

**AN ANALYSIS OF STUDENTS' ABILITIES AND DIFFICULTIES IN
WRITING ESSAY AT ENGLISH EDUCATION
DEPARTMENT OF IAIN PALOPO**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



IAIN PALOPO

By

NURUL PRATIWI SYAMSU

17 0202 0074

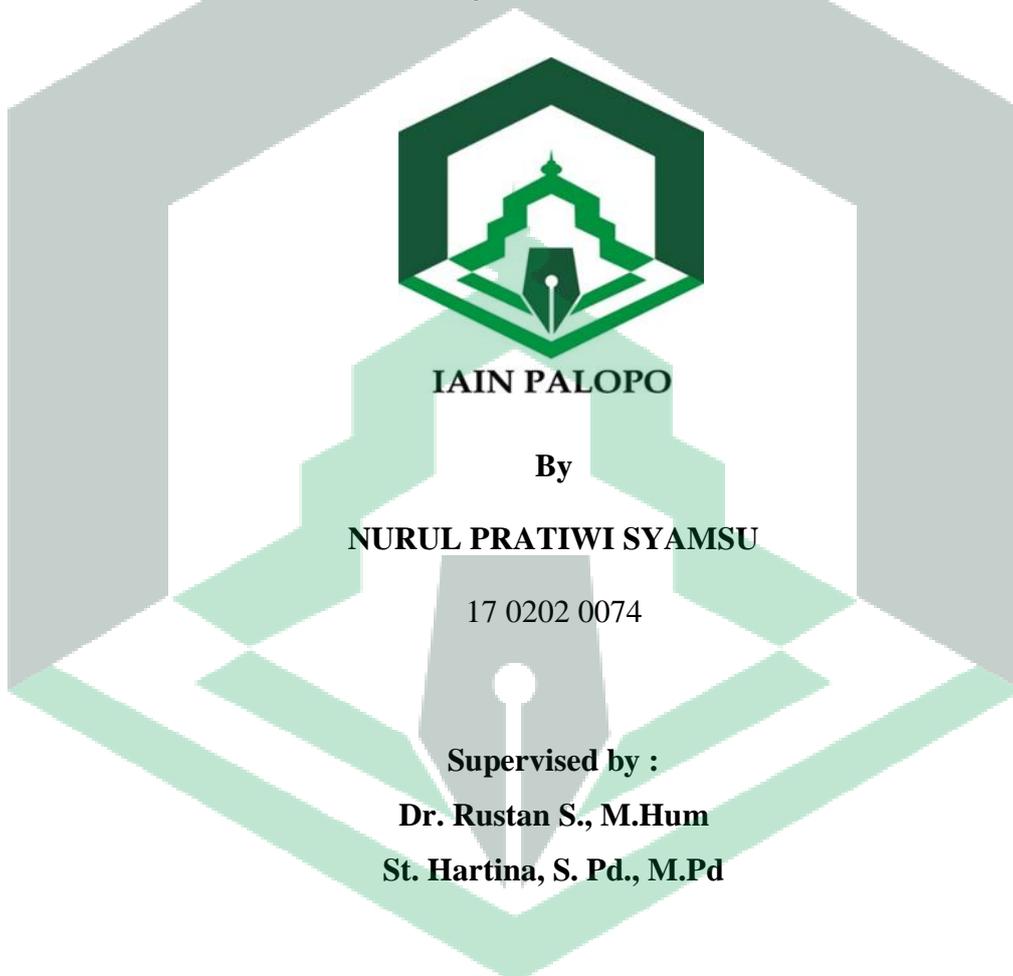
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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2022

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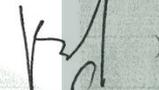
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THESIS APPROVAL

This thesis entitles “An Analysis of Students’ Abilities and Difficulties in Writing Essay at English Education Department of Iain Palopo” which is written by **Nurul Pratiwi Syamsu**, Reg. Number 17 0202 0074, English Language Education Study Program of Education and Teachers Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on August 16th 2022. Concided with Muharam 18th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, April 3rd 2023

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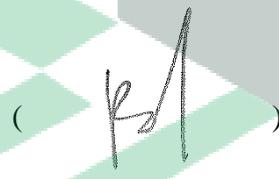


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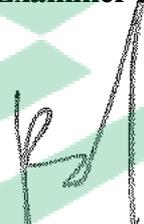
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The researcher hopes this thesis can give some values to the students of English Department, English teachers and the readers. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make it better.

Palopo, April 26th 2022

The Researcher
Nurul Pratiwi Syamsu

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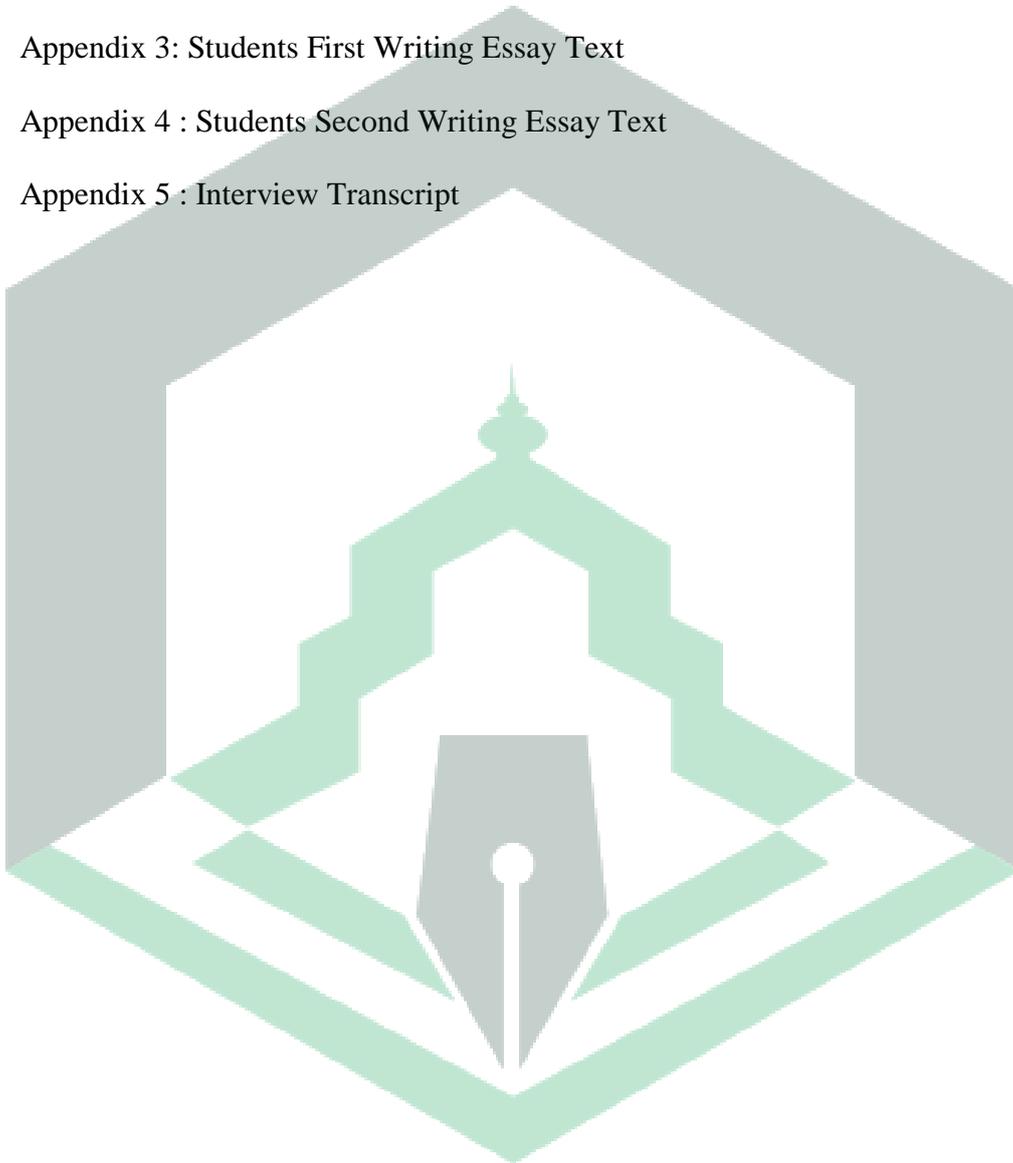
Appendix 1 : Surat Izin Meneliti

Appendix 2 : Surat Keterangan Penelitian

Appendix 3: Students First Writing Essay Text

Appendix 4 : Students Second Writing Essay Text

Appendix 5 : Interview Transcript



ABSTRACT

NURUL PRATIWI SYAMSU, 2022. *“An Analysis Of Students’ Abilities And Difficulties in Writing Essay at English Education Department of Iain Palopo”* A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by Rustan S and St. Hartina.

This research aims to determine Students' Abilities and Difficulties in Writing Essay at English Education Department of IAIN Palopo. The researcher used a mixed-method with quantitative and qualitative design to answer research questions. After analyzing both students writing essays, it is found that students' abilities in writing essays are average. It can be seen from the total means score of each category. The content score is 14, the organization is 13.24, Vocabulary is 13, the grammar is 14.35, and a mechanic is 3. The score of all aspects is categorized as fair. Furthermore, the total means score of writing an Essay is 57,6, categorized as average. Furthermore, the students found some difficulties in writing Essays which were (1) difficult to combine word by word into a paragraph, (2) difficult to combine the ideas from different references, (3) difficult to write sentences grammatically, (4) difficult to understand the topic given (5) lack of vocabulary mastery (6) difficult to develop ideas to build the Essay.

Keywords: Students Abilities, Difficulties, Writing Essay

CHAPTER I

INTRODUCTION

A. Background

Writing is one of the four abilities in language learning - LSRW (listening, speaking, reading, and writing). It is a collection of written symbols that reflect a language's sounds, syllables, and words through capitalization, spelling, punctuation, and word shape and purpose. Writing is so important that it conveys information more than any other media. As a result, students expect practical writing skills to meet their academic and professional requirements. Teachers must encourage students to improve their writing skills by teaching them writing processes and standards like grammatical rules and writing practice.

According to Tompkins (2013), writing is consistently regarded as the most challenging of the four language skills because it calls for complex mental operations, including analysis, synthesis, and evaluation. English teachers and students so frequently overlook writing, especially when compared to reading, speaking, and listening.¹ According to Kao, Kao, and Yang. Both producing and grading take time. Unlike speaking, writing is a productive ability that cannot be used to communicate right away because it takes more resources, time, and formality to generate. Writers must use pens or computers to express themselves, spend time considering how to develop their thoughts, and assess if the written

¹ G.E. Tompkins, *Teaching Writing: Balancing Process and Product* 4th ed., no. Upper Saddle River, NJ: Prentice Hall (2013).

language is precise, acceptable, and logical. These factors make writing the most difficult talent to learn.²

One of the skills that students in the English department must master is writing an essay. Essay writing is one of the compulsory subjects that the fifth-semester students must learn in English language education at IAIN Palopo. They can express their ideas or thoughts in written form by registering an essay. In contrast, good writing can provide information to the reader. Writing is one of the language activities that are productive and expressive. Students generally assume that writing is challenging. It was faced by many students in primary and secondary education. Students in universities also face difficulties in writing.

المُبْطَلُونَ لَأَرْتَابَ إِذَا بِيَمِينِكَ تَخَطُّهُ وَلَا كِتَابٍ مِنْ قَبْلِهِ مَنْ تَتْلُوا كُنْتَ مَا

Translation

And you (Muhammad) have never read a book before (the Qur'an), and you have not (ever) written a book with your right hand; if (you have read and written), surely those who deny it will doubt. (QS: Al-Ankabut. 48)

Based on initial observations, in the fifth semester of English Education at IAIN Palopo, the researcher found that in writing essays, there are several obstacles, such as the lack of students' understanding of a given topic, lack of Vocabulary in Writing, and lack of knowledge of how to write a good essay.

Based on the description above, the researcher decided to conduct a study entitled "An Analysis of Students' Abilities and Difficulties in Writing Essay at English Education Department of IAIN Palopo."

² C.W Yang & Kao, "Second Language Proficiency Leves and Learning Strategy Uses.," *Journal of Applied Foreign Languages* 13 (n.d.): 49–70.

B. Problem Statement

Based on the background above, the researcher formulates a research question as: “How are the Students’ Abilities and Difficulties in Writing Essay at English Education Department of IAIN Palopo?”

C. The Objective of The Research

This research aims to determine Students’ Abilities and Difficulties in Writing Essay at English Education Department of IAIN Palopo.

D. Significance of the Research

This research is expected to provide theoretical and practical benefits.

In theory:

1. For the English Department of IAIN Palopo, the researcher hopes that the results of this study can be a reference on the topic of Students’ Skill In Essay Writing.
2. For other researchers who will conduct similar research, the results of this study are expected to be a useful reference for them in conducting their research.

In practice:

1. For teachers, especially English teachers at IAIN Palopo, the results of this study are expected to help them improve teaching in essay writing lessons.
2. For English students at IAIN Palopo, this research is expected to provide a way to improve their essay writing skills.
3. For researchers themselves, this research is expected to increase their awareness of the importance of speaking and provide experience in conducting research in the aspect of writing and collaborating with others.

E. Research Scope

The researcher limits the problem section to more specific problems that focus on the lack of writing skills of other IAIN Palopo students. This research focuses on aspects of writing, namely content, organization, Vocabulary, grammar, and mechanics, in finding Students' Abilities and Difficulties in Writing Essays at the Department of English Education IAIN Palopo.

F. Definition of Terms

Based on the title Students' Abilities and Difficulties in Writing Essay at English Education Department of IAIN Palopo, the author provides the following definition:

1. Burhan Nurgiyantoro (2001), writing is an activity to express ideas through language media. Writing is a productive and expressive activity, so writers must have the ability to use vocabulary, grammar, and language structures.

2. An essay is a type of written work that contains a combination of facts and opinions.
3. Robbins and Judge (2008) explain that ability is the capacity of an individual to perform various tasks in a job.
4. In Oxford, Bull (2008) defines Difficulties as "not easy needing effort or skill find something to understand."



CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There are several related studies on students' skills in writing essays. Thus, the researcher summarizes the previous research related to this particular research below.

The first research is by Rostanti Toba et al. (2019) in their research entitled. *“The Current Issues of Indonesian EFL Students’ Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay”*, This study's results showed that Indonesian EFL students' writing skills were good, with a mean score of 77.83. Some of them do, however, run into issues with content, organization, Vocabulary, grammar, and mechanics. They had personal reasons as well, such as a lack of writing experience, a dislike of writing, writing anxiety, a poor perception of writing, a lack of writing motivation, a lack of time allocated for writing tests, and inadequate instruction in the writing process from their lecturers, in addition to their limited knowledge of writing aspects and the comparison and contrast essay itself. In this study, the factors contributing to the writing issues will be further addressed, and some recommendations will be made. To address the students' concerns with writing essays relevant to their motivations

and develop their writing skills, the teaching of writing improvement, including EFL students and lecturers, should be effectively integrated.³

The similarities of this research are discussing students' writing skills in comparison and contrast essay. The difference in this study lies in the research subject where the previous research was conducted at IAIN Samarinda while the research was conducted at IAIN Palopo.

