students not feel difficult because techniques that teacher use. So, most students choose disagree because they think the technique used by the lecture is very good and has been maximized. While, the lowest is agree because it considers the technique used by the lecture is not maximum.

Table 4.11.Q16. I was Difficult in Writing because I did not know what should I Write.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	8	20%
Agree (A)	13	32,5%
Netral (N) Sometimes (S)	11	27,5%
Disagree (D)	8	20%
Strong disagree (SD)	0	0%
	40	100%

Table 4.12 indicates that 8 students (20%) answered “Strong Agree”, 13 students (32,5%) answered “Agree”. It means that 52,5% students difficulties in writing because they did not know what should they write. In addition, 11 students (27,5%) answered “Neutral or Sometimes”, it means that 27,5% students sometimes they don’t know what should they write and sometimes they know what should they write. The last, 8 students (20%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that eight students not feel difficulty and know what they have to write. So, most students choose agree because they think writing is very difficult and in writing lessons they don’t know what should they write. Meanwhile, the lowest is disagree because they think writing is easy and coming up with ideas when writing is not difficult.

Table 4.13.Q10. I Found Difficult in Writing Lessons because the Lecturer Explains it is not Optimal.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	0	0%
Agree (A)	7	17,5%
Netral (N) Sometimes (S)	15	37,5%
Disagree (D)	18	45%
Strong disagree (SD)	0	0%
	40	100%

Table 4.13 indicates that 0 students (0%) answered “Strong Agree”, 7 students (17,5%) answered “Agree”. It means that 17,5% students find it difficulty in writing lessons because the lacturer explains it is not optimal. In addition, 15 students (37,5%) answered “Netral or Sometimes”, it means that 37,5% students sometimes find it difficulty in writing lessons because the lacturer explains it is not optimal but sometimes they not find difficulties. The last, 18 students (45%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that 18 students did not find it difficulty because the lecturer explain it is not optimal. So, the highest choice was disagree because they considered the lecture’s explanation to be very maximal and understood it very well. Meanwhile, the lowest is agree. Because they find it difficult to understand the explanation given by the lecturer.

c. Students Difficulties in Cognitive

Table 4.14. Q11. I was Difficult in Writing because I Rarely Read Books.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	16	40%
Agree (A)	11	27,5%
Netral (N) Sometimes (S)	10	25%
Disagree (D)	3	7,5%
Strong disagree (SD)	0	0%
	40	100%

Table 4.14 indicates that 16 students (40%) answered “Strong Agree”, 11 students (27,5%) answered “Agree”. It means that 67,5% students difficulty writing because they rarely read books. In addition, 10 students (25%) answered “Netral or Sometimes”, it means that 25% students sometimes find it difficulty writing but sometimes not fine difficult in writing because rarely read books. The last, 3 students (7,5%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that 3 students did not find it difficult because rarely read books. It can be concluded that many students find difficulty because rarely read books than those who not find it difficult. So, the highest choice was strong agree because they have difficult in writing because the rarely read books. Meanwhile, the lowest is disagree. Because they did not find difficult in reading.

Table 4.15.Q12. I was Difficult in Writing Lessons because it is Difficult to Understand the Lessons.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	7	17%
Agree (A)	18	45%
Netral (N) Sometimes (S)	11	27,5%
Disagree (D)	4	10%
Strong disagree (SD)	0	0%
	40	100%

Table 4.15 indicates that 7 students (17%) answered “Strong Agree”, 18 students (45%) answered “Agree”. It means that 62% students difficulty writing because not understand the lessons. In addition, 11 students (27,5%) answered “Netral or Sometimes”, it means that 27,5% students sometimes find it difficulty writing but sometimes not fine difficult in writing because they not understand the lessons. The last, 4 students (10%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that 8 students understand the lessons. It can be concluded that many students difficulty understand the lessons than those who not find it difficult. So, the highest choice was agree because they have difficult in writing lesson because it is difficult to understand the lesson. Meanwhile, the lowest is disagree. Because they not find difficult because it is difficult to understand the lessons.

Table 4.16.Q14. I was Difficult in Writing Lessons because the Learning Resources or Media are not Optimal.

