

SKRIPSI

**EXPLORING CHALLENGES IN ATTAINING WRITING
SKILLS: A CASE STUDY OF FOURTH-SEMESTER ENGLISH
EDUCATION STUDENTS IN UIMSYA**



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KH. MUKHTAR SYAFAAT UNIVERSITY
BLOKAGUNG BANYUWANGI**

2024

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SKILLS: A CASE STUDY OF FOURTH-SEMESTER ENGLISH
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SKRIPSI

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Partial Fulfillment of the Requirement for the Degree of Strata 1 In
English Education Department

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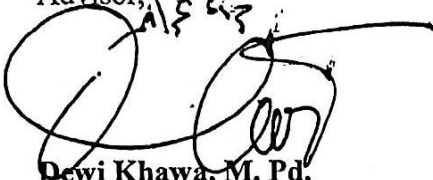
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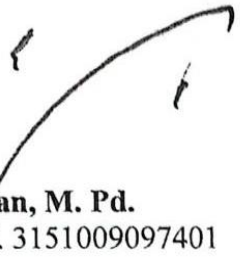
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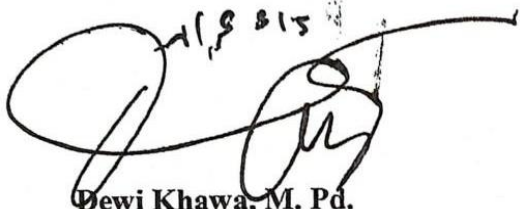
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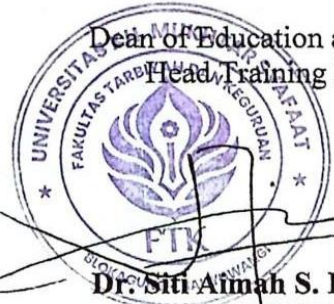
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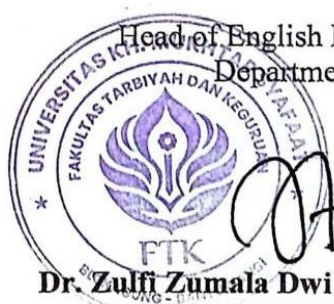
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ABSTRACT

Fuad Badruttamam, Faza. 2024. Exploring Challenges in Attaining Writing Skills: A Case Study of Fourth-Semester English Education Students in UIMSYA.

Keywords: Challenges, Writing Ability, Students.

Writing was one of the learning competencies that was truly necessary for students studying languages, especially English. As a student, writing was no stranger to learning activities, from the lowest level of education to the highest level of education. In this case, students could not escape experiencing challenges in acquiring English writing skills. This research aimed to find specific challenges in acquiring writing skills for UIMSYA fourth-semester English students as well as factors that contributed to the challenges faced by English students in acquiring writing skills.

The method used in this research was qualitative because the researcher emphasizes an in-depth understanding of a problem. To obtain data, researcher conducted observations, interviews, and documentation. Therefore, this research aimed to describe the challenges or obstacles experienced as well as the factors that contributed to students' challenges in acquiring writing skills.

At the end of the research, the researcher found that there were challenges experienced by students in acquiring writing skills, such as finding ideas or topics in writing, lack of vocabulary, poor application of grammar to writing, problematic spelling of words, insufficient time, and lack of reading. Looking at this, there were factors behind students' challenges in writing, such as lack of writing practice which affects grammar, word spelling, and student vocabulary, limited internet access, lack of learning media resources, and lack of reading, and activity schedules other than writing.

ABSTRAK

Fuad Badruttamam, Faza. 2024. *Exploring Challenges in Attaining Writing Skills: A Case Study of Fourth-Semester English Education Students in UIMSYA.*

Kata Kunci: Tantangan, Kemampuan Menulis, Mahasiswa.

Menulis adalah salah satu kompetensi pembelajaran yang benar - benar diperlukan untuk mahasiswa yang belajar bahasa, terutama bahasa Inggris. Sebagai pelajar, menulis sudah tidak asing lagi dalam kegiatan pembelajaran, mulai dari tingkat pendidikan paling bawah hingga tingkat pendidikan lain tinggi. Dalam kasusnya, mahasiswa tidak lepas mengalami tantangan dalam memperoleh kemampuan menulis bahasa Inggris. Tujuan dari penelitian ini untuk menemukan tantangan spesifik dalam memperoleh kemampuan menulis mahasiswa bahasa Inggris semester empat UIMSYA serta faktor yang berkontribusi terhadap tantangan yang dihadapi mahasiswa bahasa Inggris dalam memperoleh kemampuan menulis.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif karena peneliti menekankan pada pemahaman yang mendalam terhadap suatu masalah. Untuk memperoleh data, peneliti melakukan observasi, wawancara, dan dokumentasi. Oleh karena itu, penelitian ini bermaksud untuk mendeskripsikan tantangan atau kendala yang dialami serta faktor yang berkontribusi terhadap tantangan mahasiswa dalam memperoleh kemampuan menulis.