The second research is by Dr. Talal Abd Alhmeed Alodwan and Dr. Salem Saleh Khalaf Ibnian (2014); in their research entitled “*The Effect of Using the Process Approach to Writing on Developing University Students’ Essay Writing Skills in EFL*”. The study's findings demonstrated how the process approach to writing had improved the students' EFL essay writing abilities. The study's findings the researchers to suggest emphasizing teaching writing as a process rather than just a final product. The prewriting phase's crucial function in the writing process is another suggestion by the researchers.⁴

The fact that this research focus was on students' Essay writing in ELF research suggests that the process approach to writing had a beneficial impact on students' EFL essay writing abilities. The areas of inquiry where the prior study was carried out at the World Islamic Sciences and Education University in Amman are where this study differs from that one. The study, however, was carried out at IAIN Palopo.

³ Rostanti Toba, Widya Noviana Noor, and La Ode Sanu, “The Current Issues of Indonesian EFL Students’ Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay,” *Dinamika Ilmu* 19, no. 1 (2019): 57–73.

⁴ S. S Alodwan, T. A; Ibnian, “The Effect of Using the Process Approach to Writing on Developing University Students’ Essay Writing Skills in EFL Dr. Talal Abd Alhameed Alodwan 1 and Dr. Salem Saleh Khalaf Ibnian 2,” *International Journal of Linguistic and Communication* 2, no. 2 (2014): 147–163.

In her research entitled third research is Ariyanti and Rinda Fitriana (2017). *“EFL Students' Difficulties and Needs in Essay Writing”*, Having observed the EFL students in the writing class, "The researchers discovered that the students' essays from the previous semester were of poor quality. This scenario demonstrates how writing is a difficult ability to learn when learning the English language. This study intends to look into the challenges that EFL students experience when writing essays and explore their learning requirements for better compositional English. To identify pupils, 33 students from the English Department at Widya Gama Mahakam University in Indonesia had their essays read and open-ended questionnaires administered "challenges with broad-spectrum."⁵

The similarities of this research are discussing students' difficulties in writing an essay, which has several aspects that must be considered. The difference in this study lies in the research subject where the previous research was conducted at Gama Mahakam University while the research was conducted at IAIN Palopo.

Related to this research is to discuss how students' needs in writing essays are what they need in writing good essays. The difference with this research was conducted to analyze the needs of students in writing essays based on these relevant studies. The researcher decided to analysis of students' abilities and difficulties in writing essay at english education department of iain palopo.

⁵ A. Ariyanti and Rinda Fitriana, *“EFL Students' Difficulties and Needs in Essay Writing”* 158, no. Ictte (2017): 111–121.

Based on these relevant studies, the researcher decided to Analysis of Students' Abilities and Difficulties In Writing Essay at English Education Department of IAIN Palopo.

B. Some Pertinent Ideas

1. Concept of Writing

a. Definition of Writing

The four skills of hearing, speaking, reading, and writing should be acquired when studying English. Writing is the most challenging of the four abilities to master. Willy A. Renandya and Jack C. Richards concur with this assessment (2002). The most challenging skill for second language learners to master is writing".⁶ According to David Nunan (2003), "Writing is a physical and cerebral act at the most fundamental level. Writing, on the other hand, is the cerebral process of creating ideas. Considering the best way to explain them and grouping them into sentences and paragraphs that the reader will understand. The writer imagines, plans, organizes, drafts, edits, and reads as part of the process. The result is an essay, letter, tale, or research report that the audience will see, whether they are an instructor or a larger audience."⁷ The writing process is frequently circular and occasionally disorganized. To communicate with others, one way to express thoughts is through writing. According to Leo (2007), writing should be done at our leisure to convey ideas or thoughts in words.

⁶ Jack C. Richards and Willy A. Renandya, "Methodology in Language Teaching: An Anthology of Current Practice," *New York: Cambridge University Press* (2002): 316.

⁷ David Nunan, "Practical English Language Teaching," *America: The MC. Grow. Hill Companies*, (2003).

Ojima (2004) noted that EFL students create the notion of writing in their unique methods when discussing the relationship between writing and the learning process. It can assist them in structuring their writing by their unique experiences, motivations, and tasks. It implies the importance of learning experiences for kids learning to write. According to the definitions given above, writing can be distinguished from other abilities as being the most challenging. The quality of writing is influenced by many aspects, including understanding grammar, Vocabulary, punctuation, and spelling that must be included in a paragraph. The writer concludes that writing is more than just a communication tool from the earlier concepts. It is a method of thinking and of remembering. Writing is challenging as a result. Hard work is required. Writing requires us to compose words, phrases, sentences, and paragraphs concurrently. It is a method of education. Without initially considering, investigating, watching, asking questions, experimenting, and reading, none of us can write much that is interesting.

b. Components of Writing

There are five writing components in improving writing skills: content, organization, Vocabulary, Grammar, and mechanics.

1) Content

The writing content must be accessible so that the reader can understand the information. The content must have a complete composition that is coherent, sustainable, and easily understood by the reader.

2) Organization

The writer must organize a message or idea into a sentence. And it must be sequential from beginning to end so as form writing that is easy to understand

3) Vocabulary

One of the elements of expressing words and putting them into sentences is Vocabulary. A solid language choice can also greatly influence a writer's ability to communicate his ideas in a clear and simple way.

4) Grammar

Writing has a big impact on grammar. Grammar establishes whether a sentence is true or false, allowing the writer to write with greater care and formal language.

5) Mechanics

The mechanics consist of two components: capitalization and punctuation. In writing, capitalization serves to define capital letters. The procedure can make the writing's meaning clear. Additionally, mechanics are used to identify formal phrases and several other things.

c. The Writing Process

There are various processes involved in the writing process. In their book *Ready to Write: A First Composition Text*, Karen Blanchard and Christine Root highlight at least three processes in the writing process. First step: Prewriting Considering your subject and compiling your ideas.⁸

1. Step two: Writing

⁸ Karen Blanchard Christine Root, "Ready to Write; A First Composition Text," *Longman: Pearson Education, Inc* 3ed (2003): 43.

2. Use your ideas to write the first draft.
3. Step Three: Revising
4. Improving what you have written.

If the writers follow the steps and practice writing often, they will find it easier to write paragraphs and improve their writing.

1) Prewriting

Prior to producing the first draft, we engage in prewriting activities such as discussing, reading, and writing about our subject. Similar to how we warm up our bodies before exercising, prewriting helps us prepare our minds for writing. There are various techniques for warming up before writing:

a) Brainstorming

An easy technique to come up with lots of ideas is to brainstorm. List as many concepts as you can without thinking about how you'll apply them. Use these steps to brainstorm:

- (1) Begin with a broad topic.
- (2) Write down as many ideas about the topic as you can in five minutes.
- (3) Add more items to your list by answering the questions what, how, when, where, why, and who.
- (4) Group similar items on the list together.
- (5) Cross out items that do not belong.

b) Clustering

Another prewriting strategy is clustering. It is a method of connecting your ideas visually using circles and lines. You create a diagram of your thoughts when

you cluster. In part after this, this phrase will be defined. Prewriting, on the other hand, refers to any classroom activity that motivates children to write. It sparks ideas to get things going. It helps them develop tentative ideas and acquire information for writing instead of forcing them to face blank pages. The following exercises give pupils at this stage learning opportunities:

- (1) Group Brainstorming
- (2) Clustering
- (3) Rapid Free Writing
- (4) WH-Question
- 2) Writing

The next stage of the writing process is composing our paragraph after we have given our topic some thought and completed the essential prewriting. Use the concepts we came up with during prewriting as a guide while writing the first draft of your section. Do not forget to as you write:⁹

- a) Begin with a topic sentence that states the main idea.
- b) Include several sentences that support the main idea.
- c) Stick to the topic.
- d) Arrange the sentences so that the order of ideas makes sense.
- e) Use signal words to help the reader understand how the ideas in your paragraph are connected.

⁹ and Christine Root Karen Blanchard, *Ready to Write; A Frist Composition Text 3 Ed*, 2003.

3) Revising

On your first attempt, it's nearly hard to produce a flawless paragraph. The first draft is the first attempt. After finishing the first draft, you must consider improving it. Revision is the term for this phase. When students revise, they examine their text in light of the comments made during the initial round. They review what they have written to determine whether they have effectively conveyed their meanings to the reader. According to a different source, the following phases are involved in the writing process:¹⁰

- a) Discovering a point-often through prewriting.
- b) Developing solid support for the point-often through more prewriting.
- c) Organizing the supporting material and writing it out in a first draft.
- d) Revising and then editing carefully to ensure an influential, error-free paper.

d. Purposes of Writing

According to Penny Ur, "the purpose of writing, in principle, is the expression of ideas, conveying messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing".¹¹ There is a reason why writers write what they do. They must consider the Essay's intended audience because this will affect the format they want to utilize and the language and sources they decide to use. There are four common reasons for writing: to inform, explain, persuade, and amuse other people.

¹⁰ Jonh Langan, "English Skill with Readings:Sixth Edition," (New York: McGraw-Hill Companies,Inc (2006): 20.

¹¹ Penny Ur, "A Course in Language Teaching: Practice and Theory," London: Cambridge University Press, (1996): 163.

a) Writing to Inform

Many of the writers' writings have the simple goal of educating their readers. To inform is to convey to readers the essential details they need to know about a subject, which typically entails only outlining the facts or what transpired. While informative writing is the easiest to understand, it is also crucial since it establishes the groundwork for all other types of writing. The writers will want to consider two important aspects as they write to inform: choosing the accurate material and properly organizing it.

b) Writing to Explain

Writing to clarify involves taking what is ambiguous and making it explicit. A writer who comprehends a challenging subject in expository writing must ensure that his audience does well. In regular speech, each of us employs various conventional techniques to clarify something for another person. These similar methods can offer crucial tactics for structuring a written explanation.

c) Writing to Persuade

Persuasion will probably be necessary for the most important writing we ever produce in our personal, professional, and possibly academic lives. Essays for exams, job cover letters, and rent board complaints about our landlord will require compelling writing. Your goal is to persuade your audience to accept the fundamental notion, even if it is debatable. ¹²

d) Writing to Amuse Others

¹² Daniel Brown and Bill Burnette, "Connection 'A Rhetoric/Short Prose Reader,'" (*New Jersey: Houghton Mifflin Company, (1984): 129.*

You must write with readers other than oneself in mind while writing for entertainment. Although you may find the experience rewarding and feel proud of your accomplishments, you cannot content yourself with a solitary amusement. You can make others happy by writing to engage them. Please make the most of the chance by seizing it. If you like creating amusing writing, it will come from knowing that you are successful in making people happy. Your main goal when writing to engage is to make readers laugh or smile. You can be hilarious, but you must have a decent sense of humor. This entails empathizing with human weakness rather than viewing others or everything that seems different from what you are used to with content.¹³

2. Concept of Academic Essay

a. Definition of Essay

Starkey (2014) explains that an academic essay is a document with a defined structure - an introduction, a body, and a conclusion.¹⁴ While Andersson and Beveridge cite academic essays as structured pieces of writing typically produced in formal academic writing.¹⁵ The importance of this type of writing, particularly in the academic environment, may be seen from a broad description of an academic essay.

Academic essays now constitute a major portion of formal education. A study topic is explained, commented on, or evaluated by students in the form of an essay. Universities frequently use essays to assess students' knowledge and grasp

¹³ Robert Keith Miller, "Motives for Writing," (*New York: McGraw-Hill, Inc.*, (2006): 569–570.

¹⁴ L Starkey, "How to Write Great Essay," *New York, NY: Learning Express*, (1 st ed). (2014): 12.

¹⁵ Beveridge A. & Andersson, B., "A Guide to Assessment and Skill in SCAA," (*Perth, Australia: Edith Cowan University*). (2007): 2.

of the subject. Academic essay writing conventions are followed. According to Trzeciak and Mackay, Academic Writing is typically written in the third person and has a formal tone representing the primary argument's logical chain of reasoning. Essays, in Schwerin's view, are tools for communication. An essay serves as a vehicle for expressing the writer's thoughts and ought to demonstrate that writer's enthusiasm for the subject. The Essay should be a well-organized analysis of a specific situation given in a conventional format and in a clear, concise, and logical way.

Academic success now depends on being able to write many types of essays effectively. Writing academic essays is a distinctive aspect of schoolwork, standardized assessments, and college application requirements. It is simple to become confused because no one form of academic Essay is recognized worldwide. Additionally, Starkey identified four different forms of academic essays, including.

b. Type of Essay

1. Descriptive Essay

A descriptive essay paints a detailed image of a particular person, place, thing, or event. It will provide information so the reader can picture the thing being described.

2. Narrative Essay

A narrative essay can be written in the first-person present or first-person past tense and tries to depict a sequence of events from a subjective point of view. The goal is frequently to define the narrator's point of view more clearly.

3. Persuasive Essay

The writer of a persuasive essay seeks to persuade the audience to embrace an idea or share an opinion. The persuasive Essay should be written engagingly to keep the reader's interest, and the writer's opinion should be supported by credible evidence.

4. Argumentative Essay

Argumentative essays are most frequently used to discuss contentious topics, that is, important problems about which there is clear disagreement. A stance and its accompanying justifications are what constitutes an argument.

An academic essay has become crucial in the academic world for various reasons. It is a type of writing that adheres to academic conventions, such as using the third person singular and avoiding colloquial language. Most of the time, references are used to back up the writer's claims. Students are expected to be aware of the conventions of academic writing and aim to use them while writing their essays. Students will gradually learn to think naturally, logically, and objectively once they have honed their academic writing skills.¹⁶

According to the Cardiff Center for Lifelong Learning, a strong essay should have a solid structure, evenly weighted paragraphs that show the writer is in charge of the subject matter, excellent grammar and punctuation, and be supported by references.¹⁷

¹⁶ M. Ali Arif Murtadho, "An Analysis of Grammatical Errors in Academic Essay Written by the Fifth Semester Students of English Education Study Program of UIN Raden Fatah Palembang" (n.d.).

¹⁷ Cardiff Center for Lifelong Learning., "The Learning Guide," Retrieved from https://www.cardiff.ac.uk/learn/assets/PDF/student_information/The-learning-guide.pdf. (n.d.).

c. The Part of Essay

Here are the main parts of an academic essay according to the Department of History Latin and Political Science at Langara College : ¹⁸

1. Title Page

It is crucial to ascertain the title's primary criteria while preparing to create an essay. The Essay's title should be capitalized and centered 2 inches from the top of the page, followed by the student's name and student number (without capital letters, one inch below the title), the course and instructor's names, and the date (not capitalized, 1 inch from the bottom of the page). The areas that the teacher wants a writer to address must be made explicit. They will subsequently decide the Essay's structure. For instance.¹⁹ “The state should play no part in the organization of industry – discuss” Here, the keyword is "discuss". Discussing involves examining the benefits and drawbacks of something.