OPTION	FREQUENCY	PERCENTAGE
Strong Agree (SA)	0	0%
Agree (A)	17	42,5%
Netral (N) Sometimes (S)	13	32,5%
Disagree (D)	10	25%
Strong disagree (SD)	0	0%
	40	100%

Table 4.16 indicates that 0 students (0%) answered “Strong Agree”, 17 students (42,5%) answered “Agree”. It means that 42,5% students difficulty writing because the learning resources or media are not optimal. In addition, 13 students (32,5%) answered “Netral or Sometimes”, it means that 32,5% students sometimes find it difficulty writing but sometimes not fine difficult in writing because the learning resources or media are not optimal. The last, 10 students (25%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that 10 students did not find it difficult because the learning resources or media are not optimal. It can be concluded that many students find difficulty because the learning resources or media are not optimal than those who not find it difficult. So, the highest choice was agree because they have difficult in writing lesson because the learning resources or media are not optimal. Meanwhile, the lowest is disagree. Because they not find difficult because the learning resource or media not optimal.

Table 4.17. Q15. I Found Difficult to Find Books on Writing in the Library Making it Difficult for me to Take Writing Lessons.

OPTION	FREQUENSCY	PERCENTAGE
Strong Agree (SA)	0	0%
Agree (A)	15	37,5%
Netral (N) Sometimes (S)	16	40%
Disagree (D)	8	20%
Strong disagree (SD)	1	2,5%
	40	100%

Table 4.17 indicates that 0 students (0%) answered “Strong Agree”, 15 students (37,5%) answered “Agree”. It means that 37,5% students difficulty writing because didn’t find any writing books in the library. In addition, 16 students (40%) answered “Netral or Sometimes”, it means that 40% students sometimes find books on writing but sometimes they don’t find the book they are looking for. The last, 8 students (20%) answered “Disagree” and 1 student (2,5%) answered “Strong Disagree”. It means that 9 students feel that the books in the library are complete. It can be concluded that most of students feel that the books on writing in the library are complete compared to those who feel incomplete. So, the highest choice was netral. Meanwhile, the lowest is strong disagree. Because they not find difficult to find books on writing in the library making it difficult for them to take writing lessons.

Table 4.18. Q17. I was Difficult in Writing because it is Difficult to Spell/ Form Words Correctly.

OPTION	FREQUESNCY	PERCENTAGE
Strong Agree (SA)	15	37,5%
Agree (A)	14	35%
Netral (N) Sometimes (S)	5	12,5%
Disagree (D)	6	15%
Strong disagree (SD)	0	0%
	40	100%

Table 4.18 indicates that 15 students (37,5%) answered “Strong Agree”, 14 students (35%) answered “Agree”. It means that 72,5% students difficulty writing because they difficult to spell words correctly. In addition, 5 students (12,5%) answered “Netral or Sometimes”, it means that 12,5% students sometimes find it difficulty in writing but sometimes not fine difficult in writing because don’t know to spell word correcly. The last, 6 students (15%) answered “Disagree” and 0 students (0%) answered “Strong Disagree”. It means that 6 students did not find it difficuly because don’t know to spell word correctly. It can be concluded that many students find difficulty because don’t know to spell words correcly than those who did not find it difficult. So, the highest choice was strong agree because they have difficult in writing because it is difficult to spell/from words correctly. Meanwhile, the lowest is disagree. Because they not find difficult in writing because it is difficult to spell/from words correctly.

Table 4.19. Q18. I was Difficult Determining Punctuation when Writing.

OPTION	FREQUENSCY	PERCENTAGE
Strong Agree (SA)	0	0%
Agree (A)	1	2,5%
Netral (N) Sometimes (S)	10	25%
Disagree (D)	21	52,5%
Strong disagree (SD)	8	20%
	40	100%

Table 4.19 indicates that 0 students (0%) answered “Strong Agree”, 1 student (2,5%) answered “Agree”. It means that 2,5% students difficult to determining punctuation. In addition, 10 students (25%) answered “Netral or Sometimes”, it means that 25% students sometimes find it difficulty writing but sometimes not fine difficult to determinine puctuation. The last, 21 students (52,5%) answered “Disagree” and 8 students (20%) answered “Strong Disagree”. It means that 29 students did not find it difficult to determining punctuation. It can be concluded that many students did not find difficult to determining punctuation than those who find it difficult. So, the highest choice was disagree because they have difficult determining punctuation when writing. Meanwhile, the lowest is agree. because they have difficult determining punctuation when writing..

Table 4.20. Q19. When Writing I was always Struggling with Capital Letters.