Di akhir penelitian, peneliti menemukan bahwa terdapat tantangan - tantangan yang dialami mahasiswa dalam memperoleh kemampuan menulis seperti menemukan ide atau topik dalam menulis, kurangnya vocabulary, penerapan grammar terhadap tulisan masih kurang, ejaan kata yang bermasalah, waktu yang tidak memadai, serta kurangnya membaca. Melihat dari hal tersebut, terdapat faktor – faktor yang melatar belakangi tantangan mahasiswa dalam menulis seperti kurangnya latihan menulis yang berpengaruh terhadap grammar, ejaan kata serta vocabulary mahasiswa, akses internet yang terbatas, media sumber pembelajaran yang kurang, kurangnya membaca, serta jadwal kegiatan selain menulis yang padat

MOTTO

من جدّ وجد

(Whoever is serious, he will succeed)

"Don't judge me by my success, but judge me by how often I fall and get back up." – Nelson Mandela

DEDICATION

I dedicate this thesis to myself who had struggled hard in completing this thesis.

To my beloved parents who always provided me with support, materials, and prayers always.

To my lecturers and mentors who had given me priceless knowledge.

To my friends who always gave me encouragement and support.

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Assalamu'alaikum Wr. Wb.

Praise be to Allah SWT who has given me good fortune in the form of health, opportunities, optimism, and abilities to complete this thesis. Shalawat and Salam to our beloved Prophet Muhammad SAW who has guided us to have a good life, the last messenger of Allah who brings Perfecting Islamic teachings and saving human life from destruction to safety part of God's right.

For the umpteenth time, researchers have carried out all obligations to take the thesis program with ease, many things have been missed, but all of these are moments that cannot be forgotten. With that, the researcher would like to thank:

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Banyuwangi, 27th June 2024

The Researcher

TABLE OF CONTENT

COVER.....	ii
ADVISOR APPROVAL SHEET	iii
AGREEMENT	iv
DECLARATION OF AUTHORSHIP	v
ABSTRACT.....	vi
ABSTRAK	vii
MOTTO	viii
DEDICATION.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
CHAPTER I	1
INTRODUCTION.....	1
A. Research Background	1
B. Research Problem	4
C. Research Objective	4
D. Research Significances	4
E. Research Scope and Limitation	5
F. The Definition of Key Terms	5
CHAPTER II.....	6
REVIEW OF RELATED LITERATURE	6
A. Theoretical Review.....	6
B. Previous Studies.....	11
CHAPTER III	16
RESEARCH METHOD	16
A. Research Design	16
B. Research Setting	16
C. Research Subject.....	16
D. Data Sources	16
E. Procedure of Data Collection	17
F. Data Analysis	23
G. Data Validity	24

CHAPTER IV.....	26
FINDING AND DISCUSSION.....	26
A. Research Findings.....	26
B. Discussion.....	32
CHAPTER V	37
CONCLUSION AND SUGGESTION	37
A. Conclusion.....	37
B. Suggestion	38
REFERENCES.....	39
APPENDICES	42
BIOGRAPHY	65

LIST OF APPENDICES

Appendix 1. Interview Question.....	42
Appendix 2. Writing Students	45
Appendix 3. Transcript Interview.....	51
Appendix 4. Photographs.....	58
Appendix 5. Advisory Card.	61
Appendix 6. Research Letter	63
Appendix 7. Plagiarim Letter	64

CHAPTER I INTRODUCTION

A. Research Background

There were four competencies in learning a language, specifically: speaking, writing, listening, and reading. Writing was one of the learning competencies that was really needed for students who studied languages, especially English, a communication tool that had been recognized as an international language in the world. Writing was also regarded as an indicator of pupils' progress in learning English and future skilled employment. Makalela (2004), stated that writing in English was the hardest academic talent to master when compared to reading, speaking, and listening. Writing was one of the most essential academic skills.

As students, writing was familiar to them in their learning activities, from the lowest level to the tertiary level. Without a doubt, writing was a fundamental learning skill. This was consistent with Graham (2019), assertion that being competent in writing was a prerequisite. These fundamental abilities were used by writers to document learning objectives, study reports, analyze the significance of incidents and circumstances, communicate emotions, convince people, amuse people, and conjure up fictional worlds, record information, and document experiences. Writing was now a component of all learning, including language development.