2. Introduction

The introduction's three objectives are to (a) establish the Essay's topic; (b) provide the thesis (i.e., the specific angle or contention the Essay will take); and (c) explain to the reader how the Essay will be organized.

The procedures for introducing someone are as follows:

- a) The author may decide to begin by giving a little history or context, telling a brief anecdote, or revealing a startling fact or statistic that grabs the reader's interest and conveys the topic's importance.

¹⁸ Department of History Latin and Political Science Langara College, “Guidelines For Academic Essay.,” Retrieved from <http://langara.ca/departments/history-latin-political-science/pdf/academic-essay-guidelines.pdf>. (2012).

¹⁹ S. Bailey, “Academic Writing a Handbook for International Students (2nd Ed).,” New York, NY : Routledge (2006).

b) Present the Essay's thesis or argument once the writer has drawn the reader's attention to it. This could be a single statement or a series of sentences, depending on the thesis's complexity. Remember that your topic is not the same as your thesis statement (i.e., something the writer wants to discuss). Contrarily, a thesis is an argument that is typically condensed into one or more sentences.

c) The introduction should be concluded by the writer providing a summary of the key arguments they will use to support the claims in the thesis.

3. Body

This section's main objectives are to develop an analysis and support a position. The writer will provide the analysis and supporting evidence for his thesis in the Essay's body. The preview the author provided in the beginning must be followed by a logical and orderly development of the Essay's body. This Essay's body will be organized logically into several paragraphs. Each paragraph should have an overarching theme that guides the writer's discussion. Introduce this subject in a topic sentence, develop it using examples or evidence, and then evaluate the evidence to demonstrate how it supports both the specific point the author is making in the paragraph and the overall thesis. Instead of using a single large sentence, paragraphs should use multiple shorter ones. The Essay's body should be structured with a few things in mind.:

a. The body's structure depends on the length of the Essay and the subject of study.

- b. Ideas need to be presented logically and linked together to form a coherent argument inside the body.

Longer essays may include the following sections:

1. Literature review: a summary of the leading authorities on the topic.
2. Experimental set-up: a technical description of the organization of an experiment.
3. Methods: how the research was carried out.
4. Findings/results: what was discovered by the research/experiment.
5. Case study: a description of an example of the topic being researched.
6. Discussion: an examination of the issues and the writer's verdict.

Certain phrases can mark the beginning of new paragraphs or introduce new topics.

1. To introduce a new paragraph/topic:
2. The main/chief factor/issue is . . .
3. Turning to the subject of . . .
4. Moving on to the question of . . .
5. Another important area is . . .
6. should also be examined

To add information inside a paragraph :

- a) Firstly, . . . The first point . . . In the first place.
- b) Secondly, . . . Next, . . . Then, . . .
- c) In addition . . . Moreover . . .

d) Finally, . . . Lastly, . . .

4. Conclusion

A summary is not a conclusion. It is crucial to explain why the thesis or argument has validity and what has been revealed as a result of the research or analysis of the subject. The goal of the conclusion is to summarize the main aspects of the Essay and restate or highlight the validity of the thesis or argument.

d. The Process of Writing Essay

These are the three planning processes in writing an academic essay: ²⁰

1. Analyzing essay titles

Keywords in titles direct the writer's actions. Note that titles frequently consist of two or more sections. What is a demand curve, for instance, and why would we anticipate that it will slope downward? In this instance, "what" wants a description, and "why" asks for a justification or explanation.

2. Brainstorming

Writing down all of the writer's thoughts about a subject, in any order, is a common strategy for getting started. Here is an illustration of a title: Since the middle of the 20th century, how and why has the market for foreign travel been divided into segments? What are the social and economic factors that have influenced this process? The author might gather the following information after glancing at the following title:

a) International tourism – segmentation of market How and why:

(1) Package holidays made foreign holidays popular

²⁰ S. Bailey, "Academic Writing a Handbook for Intrnational Students," *New York, NY : Routladge* (3rd end). (2011).

- (2) The Internet allows travelers to plan their holidays
 - (3) In the 60s, jet aircraft permit faster travel – long and short-haul holidays
 - (4) In the 90s budget, airlines lower costs – short breaks
- b) Economic and political forces:
- (1) Rising disposable incomes permit more spending on travels
 - (2) Developing countries see tourism as a route to growth
 - (3) Older, retired people spend more on travel

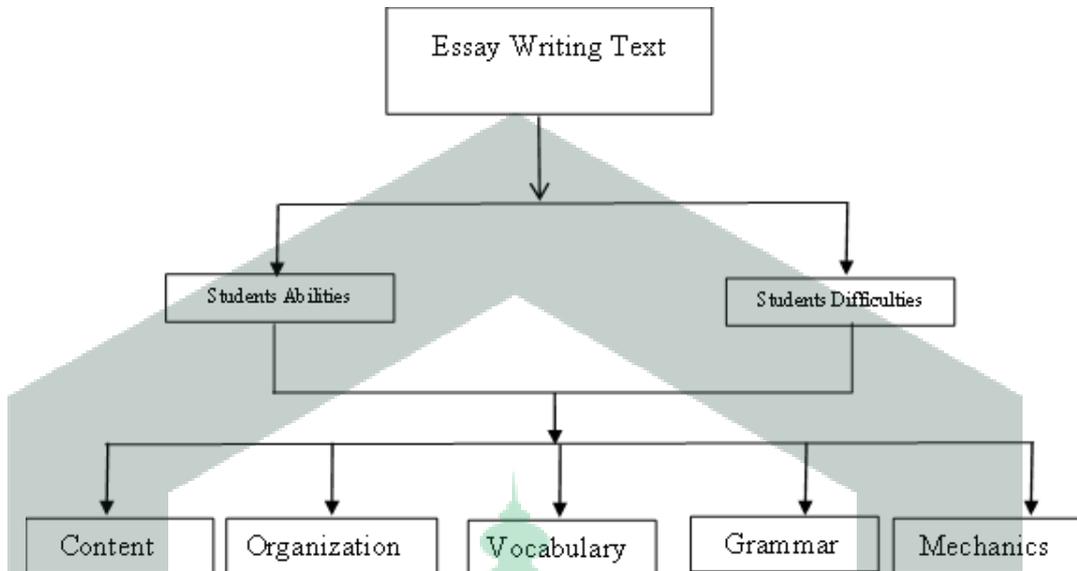
3. Outlining

The writer should use an outline to address the question as clearly as feasible. Precaution now will save later effort wastage. The writer's inclusion of additional specifics in the outline will make the writing process simpler. Remember that composing the major body before the introduction and conclusion is typically preferable. As a result, the author may decide to outline only the primary body at this time.²¹ There is no set format for an overview, and different approaches appeal to various students. Describe the typical social, cultural, and environmental implications that travel destinations in developing countries typically endure, for instance, with the title below.”

²¹ Robi'ah Adawiyah, "An Analysis Of Theme-Rheme Organization On Academic Essay Written By The Fifth Semester Students Of Uin Raden Fatah Palembang By Robi ' Ah Adawiyah English Education Study Program Faculty Of Teacher Training And Education," *Faculty of teacher training and education UIN Raden Fatah Palembang* (2017).

C. Conceptual Framework

The conceptual framework underlying this research is given below :



Based on the conceptual framework shows the concept used in research. This research will analyze students' abilities and difficulties in writing essays. The researcher would focus on analyzing students' content, organization, Vocabulary, grammar, and mechanics.

D. Hypotheses

There are two hypotheses of this research, they are:

1. (H₀): Students have no difficulty in writing Essay for students at English education department of IAIN Palopo.
2. (H_a) : Students have difficulty in writing essays for students at the English education department of IAIN Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher uses a mixed-method with quantitative and qualitative design to answer research questions in this research. Quantitative is chosen because the purpose of this study was to determine students' ability to write essays using analytical, written texts, and qualitative is selected to determine students' difficulties in writing essays using interviews.

John W. Creswell (2014) defines mixed methods research as an investigative strategy that includes gathering both quantitative and qualitative data, combining the two types of data, and employing various designs that may contain philosophical presumptions and theoretical frameworks. The fundamental premise of this type of study is that using both qualitative and quantitative methods together yields a more comprehensive grasp of a research problem than each method by itself.²²

B. Subject of Research

The subjects in this research are English Education students at IAIN Palopo who had studied and completed a training project in essay writing. The researchers chose students in the fifth semester of the 2019 academic year with 97 students and an average of 34 students in one class. Of the 34 students in class B,

²² John W. Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approaches*, 2014.

there were 20 student portfolios collected. Therefore the researcher only took a sample of 20 students from class B in semester V.

C. Instruments of The Research

1. Portfolio Of Students' Writing

The first research instrument is written text. Writing text is used in this research to study students' ability to write essays. For this research, students were asked to collect the results of a project training to write essay texts on subjects that provided an essay writing project. The researcher used the test results to analyze the students' ability in essay writing and to study some of the factors that enabled them to acquire skills in essay text.

2. Interview

The second issue of this research is the interview. An interview is used in the research to find student difficulties in writing essays. Researchers would select 10 students and give several questions about the student's difficulties in writing essays.

D. The procedure of Collecting Data

In collecting the data, the researcher used some techniques shown as follows :

1. Quantitative Data (Writing Text)

The quantitative data is collected by using the following steps :

- a. The researcher would compile the results of the student training project in writing essays in the learning that provides a writing essay training project.
- b. The researcher created a WhatsApp group with fifth-semester students at the research level.

- c. The researcher directed the students to submit the essays they had worked on in the writing essay training project.
- d. Student writing essay training project was collected through WhatsApp group.
- e. The researcher will analyze it using an assessment writing rubric.

2. Qualitative Data (Interview)

The researcher would conduct interviews for further learning information by students who are used as samples to determine student perceptions of students' difficulties in writing by using the following steps:

- a. Interviews would be conducted by voice call for fifth-semester students in the English education department.
- b. The researcher gathered 10 students in the class for an interview.
- c. The researcher made phone calls and recorded the interviews with the students.
- d. The researcher asked some questions about students' difficulties in writing essays.
- e. Respondents answered every question that the researcher asked.

E. The Technique of Data Analysis

After collecting the data from the writing essay text, the researcher analyzes the data by using the following steps :

- a. Classifying Score

The objective scores are classified into five scales and the components involved.

- a) Content is the substance of writing, the idea expressed.
- b) The organization is the purpose of organization material in writing which happens from beginning to end.
- c) Vocabulary is all the words used by the students.
- d) Grammar is the correct use of syntactic patterns and structural words.
- e) Mechanics is the use of the graphic convention of the language.

Table 3. 1 Scoring Of Content

No	Score	Classification	Criteria
1	27-30	Excellent	Clear, focused, and exciting detail, complete, rich, and well-focused, the main idea stands out, and secondary opinions do not usurp too much attention
2	15-26	Good	Clear the focus, even though the overall result may not be incredibly captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme
4	9-11	Poor	Not fluent, does not communicate, information is minimal
5	5-8	Bad	No organization, not enough to evaluate because there is no meaningful

Table 3. 2 Scoring Of Organization

No	Score	Classification	Criteria
1	18-20	Excellent	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a firm conclusion
2	15-17	Good	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious, or the main idea stand out logical be incomplete sequencing
3	12-14	Fair	Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail
4	9-11	Poor	No communication and the transition is very weak,

			leaving the connection between ideas fuzzy, incomplete or bewildering
5	5-8	Bad	No organization, not enough to evaluate, confusing sender

Table 3. 3 Scoring Of Vocabulary

No	Score	Classification	Criteria
1	18-20	Excellent	Effective words, choice, and the usage, specific and accurate
2	15-17	Good	Adequate range occasional error of word/idiom, choice, and usage. Language-communication rarely captures the reader's imagination; while the overall meaning is quite clear, some words may lack precision
3	12-14	Fair	The writer struggle with eliminating vocabulary, grouping words
4	9-11	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words simply do not feat the text: verb are weak and view in number: is, are, was, were, and dominated
5	5-8	Bad	Almost the words used are wrong, colourless, not enough to evaluate, and incorrect spelling.

Table 3. 4 Scoring Of Grammar

No	Score	Classification	Criteria
1	23-25	Excellent	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions but meaning seldom cored
3	16-19	Fair	A significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate
5	5-8	Bad	Virtually not the master of sentence construction rules

Table 3. 5 Scoring Of Mechanics

No	Score	Classification	Criteria
1	5	Excellent	Demonstration of mastery of convention, not problem of spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors of spelling, punctuation, capitalization, paragraphing
3	3	Fair	Some errors in spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors in spelling, functions, capitalization, paragraphing
5	1	Bad	Illegible writing

- b. After getting the student's writing point, the researcher scores the student's point by using the following formula : ²³

$$\text{Score} = \frac{\text{Students score}}{\text{Total number of an item}} \times 100$$

Table 3. 6 Classification

Classification	Score
Excellent	86 – 100
Very Good	76 – 85
Good	66 – 75
Average	56 – 65
Poor	36 – 55
Bad	0 – 35

- c. Calculating the mean score of the student's writing test by using the following formula :

$$X = \frac{\sum x}{N}$$

²³ J.B. Heaton, "Writing English Language Test (New Edition). (Longman Inc. New York, 1998), p.135" (n.d.).

Where :

\bar{X} = the mean score

$\sum x$ = the total raw score

N = the number of students

Furthermore, the data from the interview was analyzed by using the Miles and Huberman method in the following steps :

1. Data Collection

Collecting data is collecting, measuring, and analyzing accurate insights for a study. The researcher would collect data obtained from interviews about students' difficulties in writing essays.

2. Data Reduction

Data reduction is the process of choosing, concentrating, simplification, reducing, and formatting the data in the writing or transcript that has been supplied. The findings of the interviews would be examined by the researcher. According to the problem formulation, the researcher will additionally write some data utilizing a data reduction procedure, only taking the most crucial facts.

3. Data Display

A public display is a condensed and structured collection of data that enables inference and action. The researcher employed descriptive information to explain the findings. The researcher collected significant data using a study design and then distilled it into descriptive language.