OPTION	FREQUENSCY	PERCENTAGE
Strong Agree (SA)	0	0%
Agree (A)	4	10%
Netral (N) Sometimes (S)	6	15%
Disagree (D)	21	52,5%
Strong disagree (SD)	9	22,5%
	40	100%

Table 4.20 indicates that 0 students (0%) answered “Strong Agree”, 4 students (10%) answered “Agree”. It means that 10% students difficulty in determining capital letters. In addition, 6 students (15%) answered “Netral or Sometimes”, it means that 15% students sometimes find it difficulty writing but sometimes not fine difficulty in determining capital letters. The last, 21 students (52,5%) answered “Disagree” and 9 students (22,5%) answered “Strong Disagree”. It means that 30 students did not find it difficulty in determining capital letters. It can be concluded that many students did not find difficulty to determining capital leteers than those who find it difficult. So, the highest choice was disagree because when they writing they always struggling with capital letters. Meanwhile, the lowest is agree. Because when the students writing they always struggling with capital letters.

d. Discussion of the Result

The sample of the study are the fourth semester English program of IAIN Parepare. They consist 106 students but only 40 students fill out the questionnaire. So the sample of this study is 40 students. From the sample, the researcher wants to know students difficulties in learning writing skill using questionnaire.

There are three categories problems that make writing difficult, the first is linguistic difficulty. Linguistic aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitored. The second is psychological difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focus on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be through formal instruction like spelling, punctuation, capitalization and paragraphing.¹

After having analyzed the data, the researcher make tables to make it easier for reader to know the result obtained, as followed:

4.21. Difficulties in Lingistic Aspect

ITEMS	AGREE	SOMETIMES	DISAGREE	TOTAL
Q1	72,5%	25%	2,5%	100%
Q2	75%	17,5%	7,5%	100%
Q3	62,5%	35%	2,5%	100%
Q4	75%	12,5%	12,5%	100%
Q5	27,5%	47,5%	25%	100%
Q20	57,5%	30%	12,5%	100%

¹ Bryne Donn, *Teaching Writing Skill*. (Landon: Logman Group Limited, 1988), p. 58.

TOTAL	370%	167.5%	62.5%	100%
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According to the table, it show that in the linguistic aspect, the highest level of difficulty according to 40 respondents is Q4. I feel difficulties in making sentence because not mastering tenses with score 75% and the lowest is Q5. I have always difficulty in using conjunction when writing with score 27,5%. So it can be concluded that what makes students difficult in writing lessons in the linguistic aspect is because they do not master tenses. Whereas in the use of conjunction they have no difficulty.

Grammar is a basic component of language that must be learned by students. One of the components that must be mastered by students in grammar is tenses. There are sixteen tenses in English. In this study, the focus will be on analyzing errors in the use of simple present tense, simple past tense and simple future tense. As it is known that errors in the use of tenses will affect the meaning of the sentence. So, every student must be able to understand the use of each tense. Analysis of errors in the use of tenses can be done to find out how well a person knows a language, how a person learns a language and to obtain information about common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

4.22. Difficulties in Physicology Aspect

ITEMS	AGREE	SOMETIMES	DISAGREE	TOTAL
Q6	62,5%	27,5%	10%	100%
Q7	47,5%	37,5%	15%	100%
Q8	57.5%	22,5%	20%	100%
Q9	22,5%	25%	52,5%	100%
Q13	27,5%	42,5%	30%	100%
Q16	52,5%	27,5%	20%	100%

TOTAL	270%	182,5%	147,5%	
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According to the table, it shows that in the Psychology aspect the highest level of difficulty according to 40 respondents is Q6. I have difficulty in learning writing because I am lazy to practice outside of study hours with a score of 62,5% and the lowest is Q9. I have difficulty writing in English because of my lack of ability to establish a theme with a score of 22,5%. So it can be concluded that what makes students difficult in writing lessons in the Psychology aspect is because many students are lazy to practice outside of class hours. Meanwhile, in determining the theme, students do not find it difficult.

The study habits of students at school and at home are usually not much different. Because the study habits carried out by students tend to be the same even though they are carried out in different places. There are students who usually learn by listening to the teacher's explanation and then making small notes, while other students are accustomed to first learning the material they have not studied at school and there are also students who always ask friends if there are lessons that have not been fully understood and learning is not done when you want to take an exam, but study is done before the exam takes place. All the study habits carried out above are carried out by students spontaneously and continuously and these habits are carried out to obtain good learning achievements and as much as possible.