Writing was still seen as a linguistic ability that was challenging for learners of foreign languages to acquire, especially at universities. Students had challenges when writing because of the intricacy of writing and the variations in linguistic rules between written English and their original language. Students frequently made mistakes in their writing because they struggled with it. According to Richards & Renandya (2002: 30), the most difficult ability for learners of foreign languages to acquire was writing. The challenge was not just in coming up with and arranging ideas but also in turning them into legible writing.

According to Ariyanti & Fitriana (2017), writing required Indonesian English Foreign Language university students to struggle with grammar, cohesiveness, coherence, paragraph structure, diction, and spelling mistakes. Therefore, there were still

Many students who experienced difficulties in acquiring writing skills. Several factors emerged that underlie students' inability to acquire writing skills. These factors included: there was no student interest in writing skills, and they thought writing was boring; they lacked English vocabulary and were confused about expressing the contents of their thoughts; their knowledge about writing was still lacking; and there was no supervisor who faithfully directed students to reveal the problems they faced when writing. According to Toba et al. (2019), some learners had issues with vocabulary, organization, mechanics, content, and grammar.

Mukhtar Syafaat University, which was usually called UIMSYA, was a place of research carried out by researcher. This campus was in the Darussalam Islamic Boarding School environment, Blokagung, Tegalsari, Banyuwangi. UIMSYA was an Islamic boarding school-based college founded under the auspices of the Darussalam Pesantren. According to researcher, this place was the best choice for several reasons. First, this institution was an Islamic boarding school-based campus. Second, this institution had many students with santri status from the Pesantren of Darussalam Blokagung, so researcher was interested in conducting research.

In the fourth-semester class of the English study program, there were 32 students with different statuses, some from Darussalam Islamic boarding schools, Pesantren than Darussalam, and non-Pesantren. Of course, each student had their characteristics and uniqueness. Moreover, the fourth-semester could be said to be the initial stage of studying at the university. It was only natural that students majoring in English in the fourth semester has their own experiences learning to write. Previous researchers founded that many students experienced difficulties in writing, according to field surveys. These difficulties varied based on the circumstances each student faced. The fact that students had different statuses and educational backgrounds contributed to the diversity of writing problems that arose. They mentioned the challenges they each experienced regarding writing. Answers were taken from various subjects, including internal Pesantren students, external Pesantren students, and students who are not in Pesantren. Some of the factors mentioned include a lack of opportunities to write, no tutor or supervisor, a lack of motivation to write, difficulty determining vocabulary, and an environment that did not support writing.

Based on students' experience in writing, the researcher concluded that students' interest in writing was still lacking. The main cause was the emergence of various challenges experienced by students in writing, so that one of the English language skills, namely writing, became an obstacle by students. Interest plays a big role in motivation and confidence; teachers and classroom practices could influence students' interest in writing (Lipstein & Renninger, 2007).

The reason researcher conducted research at KH. Mukhtar Syafaat University on fourth-semester English students was because there were four abilities in learning English, namely speaking, listening, writing, and reading. Among these four, which were the measure of the proficiency of English students according to KH. Mukhtar Syafaat University English students, were speaking and writing skills. Meanwhile, writing was an important ability in education, especially at universities. In the line with Miller (1998: 341), "Writing was an important skill for the learner in supporting other learning experiences, as a meant of recording, assimilating and reformulating knowledge, as well as developing and working through his or her ideas". Therefore, it was necessary to master writing skills, starting from the smallest level of education to the professional level. In addition, the challenge of acquiring English writing was an obstacle for students, especially English students. These challenges varied according to what the students experienced. With these various writing challenges, it was interesting for researcher to conducted research. Thus, the researcher conducted a study in the fourth-semester of English students at KH. Mukhtar Syafaat University with the title "Exploring Challenges in Attaining Writing Skills: A Case Study of Fourth-Semester English Education Students in UIMSYA." Besides this, there had been no research that found out about the writing challenges of pesantren-based campus students with diverse student backgrounds. This study was expected to find out specifically the challenges of UIMSYA English fourth-semester students in acquiring English skills and the factors of challenges in acquiring English writing skills. The researcher also hoped that this study could help future researchers in finding out the challenges and difficulties in acquiring students' writing skills with different methods or variables.