4. Conclusion and Verification

Understanding what is meant by regularities, patterns, potential explanations, configurations, causal pathways, and discoveries makes conclusions. Concluding this research's data analysis validates and discusses its ultimate findings. A researcher would evaluate the information and results.²⁴



²⁴ Miles and Huberman, "Qualitative Data Analysis," 1994.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. The Student's Ability In Writing Essay Text (Quantitative Data)

a. Students score in first writing essay

Table 4.1 The student scores on the first essay writing text

Sample	Content (30)	Organizati on (20)	Vocabulary (20)	Grammar (25)	Mechanics (5)	Total (100)	Classificati on
S 1	15	14	12	14	3	58	Average
S 2	13	12	13	15	2	55	Poor
S 3	12	12	13	13	3	53	Poor
S 4	14	12	14	15	3	58	Average
S 5	13	12	12	15	3	55	Poor
S 6	14	13	14	15	2	58	Average
S 7	13	13	12	14	3	55	Poor
S 8	15	14	13	13	3	58	Average
S 9	16	14	14	16	3	63	Average
S 10	13	13	13	13	2	54	Poor
S 11	17	15	15	17	3	67	Good
S 12	13	13	14	14	3	57	Average
S 13	16	14	12	16	3	61	Average
S 14	16	15	14	16	3	64	Average
S 15	12	13	12	12	2	51	Poor
S 16	14	13	14	14	3	58	Average
S 17	12	12	13	14	2	53	Poor
S 18	12	11	14	13	2	52	Poor
S 19	12	12	12	12	2	50	Poor
S 20	15	14	13	16	3	61	Average
Total	277	261	263	287	53	1141	
Mean	13.85	13.05	13.15	14.35	2.65	57.05	

This research analyzed the students' ability to write essays in the sixth semester of English education at IAIN Palopo. The researcher analyzed aspects of writing, including content, organization, Vocabulary, grammar, and mechanics. Based on the results of the first writing text from 20 students. In writing essay texts, it was found that 10 students were categorized as average, and 1 student was in a good category. In addition, 9 students are categorized as poor, and it can be seen in table 4.1.

The means score of students first writing essay text is 57.05, according to table 4.1. The formula for calculating this is as follows:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1141}{20} = 57.05$$

The students' essay text writing scores were divided into five categories: content, organization, Vocabulary, grammar, and mechanics. After assessing students' essay writing skills, it can be concluded that, in general, students' essay writing abilities are categorized as average. The mean score in writing essay text is 57.05.

b. Students score in second writing essay

Table 4. 2 The students' scores on the second writing essay text

Sample	Content (30)	Organization (20)	Vocabulary (20)	Grammar (25)	Mechanics (5)	Total (100)	Classification
S 1	14	14	12	13	3	56	Average
S 2	14	12	12	14	2	54	Poor
S 3	15	14	13	16	3	61	Average
S 4	14	14	12	13	3	56	Average
S 5	15	14	12	14	3	58	Average
S 6	13	13	11	15	3	55	Poor
S 7	16	14	12	15	3	60	Average
S 8	15	14	13	15	3	60	Average
S 9	13	13	13	13	2	54	Poor
S 10	13	13	12	13	2	53	Poor
S 11	16	15	15	15	3	64	Average
S 12	15	14	12	15	3	59	Average
S 13	16	15	13	16	4	64	Average
S 14	15	13	12	15	3	58	Average
S 15	15	12	13	15	4	59	Average
S 16	12	13	11	13	3	52	Poor
S 17	15	13	14	14	3	59	Average
S 18	14	14	13	15	3	59	Average
S 19	13	13	15	14	3	58	Average
S 20	13	12	12	14	3	54	Poor
Total	286	269	252	287	59	1153	
Mean	14.3	13.45	12.6	14.35	2.95	57.65	

This research analyzed the students' ability to write essays in the sixth semester of English education at IAIN Palopo. The researcher analyzed aspects of writing, including content, organization, Vocabulary, grammar, and mechanics. Based on the results of the first writing text from 20 students. In writing essay

text, it was found that 14 students were categorized as average, and 6 student was in the poor category, it can be seen in table 4.2.

The means score of students second writing essay text is 57.65, according to table 4.2. The formula for calculating this is as follows:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1153}{20} = 57.65$$

The students' essay text writing scores were divided into five categories: content, organization, Vocabulary, grammar, and mechanics. After assessing students' essay writing skills, it can be concluded that, in general, students' essay writing abilities are categorized as average. The mean score in writing essay text is 57.65.

This research analyzed the students' ability to write essays in the sixth semester of English education at IAIN Palopo. The researcher analyzed aspects of writing, including content, organization, Vocabulary, grammar, and mechanics.

a. Content

Table 4. 3 The students score on content.

	Total Score	Mean Score
Writing Text 1	277	13.85
Writing Text 2	286	14.3
Total	563	14
Category		Fair

Table 4.3 display the students score in the content aspect. It can be seen in writing text 1 the total score is 277, with a mean score of 13.85. Meanwhile, the writing text 2 is higher is 286, with the mean score 14.3. The total score of both writing texts is 563, with the mean score of 14 categorized as fair. The result of the content score is categorized as fair, indicating the students in writing lacked logical sequences and developed ideas confusing or disconnected, lacking purpose or theme.

b. Organization

Table 4. 4 The students score on organization

	Total Score	Mean Score
Writing Text 1	261	13.05
Writing Text 2	269	13.45
Total	530	13.25
Category		Fair

Table 4.4 display the students score in the organization aspect. It can be seen in writing text 1, the total score is 261 with the mean score 13.05. Meanwhile, the writing text 2 is 269 with the mean score 13.45. The total score of both writing text is 530 with the mean score 13.25 categorized as fair. Result of the organization score is categorized as fair it can be concluded that the students in writing lacked of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail.

c. Vocabulary

Table 4.5 The students score of Vocabulary

	Total Score	Mean Score
Writing Text 1	263	13.15
Writing Text 2	252	12.5
Total	515	13
Category		Fair

Table 4.5 display the students score in the vocabulary aspect. It can be seen in writing text 1, the total score is 263 with the mean score 13.15. Meanwhile, the writing text 2 is 252 with the mean score 12.5. The total score of both writing text is 515, with the mean score 13 categorized as fair. The result of the vocabulary score is categorized as fair it can be concluded that the students in writing the writer struggle with eliminating vocabulary grouping words.

d. Grammar

Table 4.6 The students score of grammar

	Total Score	Mean Score
Writing Text 1	287	14.35
Writing Text 2	287	14.35
Total	574	14.35
Category		Fair

Table 4.6 display the students score in grammar aspect. It can be seen in writing text 1, the total score is 287 with the mean score 14.35. Meanwhile, the writing text 2 is 287 with the mean score 14.35. The total score of both writing text is 574 with the mean score 14.35 categorized as fair. The result of the grammar score is categorized as fair indicates that the students in writing significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication

e. Mechanics

Table 4. 7 The students score of mechanics

	Total Score	Mean Score
Writing Text 1	53	2.65
Writing Text 2	59	2.95
Total	112	3
Category		Fair

Table 4.7 display the students score in the mechanics aspect. It can be seen in writing text 1, the total score is 53 with the mean score 2.65. Meanwhile, the writing text 2 is 59 with the mean score 2.93. The total score of both writing text is 112 with the mean score 3 categorized as fair. The result of the mechanics score is categorized as fair, indicating that the students in writing some errors in spelling, punctuation, capitalization, and paragraphing.

Based on the accumulated means scores of the categories of content, organization, Vocabulary, grammar, and mechanics of the first written essay text and the second written essay text, it can be seen in the following table:

Table 4. 8 Total mean score of first and second writing essay text

Categories	Means Score	Classification
Content	14	Fair
Organization	13.25	Fair
Vocabulary	13	Fair
Grammar	14.35	Fair
Mechanics	3	Fair
TOTAL	57.6	Average

Based on the result in table 4.8, the students got an average because their writing lacks logical sequence, is confused or disconnected in developing the ideas and lacks purpose or theme. The total means score in the content category is 14, which is in the fair classification, and the total means of organization is 13.25, which is in the fair classification. In the vocabulary category, total means a score of 13, which is in the fair category. In the grammar category, the total means 14.35, which is included in the category fair. In the mechanical category, total means a score of 3, categorized as a fair classification.

Furthermore, after trying to focus more on analyzing students' abilities in writing aspects in terms of content, organization, Vocabulary, grammar, and mechanics. The students' abilities in every aspect of grammar, Vocabulary, and

mechanics are in the average category, as seen from the total means score of the two writing texts. This can be seen from the number of students in the average category compared to other categories.

2. The Students' Difficulties In Writing Essay Text (Qualitative Data)

To support the result of the analysis of students' ability and difficulties in writing the Essay, the researcher tried to give the questions of the interview about the difficulties of writing an essay show as follows:

- a. Students are difficulty combining word by word into paragraphs.

Students' first difficulty in writing essays is that students have difficulty combining word by word into paragraphs. It can be seen in the following comments:

Respondent 1: My difficulty in writing the Essay was I found it difficult to combine one word and the next word.

Respondent 8: My difficulty in writing essays is I find it difficult to put together words because essays are pretty long, so it is difficult to string words into paragraphs.

Respondent 10: My difficulty in writing essays is determining the words I will write into an essay.

Respondent 9: My difficulty in writing essays is that I master it, so it is difficult for me to combine words into paragraphs.

- b. Students are difficult to combine the ideas from other different references.

The difficulty in students writing an essay is difficult to combine the ideas from other different references; it can be seen in the result of the interview :

Respondent 1: My difficulty in writing the Essay is combining one reference with another.

Respondent 6: What makes it difficult for me to write the first one is the lack of reading and that usually makes us lazy in writing because there are no references.

- c. Students are difficult to write sentences grammatically.

The difficulty in writing an essay is difficult to write sentences grammatically. It can be seen in the following comment :

Respondent 2: My difficulty in writing the first one is to write the correct word structure so that the sentences made can blend

- d. Students are difficulty understanding the topic given.

When writing essays, students confront the following difficulty in understanding the topic given. It can be seen in the following comment.

Respondent 3: My difficulty in writing essays is that I do not dominate the topic that will be blinded into an essay

Respondent 4: My difficulty in writing essays is that I do not understand the topic given.

Respondent 9: My difficulty in writing essays occurs because of my lack of knowledge about the topic to be made an essay.

- e. Students lack vocabulary mastery.

The difficulty in writing essays is students' lack of vocabulary mastery, as seen in the interview result.

Respondent 8: My difficulty in writing essays is the lack of Vocabulary that I know

Respondent 10: My difficulty in writing essays is the lack of Vocabulary.

- f. Students are difficult to find and develop ideas to build the Essay.

Writing an essay is difficult to find and develop ideas to build the Essay. It can be seen in the following comment.

Respondent 5: My difficulty in writing is that I am lazy to look for an idea.

Respondent 7: My difficulty in writing, the first one depends on the mood or mood and thoughts, sometimes confused about where to start writing, thinking about the right time to write

Based on the results of interviews with students, the difficulties and ways students overcome difficulties in writing essays text can be seen in the following table.

Table 4.9 Students' difficulties in writing Essay

No.	Students Difficulties in Writing Essay	Students' Solution to Writing Essay
a.	Students are difficult to combine word by word into a paragraph.	Students try to learn more about how to write a sentence grammatically.
b.	Students are difficult to combine the ideas from different references	Students summarize the ideas from many references by using their own words and rewriting.
c.	Students are difficult to write sentences grammatically	Students use Grammarly tools and applications of google translate.
d.	Students are difficult to understand the topic given.	Students translate and review the Essay related to the topic.
e.	Students lack vocabulary mastery.	Students improve their vocabulary mastery by memorizing and using the sentences.
f.	Students are difficult to find and develop ideas to build the Essay	Students do a brainstorming method to generate ideas.

Based on the interview data in table 4.9, some students have difficulty writing essays. For example, students have difficulty combining word by word into a paragraph, secondary students have difficult combine the ideas from

different references, and thirdly, students have difficulty writing sentences grammatically. Also, students have difficulty understanding the topic given, and students lack vocabulary mastery; last, students are difficult to find and develop ideas to build the Essay. On the other hand, the way for students to overcome difficulties in writing essays is to improve vocabulary mastery by memorizing and using sentences and brainstorming methods to generate ideas.

B. Discussion

Researchers know the level of quality of students' ability to write essays using text and find students' difficulties in writing essays using interviews. Based on the research that has been done, the researcher analyzed the students' essay writing results into five aspects, namely, content, organization, Vocabulary, grammar, and mechanics. It can be concluded that the students have an average ability in writing using several aids such as translator applications and indicate that their abilities in Vocabulary, grammar, and mechanics are in the moderate category in every aspect.

After analyzing both students writing an essay, it can be concluded that, in general, students essay writing skills are average. It can be seen from the total means results of students per category wherein the content score is 14 with categorized as fair. Next in the organization is 13.25, categorized as fair. Besides, that Vocabulary is worth 13 with classified as fair. And also, in the grammar category, it is worth 14.35, categorized as fair. And the last in a mechanic is 3 with, categorized as fair.

Based on the research results above, the researcher found several causes of student difficulties in writing essays for the sixth-semester students of English education at IAIN Palopo. The hypothesis in this research is (H0): Students have no difficulty in writing essays for students at English education department of IAIN Palopo. (Ha): Students have difficulty in writing Essay for students at English education department of IAIN Palopo.

The tests and interviews showed that most of the students had the same difficulties in writing essays and some similarities in overcoming difficulties in writing essays. Students have difficulty writing essays as, first, students are difficult to combine word by word into a paragraph. It is supported by Hanna Novariana et al. (2018); This study offers some results regarding the kids' poor writing skills. There are internal issues that students themselves created, such as 1) insufficient motivation for studying English; 2) difficulties selecting the right phrases for writing.²⁵ Next second students are difficult to combine the ideas from different references. It is caused by the students being difficulty understanding the English article. Third, students are difficult to write sentences grammatically. It is in line with Sarah Alfiah Humairoh(2021); According to survey results that were corroborated by records and interviews using the triangulation technique, students reported having trouble using grammar as a linguistic issue when writing essays.²⁶

²⁵ Hanna Novariana, Sumardi, and Sri Samiati Tarjana, "Senior High School Students' Problems in Writing A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skill," *English Language and Literature International Conference (ELLiC) 2* (2018): 216–219, jurnal.unimus.ac.id.

²⁶ Sarah Alfiah Humairoh, "Exploring Students' Difficulties in Writing" (2021).

In addition, some other factors make it students difficult in write essays. Students are difficult to understand the topic given. It is supported by Eni Ismayanti et al. (2020); The findings of this study demonstrate that students in MIPA 6 at X struggle to write descriptive texts; these struggles include issues with spelling as well as generic grammar and organization. Additionally, lack of competency in text production abilities, ignorance of the subject matter of the script to be written, and a lack of enthusiasm in learning English are the reasons why students struggle to write a descriptive text.²⁷ And also, students lack vocabulary mastery. It is in line with Fika Alisha et al. (2019). It was observed that the results showed that their poor command of vocabulary and language usage are the main issues. They believed that their understanding of sentence construction was limited, and their limited Vocabulary also caused them to feel uncertain when selecting the right term²⁸. And last, students are difficult to find and develop ideas to build the Essay. It caused by the students are lack of interest in learning and practice.