Effective habits are needed by each individual in their learning activities, because they greatly affect the understanding and learning outcomes to be achieved. Study habits are closely related to one's learning skills. Skills in learning are a way to gain knowledge or a way to solve problems. In this case the student's skills in question are how to follow lessons, how to learn, how to read, memorize and make

summaries and practice in everyday life. Good study habits will be a way that is inherent in students, so students will do it with pleasure and without coercion, so as to obtain optimal results in school.

The reality shows that there are still many school students, especially high school students, paying very little attention to their learning. Lack of attention in learning usually occurs as a result of the absence of habits made to study. They are more accustomed to watching TV, rather than being accustomed to studying, especially now that TV shows at study hours are very interesting. The result is that many students experience a decline in learning outcomes. This is of course a separate evaluation material for all components, both parents, teachers, and even the government itself to make the best possible policy to improve this situation.

4.23. Difficulties in Cognitive Aspect

ITEMS	AGREE	SOMETIMES	DISAGREE	TOTAL
Q10	17,5%	37,5%	45%	100%
Q11	67,5%	25%	7,5%	100%
Q12	62,5%	27,5%	10%	100%
Q14	42,5%	32,5%	25%	100%
Q15	37,5%	40%	22,5%	100%
Q17	72,5%	12,5%	15%	100%
Q18	2,5%	25%	72,5%	100%
Q19	10%	15%	75%	100%
TOTAL	312%	215	272.5	

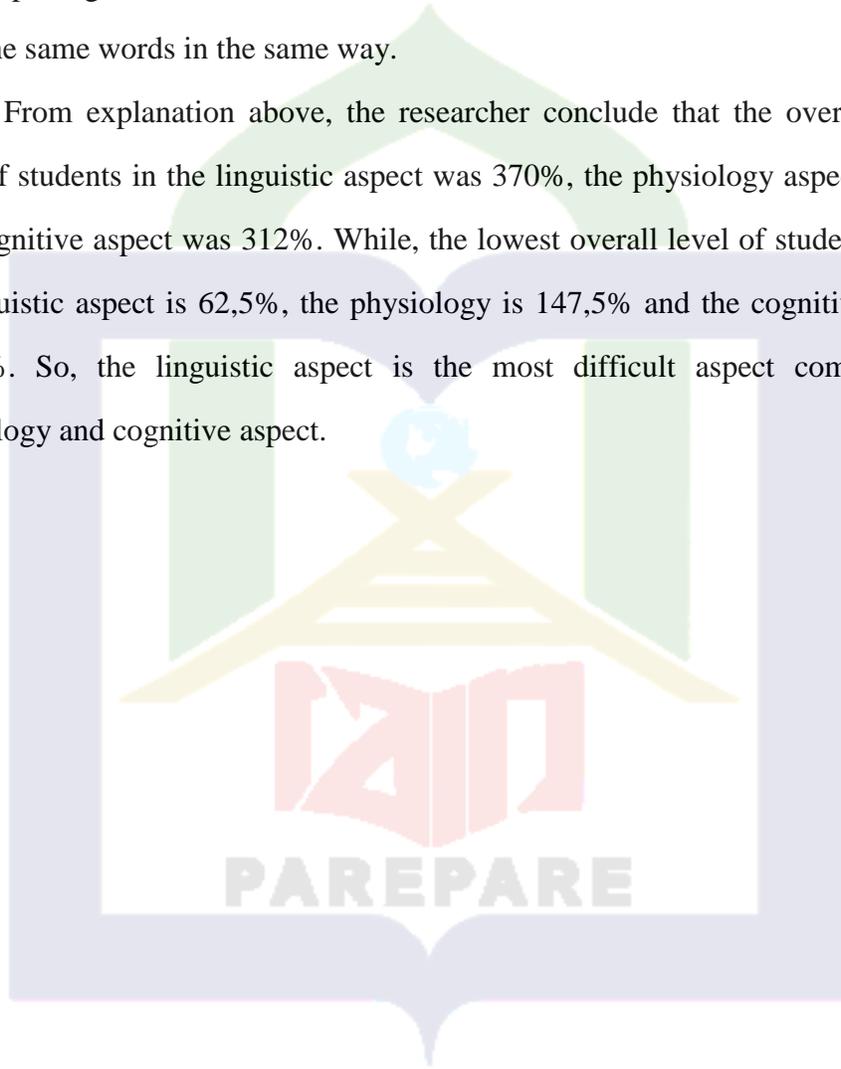
According to the table, it shows that in the Cognitive aspect the highest level of difficulty according to 40 respondents is Q17 I have difficulty in writing because it is difficult to spell/ form words correctly with score 72,5 and the lowest is Q18. I have difficulty determining punctuation when writing with score 2,5%. So it can be concluded that what makes students difficult in writing lessons in the Physiology aspect is because many students have difficulties in spelling words. Meanwhile, in determining punctuation students do not find it difficult.