B. Research Problem

Based on the research background above, the research problems were formulated in the following questions:

1. What are the specific challenges encountered by fourth-semester English Education students at UIMSYA in attaining writing skills?
2. What are the factors contributing to the challenges faced by fourth-semester English Education students at UIMSYA in attaining writing skills?

C. Research Objective

Based on the research problem above, the research objectives of this study were:

1. To know the specific challenges encountered by fourth-semester English Education students at UIMSYA in attaining writing skills.
2. To know the factors contributing to the challenges faced by fourth-semester English Education students at UIMSYA in attaining writing skills.

D. Research Significances

1. Theoretical significance

This research was expected to provide deeper insight and knowledge to students about problems in acquiring their writing skills. For students, the results of this research would be very helpful in providing information about problems in acquiring their writing skills. In addition, this research was also expected to increase students' understanding of writing skills. Finally, this research could help the next researcher tackle the same topic.

2. Practical Significance

a. The lecturer

The results of this study presented information for lecturers to know about students' problems with writing. As a result, this information could be used to help lecturers find

out students' challenges with their writing skills. Therefore, there was no obstacle for lecturers to teach writing skills.

b. The students

From this study students in the fourth-semester English Education Department would know and aware about challenges in attaining writing skills.

c. For the other research

Hopefully, the results of the study could be useful as a guide for future research by other researchers, especially for the researcher who wanted to do the same case study related to these studies.

E. Research Scope and Limitation

The scope of this study consisted of students studying academic writing in the fourth-semester English education department of UIMSYA. The researcher focused on the challenges of attaining writing skills faced by students in the fourth-semester, consisting of 32 students (14 male and 18 female) in one class.

F. The Definition of Key Terms

To avoid misunderstanding on the contents of the study, the researcher gave clear description on the terms used in the study.

1. Challenges

A challenge was something that stimulated a person's determination to improve their ability to deal with problems. It made someone more determined to do something and achieve a result. Problems that developed during the process could be a challenge. A challenge would be completed if someone could overcome the problem.

2. Writing Skill

Writing, one of the four essential skills in learning, was the process of expressing an idea in writing that could feel the writer's creativity. It was also one type of language skill that students must master. Writing was the most important element of learning, especially in higher education. By writing, someone could exchange their ideas, thoughts, and opinions. Therefore, students were indirectly required to be masters in writing skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Definition of Writing

Writing was one of the most difficult skills to master when learning a second language. It had a lot to do with using language accurately and effectively in communication (Kellogg, 1990). The students had to be able to put thoughts into written form using this ability. The writing quality in this case was determined by the thoughts and language used. For instance, the reader could not grasp if the writer used good language to convey a good idea, or vice versa. Writing became extremely complex as a result, and producing it requires deliberate work.

Writing proficiently was not a talent that came easily. It was typically acquired or passed down culturally as a set of behaviors in a formal educational setting or another context. Writing techniques had to be acquired and honed through experience (Myles, 2002). Writing also involved an essay, which was another type of writing, requiring the capacity to express ideas clearly, recount events in the form of a story or description, or transform information into a new text, as in the case of argumentative or explanatory writing. Writers required time to do a variety of tasks when writing. The duration varied substantially among writers. Some took more time before writing their first draft simply to come up with ideas.

2. The Importance of Writing

Acquiring writing skills was an essential element of learning a second foreign language. Therefore, writing was an essential skill that students needed to have. In the meantime, writing was the primary factor supporting students' academic achievement. University students were required to write for a variety of purposes, including research, summaries, essays, reports, assignments, and paragraphs. This could show how important it was for students to be competent writers in contexts that were both academic and professional (Tilahun, 2018).

3. Types of Writing

According to Chaedar & Alwasilah (2007) there were four types of written text. This includes exposition, argumentation, descriptive and narrative.

a. Exposition Text

An exposition text's primary goal was to analyze, educate, clarify, or explain a situation. The reader was intended to receive instructions or information from the author. Foreign development methods, including cause and effect, classification, definition, analysis, comparison, and contrast, as well as procedures and examples, were used in the exposition.

b. Argumentation Text

An essay that demonstrated the veracity or untruth of a claim was known as an argumentation text. Argument texts were commonly classified into two types: deductive and inductive. Writing argumentative essays was arguably the hardest kind of writing. All other forms of writing were involved. This was writing that accomplishes a goal or changes the world. The topics discussed varied from the smallest to the largest cases.

c. Descriptive Text

A description text was a verbal description of a person, object, appearance, scene, or event. With the help of this writing method, the reader could experience the subject through all five senses. Since explanations were based on the five senses, they typically rely on exact facts and visuals.