The results of each aspect show that students have difficulties in writing Essay. This shows that the alternative hypothesis (Ha) is accepted, and the null hypothesis is rejected. So the researcher concluded that the English students of IAIN Palopo in the class of 2019 had difficulties in writing Essay.

To overcome difficulties in writing essays, the students did some strategies. First, students try to learn more about how to write a sentence

²⁷ Abdul Kholiq Eni Ismayanti, "An Analysis of Students' Ability and Difficulties in Writing Descriptive Text," *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)* 7, no. 1 (2019): 10–20.

²⁸ Fika Alisha, Nisfu Safitri, and Iman Santoso, "Students' Difficulties in Writing EFL," *Professional Journal of English Education* 2, no. 1964 (2019): 20–25.

grammatically. Second, students summarize the ideas from many references by using their own words and rewrite. Third, students use Grammarly tools and applications of google translate. And also, students translate and review the Essay related to the topic. In addition, students improve their vocabulary mastery by memorizing and using the sentences, and students do a brainstorming method to generate ideas.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the conclusions this the researcher are as follows:

1. The student's ability to write essay text.

Based on the research, students in the sixth semester of English education at IAIN Palopo are of average quality. This research indicates that both students writing essays get a total means score of 57.6. categorized as average. There is a total mean score per category in both writing essay texts, such as content 14 categorized as fair. The next organization got a score is 13.25, categorized as fair. And vocabulary get score is 13, categorized as fair. And also, in grammar, get a score of 14.35, categorized as fair. And the last mechanics get a score of 3, categorized as fair.

2. The students' difficulties in writing essays text.

Student's difficulties in writing essays almost have the same problem; such, (1) students are difficult to combine word by word into a paragraph; (2) difficult to combine the ideas from different references; (3) difficult to write sentences grammatically; (4) difficult to understand the topic given; (5) students lack vocabulary mastery; (6) difficult to find and develop ideas to build the Essay. To overcome the difficulties, students read references that are appropriate to the topic. Then students improve vocabulary mastery. In addition, students use

Grammarly tools and application of google translate, And also, students translate and review the Essay related to the topic, students improve their vocabulary mastery by memorizing and using the sentences, and students do a brainstorming method to generate ideas.

B. Suggestion

Based on the research results, some suggestions are addressed to students, English teachers, and future researchers.

1. For Students

There are several research-related suggestions for students. To start, students should improve their understanding of essay writing rules, especially in essay writing, to eliminate errors in their essay writing. Finally, students must improve their writing skills by regularly practicing writing essays to produce good essays according to the applicable essay rules.

2. For English Teachers

For teachers, especially English teachers at IAIN Palopo, the results of this study are expected to help teachers improve students' ability to write good Essays by providing more writing training.

3. For the researchers

This research is expected to increase awareness to know how to write a good essay for future researchers and provide good solutions to the obstacles faced in writing.

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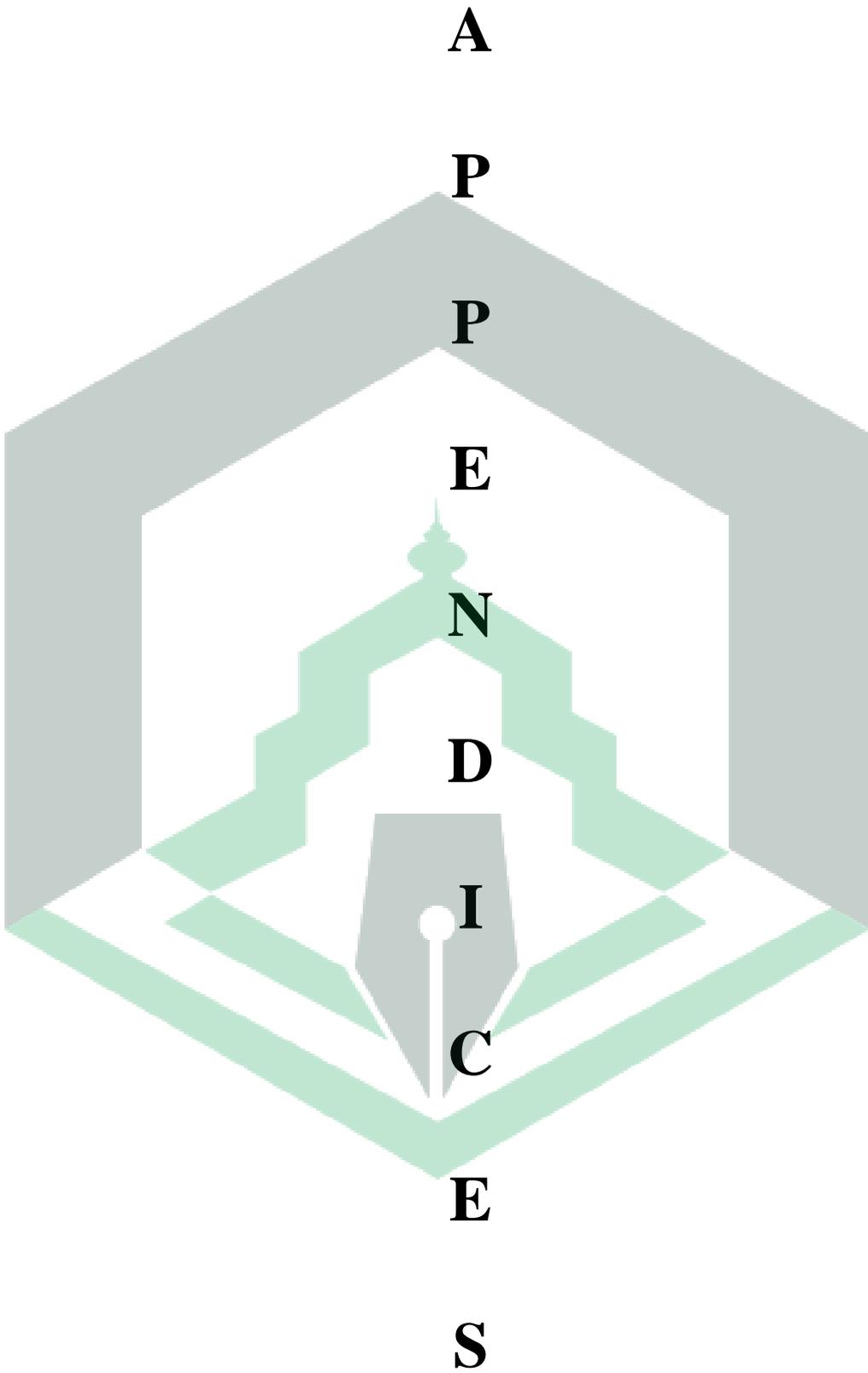
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APPENDIX 1 :
SURAT IZIN MENELITI



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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasjryn No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 281/IP/DPMPSTP/III/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelempahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NURUL PRATIWI SYAMSU
 Jenis Kelamin : Perempuan
 Alamat : Jl. Andi Tenriadjeng Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 17 0202 0074

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

AN ANALYSIS STUDENTS' ABILITY AND DIFFICULTIES IN WRITING ESSAY AT ENGLISH EDUCATION DEPARTEMENT OF IAIN PALOPO

Lokasi Penelitian : INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
 Lamanya Penelitian : 24 Maret 2022 s.d. 24 April 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 25 Maret 2022
 Oleh : Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

SUBIHA, SH
 Pangkat : Penata Tk.I
 NIP. 19720215 200604 2 016

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 ISMG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



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SURAT KETERANGAN

Nomor: 511 /In.19/PP.00.9/AK/03/2022

Yang bertanda tangan di bawah ini,

Nama : Dr. H. Muammar Arafat, S.H., M.H.
NIP : 19731118 200312 1 003
Jabatan : Wakil Rektor Bidang Akademik dan Pengembangan
Kelembagaan

dengan ini menerangkan bahwa,

Nama : Nurul Pratiwi Syamsu
NIM : 17 0202 0074
Prodi : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)

Yang tersebut namanya di atas telah disetujui untuk mengadakan penelitian di Institut Agama Islam Negeri Palopo, yang dilaksanakan mulai tanggal 21 Maret s.d. 21 April 2022, dengan judul penelitian "An Analysis Students' Ability and Difficulties in Writing Essay at English Education Departement of IAIN Palopo". dengan ketentuan sebagai berikut:

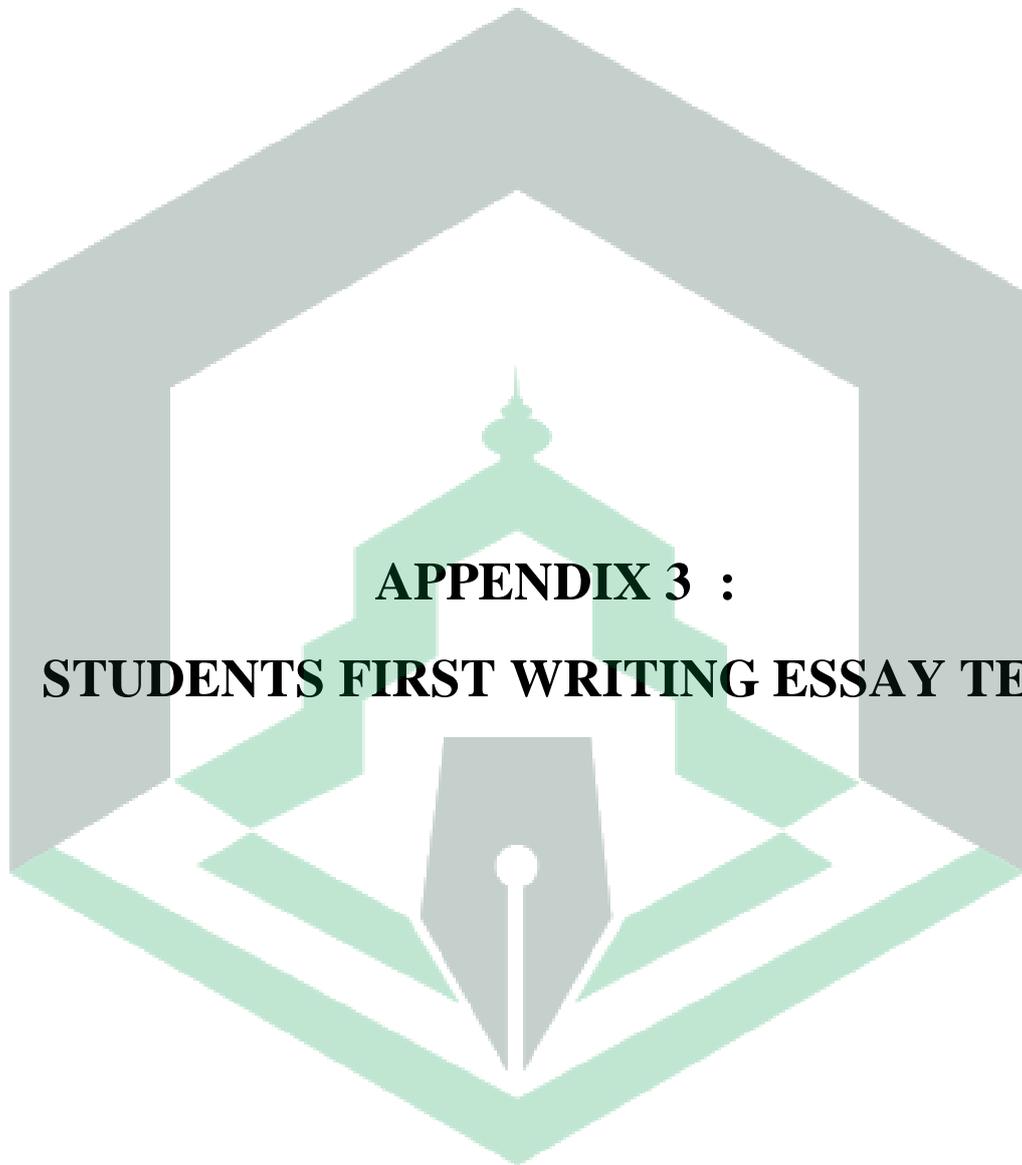
1. Proses pengambilan data tidak mengganggu aktifitas layanan administrasi;
2. Data yang sifatnya rahasia harus dirahasiakan;
3. Hasil penelitian dalam bentuk Skripsi 1 rangkap disimpan di perpustakaan IAIN Palopo.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 21 Maret 2022
a.n Rektor
Wakil Rektor Bidang Akademik dan
Pengembangan Kelembagaan,



Muammar Arafat
Dr. H. Muammar Arafat, S.H., M.H.
NIP. 19731118 200312 1 003



APPENDIX 3 :
STUDENTS FIRST WRITING ESSAY TEX

A. Students First Writing Essay Text

A.BESSE ASHEL

APPLICATION OF MEDIA TECHNOLOGY FOR EDUCATION IN THE PANDEMIC ERA

A. Introduction

The existence of technology is currently considered very important in human life as a support in carrying out various activities both in doing work and in terms of education. Educators can use technology as a learning medium or intermediary in conveying knowledge to students through several applications, such as the Zoom application, Google Classroom, Google Meeting or through WhatsApp groups which can be accessed via gadgets. By using the above learning media, educators can make explanations of the material that are interesting and not monotonous so that students are interested and remain enthusiastic in participating in these teaching and learning activities.

B. Application of distance learning using electronic media

The learning process in the current digitalization era cannot be separated from electronic media or technology to access the internet. The most common technology to use in the learning process, namely laptops and cellphones. This media is needed in order to make it easier for students to learn. As stated by Keengwe & Georgina in their research, it has been stated that technological developments provide changes to the implementation of teaching and learning. There are several applications that can be used by educators for distance learning using electronic media:

1. Whatsapp Groups

As a social chat media, Whatsapp makes it easy for users to communicate with each other communicate and interact and discuss online and don't cost too much to use. Users can communicate using text, voice and video.

2. Google Classroom

This application is devoted to online learning media, so that it can make it easier for lecturers to create, share and group each task without using paper anymore.

3. Zoom

This application provides remote conferencing services by combining video conferencing, online meetings, chat, to mobile collaboration. This application is widely used as a medium of long-distance communication. Zoom allows users to conduct meetings with up to 100 participants.

4. Google Meet

By default, Meet is turned on for G Suite for Education. This app allows users to make video calls with 30 other users.

per meeting. Google Meet is integrated with G Suite, allowing users to join directly from Calendar or an invitation sent via email.

5. Quizizz

Is a web tool for creating interactive quiz games used in classroom learning. The created interactive quiz has up to 4 answer options including the correct answer and an image can be added to the background of the question. And it is undeniable that online learning can create communication between teachers and parents of students. In addition, with online learning, it can improve the relationship between children and parents, who so far have been taught by teachers to teach more children. Parents of students must know the progress of their children in carrying out online learning in supporting their children's education. Because the first and foremost education is given by parents.