Spelling is the whole rule of how to symbolize the sound of speech and how the relationship between the symbols (separation and merging in a language). In essence, spelling is nothing but a graphic convention or agreement between members of the community who use a language to write their language, the sounds of the language that should be spoken are replaced with letters and other symbols. Spelling is a science that studies all the rules that have become an agreement among community members about how to symbolize sounds and how the relationships between symbols, including separation and merging, are equipped with punctuation marks.

Spelling is the act of transcribing spoken language using the standardized written form of a word. It is somewhat based on the sounds of a language which have been arbitrarily paired with symbols, known as letters. The difference between spelling and a phonetic transcription is that the latter provides an exact guide for vocalizing a word, whereas spelling and pronunciation have changed and evolved over time.

Spelling is a part of mechanical component of writing. Like the other skill, writing has mechanical components that include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and texts. An issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way.

From explanation above, the researcher conclude that the overall difficulty level of students in the linguistic aspect was 370%, the physiology aspect was 270% and cognitive aspect was 312%. While, the lowest overall level of students difficulty in linguistic aspect is 62,5%, the physiology is 147,5% and the cognitive asept is 272,5%. So, the linguistic aspect is the most difficult aspect compare to the physiology and cognitive aspect.



CHAPTER V

CONCLUSION AND SGGESTION

A. Conclusion

Based on the result of the research, the researcher found that the fourth semester students of English Program of IAIN Parepare have some difficulties in learning writing skill. Based on the data, the researcher found that there are three categories that make students difficulties in writing, namely Linguistic aspect, Physiology aspect and Cognitive aspect. Based on the explanation in previous chapter, the researcher sums that writing difficulties at the fourth semester varied in the result of the students score.

Linguistic aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitory. The second is psychological difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focus on difficulty in develop written material or content of composition. The third is cognitive difficulty.

The researcher concludes that the overall difficulty level of students in the linguistic aspect was 370%, the physiology aspect was 270% and cognitive aspect was 312%. While, the lowest overall level of students difficulty in linguistic aspect is 62,5%, the physiology is 147,5% and the cognitive aspect is 272,5%. So, the linguistic aspect is the most difficult aspect compare to the physiology and cognitive aspect.

B. Suggestion

After discussion the result and making the conclusion, there were some suggestion for the students' at fourth semester, for the lecturer and also for the next researcher, as follows;

1. For the students;

It is found that the students' difficult in writing English in linguistic aspect. It means that they need to improve their ability in grammar, vocabulary and language use.

2. For the lecturer

The lecturer must further optimize the explanation in writing learning and give more exercise in writing English to improve the students ability in writing.

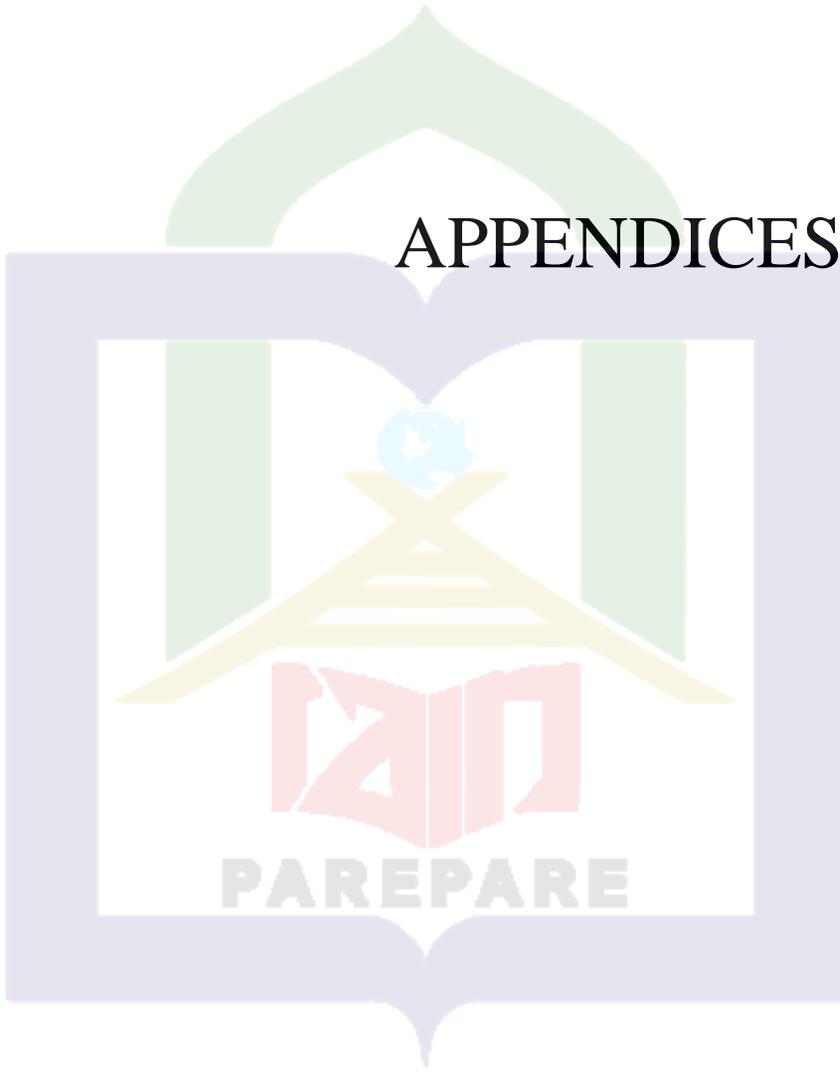
3. For the researcher

The researcher think it would be better if the next researcher will invetigate more about writing, especially difficulties in writing with different sample, or correlate it to other variable.

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APPENDICES



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

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INSTRUMEN PENELITIAN SKRIPSI

DAFTAR PERTANYAAN ANGKET

No	Pernyataan	Jawaban				
		SS	S	KD	TS	STS
1	Saya merasa kesulitan saat mempelajari writing karena tidak menguasai Grammar					
2	Saya merasa kesulitan mempelajari writing skill karena kurang vocabulary					
3	Saya merasa kesulitan menyusun kalimat dengan benar karena terbatasnya kemampuan vocabulary saya					
4	Saya kesulitan pada pembelajaran writing karena tidak memahami aturan tenses					
5	Saya merasa kesulitan dalam pembelajaran writing karena kurang intens berlatih menulis					

6	Saya merasa kesulitan belajar writing namun saya mampu berbicara bhs inggris dasar					
7	Saya merasa kesulitan untuk menentukan ide pokok saat menulis					
8	Saya merasa kesulitan dalam menentukan tema saat menulis					
9	Saya merasa kesulitan pada saat menulis karena kurangnya wawasan saya					
10	Saya merasa kesulitan pada pembelajaran writing karena disebabkan kurang maksimal metode guru					
11	Saya merasa kesulitan pada pembelajaran writing karena saya malas membaca					
12	Saya merasa kesulitan memahami materi writing karena penjelasan guru tidak maksimal					
13	Saya merasa kesulitan karena media ajar yang digunakan guru kurang menarik					
14	Saya merasa kesulitan belajar writing karena terbatasnya					

	akses belajar yang disediakan guru					
15	Saya merasa kesulitan dalam menyusun kata per kata saat menulis					
16	Saya merasa kesulitan dalam menyusun kata berdasarkan tensis aturan bhs inggris					
17	Saya merasa kesulitan dalam menuliskan tanda baca yang tepat saat menulis					
18	Saya merasa kesulitan dalam menulis karena tidak memiliki minat menulis					
19	Saya merasaa kesulitan saat pembelajaran karena tidak mengetahui penggunaan huruf capital dengan baik					
20	Saya merasa kesulitan pada pembelajaran writing karena kurang percaya diri dengan kemamluan sendiri.					