C. Conclusion

From the results of the discussion above, it can be concluded that: Learning media is an intermediary whether it is people, materials, facilities that can be used to convey messages and or information in the teaching and learning process in order to achieve good learning objectives. Meanwhile, electronic media are media that use electronics or electromechanical energy for end users to access their content.

There are several applications that can be used by educators for distance learning using electronic media, namely whatsapp group, zoom, google meet, quizziz, and google classroom.

Dwi Putri Maharani

A. Introduction/introduction

A teacher is a person who carries out guidance, meaning that a teacher should carry out guidance to his students on an ongoing basis, establishing cooperation between guidance and counseling teachers with other teachers such as field studies teachers, homeroom teachers, wakasis, TU (administration), school principals. . The purpose of guidance and counseling, one of which is orientation services, is a service that is carried out to introduce new students or someone to the environment they have just entered. Information services along with orientation services intend to provide interested individuals with an understanding of the various things needed to carry out a task or activity, or to determine the direction of a desired goal or plan. However, in the process of teacher guidance and counseling services, there are still many problems in its application, such as teachers who only apply to certain students.

B. Contents

Problems and Counseling Guidance Teacher Services

1. Counseling services are services to help individuals solve problems, especially personal social problems they face.
2. Referral service is a service to delegate problems faced by individuals to other parties who are more capable and authoritative, if the problems handled by the supervisor are beyond the personal ability and authority of the existing assistance provider.
3. Evaluation and follow-up services to assess the implementation and success of the guidance services provided, an evaluation is held. Based on the results of the evaluation, follow-up efforts were made to improve it.

This evaluation service involves evaluating the process or evaluating the results of the implementation of guidance and counseling. (Achmad Juntika, 2009:19) In addition to the services above, there are other explanations regarding the types of guidance and counseling services, namely: orientation services are services that are carried out to introduce new students or someone to new environment to enter. Information services along with orientation services intend to provide interested individuals with an understanding of the various things needed to carry out a task or activity, or to determine the direction of a desired goal or plan. And information service is also a service that seeks to meet the individual's lack of information they need. Information services also mean efforts

to equip students with knowledge and understanding of their environment and the process of young people's development (Tohirin, 2011:147)

The purpose of information services is so that individuals know how to master information which is then used for their daily needs and their development. In addition, when referring to the understanding function, information services aim to make individuals understand various information with all its intricacies.

Mastery of various information can be used to prevent problems from arising, to solve problems, to maintain and develop individual potential and to enable the individual concerned to open himself up to actualize his rights.

Information services also aim to develop independence. Individual understanding and mastery of the information they need will enable individuals to:

Able to understand and accept themselves and their environment objectively, positively and dynamically, make decisions, direct themselves to useful activities in accordance with the decisions taken and actualize them in an integrated manner.

There are several basic principles that are seen as the foundation or foundation for guidance services. These principles stem from philosophical concepts about humanity that form the basis for providing assistance or guidance services, both in school and outside of school.

C. Conclusion:

A teacher is a person who carries out guidance, meaning that a teacher should carry out guidance to his students on an ongoing basis, establishing cooperation between guidance and counseling teachers with other teachers such as field studies teachers, homeroom teachers, wakasis, TU (administration), school principals. .

Guidance and counseling teachers as school police officers are to provide direction, understanding, explanation to students that guidance and counseling teachers should not be feared, and inform students of the benefits of the guidance and counseling room.

All students have the right and have the same service opportunities, through various forms of guidance and counseling services available. Each field must have a character in its implementation, both from its personnel and other things. As with guidance and counseling, it has the characteristics to determine a person who can be used as a guidance and counseling teacher.

NUR AINIS

The Role and Experience of Counseling Teachers in Improving the Discipline and Character of High School Students 05 LUWU

Learning or seeking knowledge is an obligation for all of us. We can learn anywhere, anytime as long as life is still in the body. In the learning process itself, we often encounter problems that hinder students in achieving their goals. But can the student solve the problem on his own? And can anyone help solve the problem?. Well, in class 11 Social Sciences 2 I will tell you about a role and experience by a BK teacher at SMAN 05 Luwu. I *NUR AINIS* As a student at IAIN Palopo, I use the interview method to find out what problems the BK teacher is experiencing.

Before that I will explain first about the Counseling Guidance (BK) itself. Guidance can be defined as a process of providing continuous and systematic assistance from the supervisor to the guided in order to achieve independence in self-understanding, self-acceptance, self-direction and self-realization in achieving an optimal level of development and adjustment to the environment. While the word counseling in Indonesian is defined as "counseling", which is part of guidance, both as a service and as a technique. Counseling services are at the heart of the overall guidance service business. Every day a BK teacher goes around in each class to monitor the students in the class, from class IPA 1 - IPA 7 all students are safe and do not have problems, this teacher returns to his room. During the day, the BK teacher passed the Social Sciences 1 class and the class was still under control, but when he arrived at the Social Studies 2 class, this was the first time the BK teacher or often called Ms. Novi faced the problem of students fighting in class. Arriving in the BK room, these students were asked questions. Now the question is about what caused the problem, after knowing this BK teacher gave a solution to the student. After the problem of approximately 1 hour was resolved and for the experience of this BK teacher. then the BK teacher smiled with relief that he could solve the student's problem. And the next day Mrs. Novi monitored the 2 people and Alhamdulillah they both made peace and even ate together in class, and the heart of a BK teacher was really very happy, he said.

The conclusion, that every problem will have a solution as long as we solve it with a cool head.

Nurmi Padang

Bullying and how to deal with it

Bullying often occurs in schools and everyday environments that eat souls. This bullying act is detrimental to the victim to affect his psyche. The phenomenon of bullying causes perpetrators to act arbitrarily to victims. Bullying events often occur in schools, homes, workplaces, communities, to the virtual world. Bullying activities do not choose age and gender. The perpetrators choose someone from shy, quiet, special, beautiful, to have flaws to be ridiculed.

Definition of Bullying

Bullying is any form of oppression or violence, which is done intentionally by one person or group that is stronger. The purpose of this bullying is to hurt others and is done continuously.

Types of Bullying

Bullying behavior is divided into several types, such as verbal and non-verbal. Non-verbal bullying has an impact on the perpetrator's threats to physical violence. Meanwhile, verbal bullying uses harsh words to spread the victim's disgrace to others.

Direct Verbal Contact

Bullying is in the form of threatening, humiliating, disturbing, calling names, demeaning, intimidating, cursing, and spreading bad gossip.

Direct Physical Contact

The perpetrators pushed, kicked, grabbed, hit, scratched, pinched, blackmailed, locked someone in a room, and destroyed other people's belongings.

Live Non-Verbal Behavior

Bullying looks cynical, displays condescending expressions, threatens, mocks, sticks out tongue, and even physically abuses the victim.

Indirect Non-Verbal Behavior

Bullying acts in the form of manipulating friendships, ostracizing or ignoring, sending anonymous letters, to silence someone

Sexual harassment

This act of bullying falls into the category of physical or verbal violence.

Cyber Bullying

Violence by hurting others through electronic media. Such as giving bad comments, defamation through social media, and spreading intimidation videos.

Impact of Bullying

Bullying has an impact on mental health, especially in children and adolescents. Perpetrators who bully can have a bad influence on the physical and mental health of the victim. The most fatal impact of bullying cases is suicide by the victim.

1. Impact of Bullying on Victims

Trigger depression, stress, mental health disorders, trash trigger anger. Impact on lowering the level of intelligence and analytical skills of children. Adolescents and children who experience bullying behavior will decline academically and choose to isolate themselves.

2. Impact of Bullying on Perpetrators

Behavior changes to aggressive, violent, irritable, impulsive, and low tolerance. Lack of empathy and prefer to dominate others. Perpetrators feel high self-esteem and self-confidence. Likes power to put others down.

3. Impact on the Witness

If allowed to continue, viewers who witness bullying feel that the behavior is considered normal. The audience will think that this behavior is socially acceptable, and can even imitate the behavior of especially children.

The audience chooses to be the bully out of fear that they will become the next victim. While some people choose to remain silent without acting or stopping the bullying.

Causes of Bullying

1. Physical Appearance

Someone who has a different physical appearance from others, can be a target for bullying. The bullies will mock, intimidate, and threaten the appearance of the child. They will refer to the child with hurtful words. The purpose of these words is to make the person feel inferior to the point of being alienated.

2. Class Difference

Class differences such as seniors and juniors, economics, gender, ethnicity, religion, and economics can trigger bullying

3. Seniority Tradition

In schools there is often a tradition of seniority for generations. This tradition causes victims to feel intimidated by violence.

4. Family

Large families who do not get along can lead to acts of bullying between families.

5. One's character

The appearance of resentment or jealousy. The existence of a sense of wanting to dominate to give rise to victim power, physical, sexual violence. Perceptions of the victim's behavior.

How to Overcome Bullying

Bullying can be overcome by preventing it from an early age such as when I was a child, family, school, and community. Here are some ways to deal with bullying:

1. Childhood

Provide knowledge and ways to be able to fight bullying. Give examples of ways such as supporting, conciliating, and reporting to adults to help victims of bullying.

2. Family

Instill a sense of love and religious values in children. Give children attention and interaction to give them the ability to be bold and assertive. Help children to develop social skills, self-confidence, and assertiveness. Teach compassion and ethics to others. Accompany children to view information on social media or television.

3. Overcoming Bullying at School

Educators make anti-bullying prevention programs and punishments for perpetrators who commit such acts. Build discussions and lectures on overcoming acts of oppression. Provide assistance and support to victims of bullying.

NURUL MUSYAYYADAH

**STUDENT PROBLEMS IN SCHOOL AND GENERAL APPROACHES
TO GUIDANCE AND COUNSELING**

PRELIMINARY

A problem is something that must be solved or solved. Every human being has problems in his life. Where one problem is solved or resolved, a new problem emerges. One of them is in school students. Every student must have their own problems whether in the form of academic, social-personal, career, or family problems. Each student has their own problems and has their own perspective on the problem. Students who are more open to problems so that someone who will help them can better understand and understand what the problem is and can help in finding solutions to solving the problem. Meanwhile, students who are less open in pouring out their problems will make it difficult to solve their own problems, because they are more likely to harbor their own problems and find solutions for their own solutions.

In the process of solving problems, students at school can ask for help from a Guidance and Counseling teacher, both in personal, career, family, and academic problems. If the problem is clear, the BK teacher will find it easier to provide assistance to students to find solutions to solve the problem. Nurihsan (2006) formulated four approaches as an approach in Guidance and Counseling. The four approaches include: a crisis approach, a remedial approach, a preventive approach, and a developmental approach. And as for the BK strategies that will be applied to the Counseling Guidance itself, among others: individual counseling, consultation, group counseling, group guidance, and remedial teaching. With the strategies above, it is clear that BK has its own steps in providing assistance to students to provide solutions to problem solving

DISCUSSION (CONTENTS)

a. Student problems at school

1. Academic problems

Problems that occur in schools such as:

- a. academic delay,
- b. Learning speed
- c. Lack of motivation
- d. Behaving badly when learning,
- e. Often does not go to school.

2. Personal social problems

Personal social problems such as having friends who are not liked, teachers who do not have an educational foundation so that to speak or just remind the language is different from teachers who have an educational basis so

that the student feels disturbed and may even not want to deal anymore or even just talk with the teacher.

3. Career problems

Which includes career problems, such as students who continue their education to college with an orientation to earn more money, and students who prefer work over school because they think that work is more profitable or think that school costs money so that it burdens parents.

4. Family problems

What includes family problems are the lack of communication between family members, lack of education in a family so that one member cannot help the other because they both do not master it, or even a child already wants to take education seriously but there are some parents who not allow it.

b. General Approaches to Guidance and Counseling

1. Crisis Approach

2. Remedial Approach

3. preventive approach

4. Developmental Approach

c. Strategy in Guidance and Counseling

The strategy applied in the counseling guidance service is called the guidance and counseling service strategy.

1. Individual Counseling

2. Group Guidance

3. Group Counseling

4. Remedial Teaching

CLOSING (conclusion)

From the results of the discussion on "Student problems in schools and general approaches to guidance and counseling" it can be concluded that there are four problems that are often faced by students at school, and there are several general approaches to guidance and counseling that can be done to solve these problems. as well as strategies that can also be carried out by a mentor or counselor. Each problem that occurs in students has a different handling. For example, in a lack of learning motivation, a developmental approach can be used, a lack of understanding of a subject due to an unattractive teacher delivery method can be used a remedial approach. Strategies that can be used are group guidance and remedial teaching.

Amalia Yunus

“Brawl”

The cause of student brawls started from differences of opinion, which were initially only small problems which were increasing over time. From individual problems to group problems.

More cases of brawls occur in students who are still teenagers from junior high school to high school level. Students can be influenced by anything, both the home environment, school and relationships outside of school. Students who take part in brawls usually tend to be emotional and want to solve problems right away.

There is also a brawl that occurs between two groups of students from different schools who have a long-standing animosity. And there is also a brawl between two groups of students from the same school, who have different goals between groups.

The solution in this case is:

1. Embed that problem solving solution
2. Managing children's emotional intelligence so as not to overflow in the wrong place. Give them space to express their emotions at school. Such as consultation rooms, freedom of speech and others.
3. Guide to do positive and solid but fun activities.
4. Instill the nature of sympathy and empathy for children.
5. Teach there are many ways to solve problems, not only through violence.

Della Puspita

TITTING BEHAVIOR: CAUSES, IMPACTS, AND SOLUTIONS

Skipping is a serious problem that will affect student learning success. In addition, truancy is a form of behavior that violates applicable rules and regulations. Many reasons were put forward by students in truancy, such as being lazy, there was a need, the teacher was not comfortable teaching, class hours were empty, seeking attention and others.

How important it is to deal with student truancy behavior at school.

1. Student truancy behavior really needs to be intervened by the BK teacher by means of
2. identify the causal factors and their impacts comprehensively, so that they can be
3. found the root of the problem as a basis in providing guidance services
4. and counseling to students in schools.
5. It is necessary to create pleasant situations and conditions in schools to support
6. student learning behavior through cooperation between BK teachers, subject teachers, staff
7. and school leaders to stimulate/stimulate students in carrying out activities
8. curricular and extra-curricular, so that it becomes a school culture that produces
9. School performance that is productive, proactive, and synergized in realizing goals
10. formal education.
11. BK teachers as professional educators usually position themselves as helpful helpers
12. liked by students, so that any problems experienced by students can be
13. solved wisely, which encourages students' creative behavior and feels happy
14. being in the situation and conditions at school as a tool that supports the process
15. optimal student development.

Ichwana Rusdianto

GUIDANCE AND COUNSELING IN HANDLING STUDENT'S DELAY

A. INTRODUCTION

Guidance and counseling services must include efforts to serve students in order to develop their potential or achieve their developmental tasks. Students as an important element of school are individuals who are experiencing development so they are prone to problems that can affect their learning outcomes. For this reason, the existence of guidance and counseling in schools is very much needed.

B. DISCUSSION / CONTENTS

Student delinquency is inappropriate behavior to be an example or reference, especially for children who are in the process of developing. For example, the behavior of students who smoke. The reason why students do this is because of the association that is around them, the habit of hanging out with school friends who often do mischief so that students are carried away and usually this smoking behavior is not known by the students' parents. Guidance and counseling teachers try to deal with student delinquency such as trying to discipline students by providing guidance, supervision, and action if there is a violation committed by students.

C. CONCLUSION

Of the many misbehavior of students, as for the cause of students' misbehavior, which is dominated by the influence of their closest friends, environment, and existence in the eyes of their friends, so that this delinquency can easily occur among students.

Muharni

INTRODUCTION

Learning Media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning

PROBLEMS IN USING LEARNING MEDIA

When using learning media there are some students like the learning media and some don't like the learning media, it's usually caused by educators who are less proficient in using the learning media so that students get bored with the material. Many educators have never thought of creating their own learning media so that it is easier for them to demonstrate the learning media that he created.

SOLUTION/CONCLUSION

If 80% of creative teachers in educational institutions in Indonesia will certainly find many teaching aids and media available to deliver learning materials in schools. Creative teachers will never give up on circumstances. The condition of the lack of funds actually makes the teacher creative in utilizing other learning resources, not only studying in class but also studying in museums, markets, and other surrounding environments.

Novrianti Sayang

***Problems in the Selection of Teaching Media**

The importance of the position / function of the media as an integral part in learning, it is necessary to get the attention of teachers. Therefore, teachers should not only understand the concept of learning media, regarding the principles of their use and the possible problems that occur, types/varieties, criteria and procedures but also about the process of selecting media.

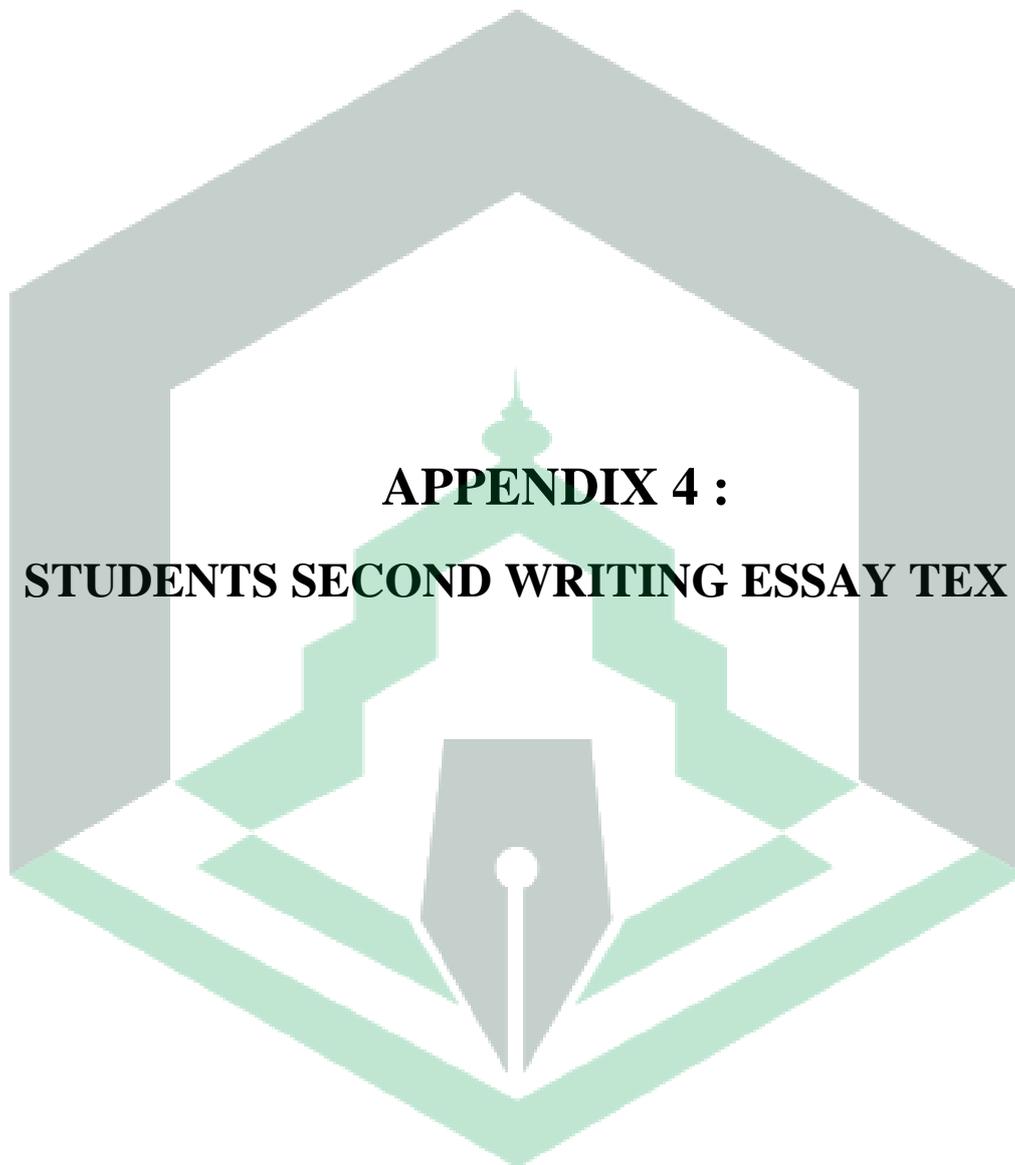
Learning media is everything

which can help to simplify the teaching and learning process, make it easier for students to capture the material and increase the spirit of learning. So that this media can help teachers to do learning effectively.

To analyze how to choose a good learning media and analyze what obstacles exist in the selection of learning media. There are some problems in the selection media, namely the relatively expensive cost, the selection of media that is not in accordance with the material, the difficulty of applying media in the classroom.

Of the various problems of choosing learning media (Teaching Media), educators must adjust between types of media

with curriculum materials, choosing media that are relatively inexpensive/cheap, Availability of hardware for the use of learning media and having convenience in its use.



APPENDIX 4 :

STUDENTS SECOND WRITING ESSAY TEX

B. Second Writing Essay Text

NUR AINIS

Advantages and Disadvantages of Online Learning

What are the advantages and disadvantages of online learning?

In the midst of the recent COVID-19 outbreak, implementing digital-based learning or e-learning is very useful for protecting students from the spread of the COVID-19 virus, but it also has some disadvantages. This essay reviews the advantages and disadvantages of online learning and provides a logical conclusion.

The four advantages of online learning in the midst of the COVID-19 outbreak are that it is easily accessible, the costs used are more affordable, the learning time is flexible and has broad insight. Firstly, it can be accessed easily by using a cell phone laptop or other sophisticated device that is connected to the network, we can access the material we want to learn. This way we can do online learning anywhere. Secondly, the cost used is more affordable because we no longer go to school, college to study, we can do it at home and anywhere with an internet data package. Thirdly, learning time is flexible because the class we study takes very short time due to limited time, but if we study online we have a lot of time to find the material we want to learn. Fourthly, has broad insight because there are many things we don't know in class but we know through the smartphones we use, such as books and several types of books on the internet that can be read and shared.

But online learning also has disadvantages such as limited internet access, lack of supervision in learning. Limitations of internet access such as student who are in rural or remote areas are very difficult to reach by the network to do online learning. what's more, the lack of supervision in student learning which is usually supervised by the teacher in classes is now very difficult, with the ease of access, some users tend to procrastinate studying time because they mostly play games and other things.

To conclude, although this online learning has disadvantages such as limited internet access, lack of supervision in learning, it also has advantages such as learning that can be accessed easily, the cost used is more affordable, the time

spent studying is flexible and has broad insight. I believe that the advantages of online learning outweigh the disadvantages.



RAHMAT HIDAYAT

The term "new normal" has become one of the most commonly used terms in the aftermath of the pandemic. The rising usage of online learning resources is the new normal in education. The COVID-19 epidemic has prompted new methods of learning. Educational institutions all over the world are turning to online learning platforms to help them continue the process of educating pupils. The new normal is a reformed view of education, with online learning at its heart. Digital learning has now emerged as an essential resource for students and schools all around the world. For many educational institutions, this is a whole new form of teaching that they have had to adapt to. Online learning is being used not only to study academics, but also to learn extracurricular activities for students. The demand for online learning has increased dramatically in recent months and will continue to do so in the future.

As with most teaching methods, online learning also has its own set of positives and negatives. Decoding and understanding these positives and negatives will help institutes in creating strategies for more efficiently delivering the lessons, ensuring an uninterrupted learning journey for students.

What are the advantages of online learning, there are many advantages,

1. Effectiveness

Online learning allows teachers to give lessons to students in a more efficient manner. Online learning includes a variety of materials such as videos, PDFs, and podcasts, which teachers can incorporate into their lesson plans. Teachers can become more efficient instructors by expanding the lesson plan beyond standard textbooks to include online resources.

2. Time and location accessibility

Another benefit of online education is that students can take classes from any location of their choosing. It also enables schools to reach out to a larger network of pupils rather than being limited by geographical limits. Online lectures can also be recorded, preserved, and shared for future reference. This enables students to access the course material at their leisure. As a result, online learning provides students with the flexibility of time and place in education.

What are the disadvantages of online learning, there are many disadvantages.

1. Inability To Concentrate On Screens

One of the most difficult aspects of online learning for many students is the inability to focus on a screen for extended periods of time. With online learning, pupils are more likely to be quickly sidetracked by social media or other sites. As a result, it is critical for professors to make their online lessons concise, engaging, and interactive in order to keep students focused on the subject.

2. Problems with Technology

Another significant problem with online classes is access to the internet. While internet coverage has increased by leaps and bounds in recent years, a constant connection with adequate speed remains a challenge in smaller cities and villages. There may be a lack of consistency in learning for the child if pupils or teachers do not have a regular internet connection. This is harmful to the educational process.

NURMI PADANG

Online learning like today's that students have their own strengths and weaknesses. It's a bit difficult to live in these times. Learning done online, sometimes has flaws. Many factors contribute to this, one of which is the economic condition of the student family. For not everyone has a smartphone, and not everyone has a medium. While this study may seem practical, there must be considerable cost-effective costs.

Besides worrying about the limitations of the Internet quotas, batteries are worrying about. Because when you're listening to a lesson, and suddenly the battery runs out, the tiris quota, it just lowers the desire to learn. Especially when there is no allowance to buy quotas. Let alone to listen, absent is the problem. However, not and yet these online studies have a bad side. There's also an upside. More than that, here I will give you an explanation of the merits and flaws of online study.

Advantage: 1. place: In online learning, students can learn anywhere they are. Both indoors, outside. Like in the living room, the room, the patio, even the kitchen.

2. thrifty : We don't have to come to school and issue road fees. Sitting quietly at home gives us the opportunity to engage in study activities. This certainly saves you much money. Especially for those who live quite far away from school.

3. journey : The way back and forth to the school students used to go to, now there's no need. The only student journey takes to the bathroom, and look for a suitable place. Compared with regular schools, online learning takes less energy. Because it only works indoors.

4. matter : Material can be saved easily. Usually in the form of PPT, PDF, and word, it will be stored in a file.

5. preparation : Students do not need to think about school uniforms being used, they can wear any clothing as comfortable as possible.

Disadvantages: 1. retirement : Sometimes obstacles or problems come unexpectedly, making the lesson backward. Such as lack of communication and scout information. This would certainly be a detriment to our time, which should already be engaging in other activities.

2. Save your quota : Of course there are several applications that make Internet quotas quickly expire, among them a video download app. Besides, we have no idea what the network or signals are like in our region. Do it sooner or later.

3. Notification disturb : If you use a smartphone, it is easy to expect a notification at times.

4. battery : With cell phone and laptop media, batteries have limited capabilities. Granted, that can be achieved through wringing. But when it gets hot, you feel anxious and even bother to hold it.

5. Unfocused. : There are many things at home that attract our attention. Such as Musical Instruments, pets, and toys. Let alone his studying in a room, a place where something we like is kept inside. It was able to divert the student's focus.



RISDA YANTI

Advantages and Disadvantages of Online Learning

The digital era has brought a considerable impact on people's lives. People seem to be forced to "migrate" from manual methods to digital media in living their lives, one of which is in the education sector. Digital-based learning or better known as e-learning is increasingly being used by the community.

In the midst of the recent COVID-19 outbreak, implementing digital-based learning or e-learning is very useful to protect students from the spread of the COVID-19 virus. However, online learning still has advantages and

The advantages of implementing e-learning:

1. Easily accessible. Simply using a smartphone or other technological device such as a laptop connected to the internet, you can access the material you want to learn. By implementing e-learning you can carry out learning activities anywhere, anytime.
2. More affordable cost. Of course, we all want to increase knowledge without financial constraints. With an internet data package, you can access a variety of learning materials without worrying about missing a lesson if you don't attend. It is recommended that you register as a member in e-learning because member fees are cheaper than taking lessons or courses at learning institutions.

Disadvantages of implementing e-learning:

1. Limited internet access. One of the shortcomings of the e-learning learning method is the limited internet access. If you are in an area that does not have stable internet coverage, it will be difficult for you to access e-learning services. Of course, this still happens a lot in Indonesia, considering that some 3T areas (lagging, leading, and outermost) are still not covered by internet access. In addition, the price of internet data usage is still considered quite expensive for some Indonesian people. This causes the ability to take advantage of e-learning is still considered a privilege.
2. Less interaction with teachers. Some e-learning learning methods are one-way. This causes the interaction of teachers and students to be reduced so it will be difficult for you to get further explanations about material that is difficult to understand.

From the explanation above, it has been discussed that the advantages and disadvantages of online learning are good and bad, for the advantages, students can access learning anywhere and the learning time is more flexible, but in terms of shortcomings, students are more difficult to understand the learning material and the lack of interaction between teachers and students. students and fellow students themselves.

Novrianti Sayang

The COVID-19 pandemic period requires us to change various patterns of life that we have lived before because this pandemic has entered various aspects of our lives, one of which is the aspect of education. Learning is needed through online and digital media as a way to avoid and reduce COVID-19 cases in Indonesia. Various online learning media began to appear, such as Zoom, Google Meet, Google Drive, Google Classroom, Discord, and many more. There are several advantages and disadvantages of bold learning for students due to the impact of the pandemic which is still not over.

The advantages and disadvantages of distance learning (Online) for students include:

ADVANTAGES

Students can study anywhere at any time without the limitations of space and time. By applying the material shared by the teacher, students can learn anywhere and anytime even though in some schools it is still within the time limit for learning, but students can repeat a variety of material enough with their cellphones, they can already access to study even at night to access assignments and materials from their teachers.