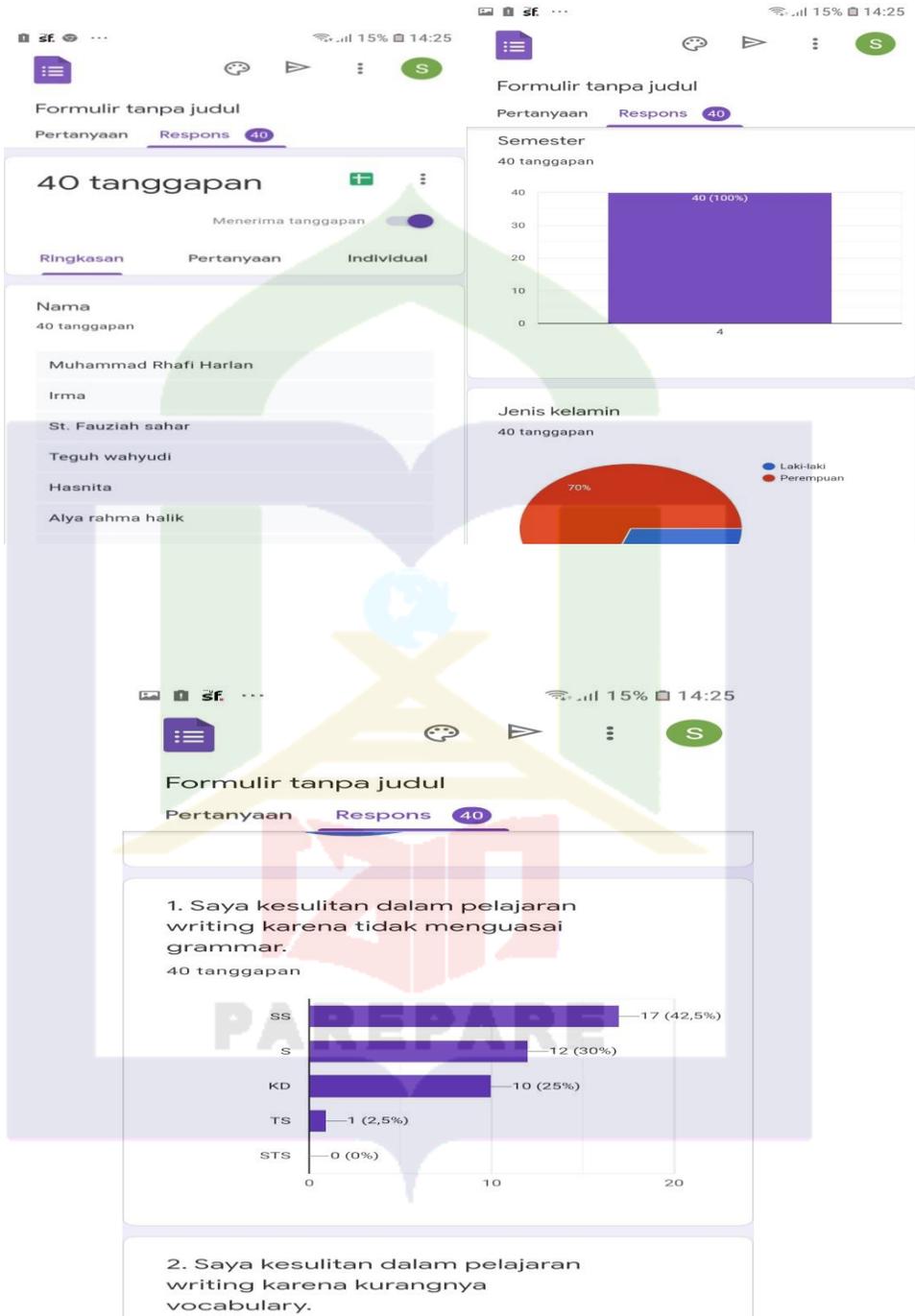
After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.

RECAPITULATION OF THE QUESTIONNAIRE RESULT

RESPONDENT	ITEM																				TOTAL SCORE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
																					63
1	4	3	3	2	3	4	4	4	4	2	2	3	4	4	4	3	4	2	2	2	58
2	3	2	3	4	3	2	2	2	2	2	3	3	2	4	4	3	4	2	4	4	69
3	4	4	4	3	3	4	3	3	3	4	4	3	4	4	4	2	3	3	3	4	61
4	3	3	4	2	3	4	4	4	4	3	4	2	4	2	2	4	2	3	2	2	72
5	4	4	3	4	3	4	4	2	4	4	4	4	4	3	3	4	4	2	4	4	57
6	4	4	3	4	3	3	3	3	2	3	3	3	2	4	2	2	2	3	2	2	69
7	4	4	4	3	4	3	3	3	3	4	4	4	4	4	3	3	5	2	2	3	77
8	5	4	4	5	4	5	3	5	4	3	5	4	3	3	3	4	5	2	2	4	68
9	4	3	4	3	3	4	4	4	3	4	4	3	3	3	3	3	3	3	3	4	79
10	5	5	4	5	5	4	5	4	4	4	4	2	4	4	4	3	4	3	3	3	66
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19	4	4	5	4	5	3	3	2	2	2	4	4	2	3	3	4	4	4	4	4	69
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21	5	5	5	5	3	5	3	4	2	3	5	4	3	4	4	4	5	2	2	5	78
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23	5	5	5	5	2	5	4	4	2	3	5	5	3	4	4	5	5	2	2	4	79
24	5	5	5	5	2	5	4	4	2	3	5	5	3	4	4	4	5	2	2	5	76
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27	5	5	5	5	2	5	4	4	1	2	5	5	4	3	4	5	5	2	2	4	73
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29	5	5	5	5	1	5	4	4	1	2	5	5	2	2	2	5	5	1	1	4	77
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31	5	5	5	5	4	5	5	5	1	2	5	4	2	3	3	5	4	3	1	4	57
32	5	5	4	4	1	4	2	2	1	4	4	4	2	2	2	3	3	1	1	3	54
33	4	4	4	4	1	3	3	3	1	2	3	3	3	3	3	3	2	1	1	3	65
34	4	4	4	4	4	3	3	3	3	3	3	3	4	3	4	4	4	1	1	3	66
35	5	4	4	5	2	3	4	4	4	2	4	4	4	4	2	2	4	1	1	3	60
36	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
37	4	3	3	4	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	38
38	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	1	3	59
39	4	4	3	4	3	4	2	2	2	2	4	4	2	4	4	2	2	2	2	3	65
40	4	3	3	4	4	3	3	3	2	2	4	4	4	4	4	2	4	2	2	4	63