Students are more frugal. Because we don't have to come to school and pay for traveling or taking public transportation or to buy petrol for private transportation. By sitting quietly at home, we can do learning activities. This is certainly very fun for the students. Moreover, for students who are located quite far from school, this will certainly be good for them so they can save pocket money that has been given by their parents.

DEFICIENCY

Lack of supervision of students. This one thing is of course the duty and responsibility of parents at home to look after and supervise their sons and daughters in participating in learning from home or outside their homes by supporting various bold learning activities for students who, as of now, are still in a pandemic situation so that their sons and daughters do not carry out traveling activities, especially in the bold learning process, especially for those whose time has been determined by each teacher at their school.

However, here we underline that every change there are always advantages and disadvantages for evaluation so that in the future it will be more advanced in our world of education which still has many shortcomings. As a consequence, teachers and students are becoming more skilled in the use of learning applications, devices, laptops, and social media.

NURUL MUSYAYYADAH

Topic : Advantages and Disadvantages of online learning

In the midst of the Covid-19 pandemic, our education system must be ready to make a leap to transform online learning for all students and by all teachers. We are entering a new era to build creativity, hone student skills, and improve self-quality by changing systems, perspectives and patterns of our interaction with technology.

During the current covid pandemic, students are required to take part in online or online teaching and learning activities. about some of the advantages and disadvantages of online learning that you need to know.

Generally, online is done through the ZOOM application or Google meeting to interact between teachers and students online. In addition, online learning is carried out to reduce the risk of contracting and prevent the spread of the COVID-19 virus among students.

One of the advantages of online learning is that it can communicate without the need to meet in person and the drawback is that it requires a stable internet connection. Therefore, to be able to access online learning smoothly, you must use a more stable and faster internet connection.

Juwita

One of the most oft-used terms after the pandemic is the term “new normal.” The new normal in education is the increased use of online learning tools. The COVID-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students.

The new normal now is a transformed concept of education with online learning at the core of this transformation. Today, digital learning has emerged as a necessary resource for students and schools all over the world.

For many educational institutes, this is an entirely new way of education that they have had to adopt. Online learning is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well. In recent months, the demand for online learning has risen significantly, and it will continue doing so in the future.

As with most teaching methods, online learning also has its own set of positives and negatives. Decoding and understanding these positives and negatives will help institutes in creating strategies for more efficiently delivering the lessons, ensuring an uninterrupted learning journey for students.

NUNU KURANI

Covid-19 is a disease caused by the Corona virus disease that began infecting Indonesia in early 2020 until now. The outbreak of this virus has caused the Indonesian government to take and implement various policies in tackling the spread of this virus, including in the field of education, the policy of learning from home or called DING (in the network).

The online learning process carried out by students, students or teachers in this case lecturers or teachers certainly has various negative and positive impacts on the substance of teaching.

And in this blog, before discussing the presence of negative and positive sides, we need to first look at some aspects of the advantages and disadvantages of this online learning system.

The advantage of this online learning system is that there is a learning process that is no longer limited by space and time in the sense that it can be anytime and anywhere. While the shortcomings of this online learning system cause a lack of enthusiasm for learning, both because the justification material is poorly understood.



A .BESSE ASHEL

Due to the Covid-19 pandemic having an impact on educational problems in Indonesia, learning cannot currently be carried out face-to-face because it is hampered by the Covid-19 pandemic so learning must be carried out online with distance between educators and students. Online learning is carried out in the midst of this pandemic so that the learning process can still run smoothly even though it is only carried out online and so that learning can still run smoothly and effectively.

Advantages of Online Learning. Unlimited distance. Preventing the spread of the Covid-19 virus. No need to bother to meet in person. Free and can be used by many people. Speed up the learning process, such as sending files, googling and so on. Facilitating the process of interaction between teachers and students. Continue to develop.

Disadvantages of Online Learning. Requires a fairly fast and stable internet connection. Requires a smart device such as an adequate android or laptop. For some students, online learning is difficult and difficult to understand. Can be misused for identity fraud. There is no direct interaction that can hinder the learning process.

One of the advantages of online learning is that it can communicate without the need to meet in person and the drawback is that it requires a stable internet connection. Therefore, to be able to access online learning smoothly, you must use a more stable and fast internet connection.

USWATUN HASANA

Advantages and disadvantages of learning during a pandemic

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge, mastering skills and character, and forming attitudes and beliefs can occur in students. In other words, learning is a process to help students learn well.

The COVID-19 pandemic period requires us to change various patterns of life that we have lived before because this pandemic has entered various aspects of our lives, one of which is the aspect of education.

Learning is required through online and digital media as a way to avoid crowds and reduce COVID-19 cases in Indonesia..

ADVANTAGES:

Students can study anywhere at any time without the limitations of space and time. Students are more frugal. Because we don't have to come to school and pay for traveling or taking public transportation or to buy petrol for private transportation.

DISADVANTAGES:

Lack of supervision of students..Time stuck. Sometimes there are obstacles or problems that come unexpectedly, thus making the lesson delayed because these problems occur.

So learning during this pandemic has its advantages and disadvantages, each from which learning can be done anywhere and anytime until it is constrained by internet data or because the network is less supportive.



APPENDIX 5 :
INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT

The Result of Interview :

The questions of the researcher to all of the students' about “ what the difficulties in writing essay and the overcome of difficulties in writing essay”

RESPONDENT 1

1. Researcher : assalamualikum dek, jadi kan sudah berapa kali ada tugas menulis essay ta, jadi ada 2 pertanyaanku tentang apa kesulitan ta dalam menulis dan cara ta mengatasinya.

Responden 1 : iye, waalaikumsalam kak, oke langsung saja kak, kesulitan saya dalam menulis essay itu, saya susah untuk mengabungkan kata satu dan kata selanjutnya, dan juga saya sulit menyatukan referensi yang satu dan yang lainnya, kerena jika kita ingin menulis essay kita harus banyak – banyak mengumpulkan banyak referensi dan saya juga agak sulit untuk mendapatkan referensi yang sesuai dengan meteri yang akan saya buat. Adapun solusi yang lakukan yang pertama yaitu saya melihat referensi- referensi orang lain, yang kedua yaitu saya bertanya kepada dosen menanyakan apakah tulisan saya sudah benar atau belum dan saja juga mencari referensi – referensi yang ada di google scholar.

Researcher : oh iye dek terimah kasih atas jawabannya

Responden 1 : iye kak sama- sama

RESPONDENT 2

2. Researcher : Assalamuailaikum dek, maaf mengganggu waktunya saya ingin wawancara bisa dek.

Responden 2 : waaliakum salam kak, iye kak terimah kasi juga karena telah mempercayai saya menjadi salah satu responden ta kak.

Researcher : Jadikan sudah berapa kali miki pasti dapat tugas menulis baik itu menulis essay atau apapun itu, nah dari itu mau ka bertanya tentang, apa kesulitan ta dalam menulis essay dan bagaimana cara ta mengatasi kesulitan itu.

Responden 2 : Baik langsung saja kak, menyambung dari pertanyaan kaka sebelumnya dimana yang pertama yaitu kesulitan saya dalam menulis yang pertama yaitu menuliskan struktur kata yang benar sehingga kalimat yang dibuat itu dapat menyatu dengan satu dan yang laainya sehingga teks yang saya buat contoh teks essay itu dapat dipahami atau dengan kata lain saya sangat susah menyusun bahasanya atau grammar yang digunakan kak. Adapun cara saya mengatasinya yaitu dengan saya memahami apa yang saya tulis kemudian setelah saya pahami saya menggunakan google untuk mencari refereni lagi atau menggunakan beberapa aplikasi untuk membantu saya dalam menulis.

Researcher : terimah kasi atas jawabannya dek

Responden 2 : iye sama sama kak.

RESPONDENT 3

3. Researcher : Assalamualikum, maaf mengganggu dek jadi mau ka adakan wawancara untuk penelitianku mungkin bisa ki.

Responden 3 : walaikumsalam kak iye bisa ji.

Researcher : oke dek, jadi langsung saja, kan sudah beberapa kali ki dapat tugas menulis essay nah pertanyaanku yaitu apa kesulitan ta dalam menulis essay dan cara mengatasi kesulitan ta dalam menulis essay.

Responden 3 : jadi langsung saja kak, yang pertama yaitu kesulitan saya dalam menulis essay saya tidak menguasai topik yang akan dibuta menjadi essay dan saya tidak tau mau mulai dari mana untuk menulis. Adapun cara saya mengatasinya dengan lebih rajin membaca di google, perpustakaan, berita dan artikel tentang berbagai tema, dan juga menuliskan apa saja yang ada di kepala yang ingin disampaikan dan abaikam dulu akurasi ejaan, kata dan kalimay, dan data.

Researcher : terimah kasi atas jawabannya dan bantuannya dek

Responden 3 : iye kak.

RESPONDENT 4

4. Researcher : assalamualaikum dek maaf mengganggu, mau ka adakan wawancara untuk penelitianku bersedia ki jadi responden ku.

Responden 4 : waalikumsalam kak iye bisa ji

Researcher : jadi pertanyaanku yaitu, apa kesulitan ta dalam menulis essay dan bagaimana cara mengatasinya.

Responden 4 : yang pertama yaitu kendala kendala dalam menulis essay pertama yaitu malas apalagi kalau jenjang waktunya tugas yang diberikan itu lama jadi malas untuk dikerjakan dan kendala yang kedua itu kurang menguasai materinya jadi takut untuk memulai dari mana takut tidak bagus hasilnya takut tulisan yang buat tidak sesuai terus untuk caranya mengatasi bangun semangat untuk diri ta sendiri untuk semangat kerja, banyak bertanya ke teman yang paham mungkin itu ji kak

Researcher : iyee makasih dek

Responden 4 : sama sama

RESPONDENT 5

5. Researcher : Assalamualaikum dek jadi kan sudah ada beberapa tugas menulis essay yang pernah kita buat nah dari itu mau ka kasi ki pertanyaan tentang apa kesulitan ta dalam menulis essay dan bagaimana cara ta mengatasinya.

Responden 5 : waalaikumsalam kak baik saya akan menjawab apa kesulitan atau mengapa banyak orang atau saya sendiri atau orang lain sulit menulis kalau menurut saya pribadi yaitu saya malas cari ide dan malas juga cari referensi referensi lain dan juga takut melakukan kesalahan terus susah merangkai kata terus bagaimana cara mengatasinya kalau saya

pribadi itu dilawan rasa malas ta dan perbanyak baca baca buku karena bisanya orang itu kalau suka baca buku itu pasti suka juga menulis.

Researcher : makasi atas jawabannya dek

Responden 5 : iye kak.

RESPONDENT 6

6. Researcher : Assalamualaikum dek tabe ini saya ingin melakukan wawancara bisa jii

Responden 6 : waalaikumsalam kak iye bisa

Researcher : jadi pertanyaan saya yaitu apa kesulitan dalam menulis essay dan bagaimana cara mengatasinya.

Responden 6 : oke jadi jawaban dari pertanyaan ta itu yang membuat saya sulit dalam menulis yang pertama yaitu kurangnya membaca dan hal tersebut juga bisanya yang mebuat kita malas dalam menulis karena tidak ada referensi yang didapat, dan kurangnya minat, serta kurangnya motivasi untuk menulis dan adapun cara mengatasinya yaitu dengan dipaksa utuk dapat menulis karena bagaimana pun akan didapat nanti namanya menulis contohnya dalam membuat skripsi, dan juga rajin membaca supaya dapat ki referensi untuk menulis.

Researcher : iya makasih nah dek atas jawabannya

Responden 6 : iye kak.

RESPONDENT 7

7. Researcher : assalamualaikum dek, mauka adakan wawancara bisa ki jadi salah satu respondenku?

Responden 7 : waalaikumsalam iye bisa kak

Researcher : jadi pertanyaanku itu apa kesulitan ta dalam menulis essay dancara mengatasinya

Responden 7 : jadi kesulitan saya dalam menulis, yang pertama tergantung dari mood atau suasana hati dan pikiran, kadang bingung mau menulisnya mulai dari mana, memikirkan waktu yang tepat untuk menulis, kadang tidak menguasai topik tulisan jadi takut tidak maksimal dalam menulis.namun semua ini berakibat dari kurangnya latihan dalam menulis. Adapun cara mengatasinya yaitu saya harus memulai dari hal kecil seperti menulis ide2 yang ada dalam pikiran tanpa menunda2, mencoba untuk yakin dan percaya pada diri sendiri tanpa ragu2, sering2 mencari referensi dan membaca artikel terkait apa yang ingin di tulis agar timbul ide2 kreatif.

Researcher : makasih atas jawabannya dek

Responden 7 : iye kak.

RESPONDENT 8

8. Researcher : assalamualikum dek bisakah saya wawancara dengan kita

Responden 8 : waalaikumsalam kak iye bisa

Researcher : oke langsung saja pertanyaannya yaitu , apa kesulitan ta dalam menulis essay dan bagaimana cara ta atasinya.

Responden 8 : kesulitan saya dalam menulis esai adalah kurangnya perbendaharaan kata yang saya ketahui dan juga saya sulit merangkai kata karena tulisan esai cukup panjang sehingga sulit untuk merangkai kata menjadi paragraf. Cara saya mengatasinya adalah dengan memperbanyak penguasaan kosakata dan rajin membaca. referensi esai sehingga saya dapat menulis esai dengan baik.

Researcher : oke dek makasih yaa

Responden 8 : siap kak

RESPONDENT 9

9. Researcher : assalamualaikum dek saya mau melakukan wawancara bisa jadi respondenk.

Responden 9 : waalaikum salam iye bisa

Researcher : nah jadi pertanyaanku itu apa kesulitan ta dalam menulis essay dan bagaimana cara ta mengatasinya

Responden 9 : oke langsung saja, kesulitan saya dalam menulis esai terjadi karena kurangnya pengetahuan ku tentang topik yang akan dibuat dan kurangnya jumlah kosakata yang dikuasai sehingga saya sulit untuk menggabungkan kata menjadi paragraf. adapun cara saya mengatasi

kesulitan dalam menulis esai adalah dengan saya harus rajin membaca referensi dan rajin belajar menulis esai yang akurat yang baik dan benar sesuai dengan cara yang berlaku.

Researcher : makasih dek

Reponden 9 : siap kak

RESPONDENT 10

10. Researcher : assalamualikum dek, jadi kan sudah berapa kali ada tugas menulis essay ta, jadi ada 2 pertanyaanku tentang apa kesulitan ta dalam menulis dan cara ta mengatasinya.

Responden 10 : oke langsung saja kak, kesulitan saya dalam menulis esai adalah kurangnya kosakata yang saya ketahui dan saya lumayan sulit untuk menentukan kata yang akan saya ditulis menjadi essay. Cara saya mengatasinya adalah dengan rajin baca referensi yang sesuai dengan topik yang akan ditulis menjadi essay. Sekian dan terimah kasi.

Researcher : Makasih sebelumnya dek

Responden 10 : iye kak siap.