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
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PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.419/In.39.5.1/PP.00.9/02/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Diana Aris
Tempat/Tgl. Lahir : Kalumpang, 18 Oktober 1996
NIM : 16.1300.046
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Kalumpang, Desa Massewae, Kec. Duampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Survey Of The Students Dificulties In Learning Writing Skill At English Progam Of IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 08 Februari 2021

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
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Jalan Amal Bakti No.8 Sorong, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404

Nomor : B.1836/In.39.5/PP.00.9/10/2019

16 Oktober 2019

Lamp : -

Hal. : Penetapan Pembimbing Skripsi

Kepada Yth.

1. Drs. Abd. Rauf Ibrahim, M.Si.
 2. Drs. Amzah Selle, M.Pd.
- di-

Tempat

Asslamu Alaikum Wr. Wb.

Berdasarkan Hasil Keputusan Sidang Judul Penelitian pada tanggal 11 Oktober 2019, maka dengan ini kami menunjuk dan menetapkan Bapak sebagai pembimbing pada mahasiswa:

Nama : Diana Aris
NIM : 16.1300.046
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul : The Students Difficulties In Learning Writing Skill at English Program Of IAIN Parepare

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.



[Handwritten signature]
Syaiful Anwar



SRN IP000097

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 99/IP/DPM-PTSP/2/2021

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA :
NAMA : **DIANA ARIS**
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **KALUPPANG, KEC. DUAMPANUA, PINRANG**
UNTUK : **melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :**
JUDUL PENELITIAN : **THE SURVEY OF THE STUDENTS DIFICULTIES IN LEARNING WRITING SKILL AT ENGLISH PROGRAM OF IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **11 Pebruari 2021 s.d 11 Maret 2021**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **15 Februari 2021**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ANDI RUSIA, SH.MH

Pangkat : Pembina Utama Muda, (IV/c)
NIP : 19620915 198101 2 001

Biaya : Rp. 0.00



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN
NOMOR : B.878/ln.39.5.1/PP.00.9/03/2021

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A

NIP : 19631231 198703 1 012

Pangkat/Golongan : Pembina TK. I/IV b

Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan
dan Kerjasama

Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Diana Aris

NIM : 16.1300.046

Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris

Alamat : Kaluppang, Kec. Duampanua, Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Februari 2021 sampai dengan bulan Maret 2021, dengan judul penelitian "The Studentd Difficulties In Learning Writing Skill At English Program Of IAIN Parepare"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 19 Maret 2021

Wakil Dekan I,



Muh. Dahlan Thalib

CURRICULUM VITAE



The writer was born on Oktober 18th ,1996 in Pinrang. She is the only child of the couple Hj. Hasmawati and Aris. Her education background began 2002 in SDN 48 Duampanua and graduate on 2010. She continued her study in Mts DDI Kaluppang and graduate on 2013. At the same year she registered in MAN Pinrang and graduate on 2016.

She continued her education at State Islamic College (STAIN) Parepare but now it changed become State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah and Adab Faculty as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab on 20121. With the tittle of her skripsi “ The Students Difficulties in Learning Writing Skill at English Program of IAIN Parepare.