The point was to make a strong impression on the reader. Because of the imagery and clarity employed, the explanation was presented and frequently strengthens the point. Comparisons, procedures, definitions, arguments, classifications, and other tactics could all be developed and explained through descriptive. Depending on the intent behind the writing, descriptions might be objective or subjective.

d. Narrative Text

The narrative text was a chronological series of events or occurrences, both fact and fiction. However, narrative writing techniques could start from events in the middle or at the very end, giving rise to flashbacks. First-person narratives allowed the author's subjectivity to come through, while third-person narratives sound more objective. Narration served as explication or persuasion and frequently blends with description.

4. The Process of Writing

According to Coffin et al. (2005), the seven primary steps of the process approach model of writing instruction included prewriting, planning, drafting, reflecting, peer and tutor review, revising, editing, and proofreading. The seven stages could be summarized in the following:

- a. Prewriting: Students were urged to gather material, brainstorm ideas, and jot down any thoughts that occur to them.
- b. Planning: Students were encouraged to arrange and concentrate on developed concepts. Practical techniques including subject outline, thought mapping, and clustering.
- c. Drafting: Students might work in groups, in pairs, or alone, depending on the purpose of the writing task. In a first draft, writers should primarily focus on arranging the data obtained during the prewriting phase, refining topics, and structuring the text.
- d. Reflecting: Students took a little break from their writing to think about it and then return to it with new perspective.

- e. Peer/tutor review: To help students wrote better texts, peers or teachers read and provide feedback on their work.
- f. Revision: Students were urged to enhance the written text's organization and to elucidate its ideas in greater detail.
- g. Editing and proofreading: Students concentrated on formatting, grammatical accuracy, and the appropriate use of footnotes and references in the text.

5. Characteristics of a Good Writing

According to Adelstein & Pival (1984), the characteristics of good writing were as follows:

- a. Good writing was interesting. This holded whether the intention was to convince, educate, or entertain the reader. Thus, authors did not have to be experts, but they should refrain from revealing to readers information that was clear or well-known.
- b. Good writing was clear. The reader would have no trouble understanding what the author was trying to communicate because of the way the concepts were put together logically, the words that were used with great care, and the way the sentences were expressed.
- c. Good writing was concise. The readers would not feel as though they have spent their time because there were not any superfluous words, phrases, or sentences.
- d. Good writing was effective. It delivered the message to the reader in a way that produced the desired outcome for the writer. Authors must carefully select the words, sentences, and paragraph patterns that best communicated to their audience to accomplish this purpose. Good writers also adhere to standard grammar, punctuation, and capitalization guidelines to prevent drawing the reader's attention away from the main point.
- e. Good writing reflected the authentic voice of the author. It sounded like a conversation between two people. However skilled writers modify this "way of speaking"

in human connections according to the writing's goal and target readership.

6. Challenge

A challenge could be a condition, circumstance, or errand that requires uncommon effort to overcome. Challenges could be impediments, obstacles, or troublesome circumstances that must be gone up against and settled by individuals or bunches. In an authoritative setting, challenges routinely implied to issues that require innovative procedures and endeavors to overcome them. Concurring to Lazarus and Folkman (1984), challenges were jolts that require people to survey and adjust to realize wanted comes about.

7. Writing Challenges

Students would be faced with challenges in their learning process. Every learner might experience different challenges when acquiring writing skills. The students would not be able to make the essential progress toward producing excellent writing because of these challenges. The following paragraphs discussed the difficulties students encounter when writing.

The student's difficulty in acquiring writing skills was a result of their limited vocabulary (Misbah et al., 2017). The basic element of excellent writing skills was vocabulary, which was an essential component in sentence construction. Students shared their thoughts, opinions, and feelings with those around them through spoken and written language daily. Students who have a strong vocabulary found it easier to express their ideas in writing or speech. Students with weak vocabulary could benefit from using a vocabulary book and increasing their vocabulary practice.

Some students continued to have problems with grammar. In writing, grammar was essential. Grammar provided information that helped the reader understood the content. This format fully conveyed the writer's meaning to the reader. In addition, grammar discussed the morphology—the forms and structures of words—and syntax—the arrangement of words in phrases. It will be challenging for students who were not very familiar with grammar to write sentences that were properly formed. According to Fareed et al. (2016), Pronouns, tenses, articles, prepositions, subject-verb agreement, and basic sentence

construction were among the common mistakes made by students. Reading exercised and other grammar-related activities could help to enhance grammatical proficiency. According to Hadiani (2017), the grammar rules and delivering ideas were the main problems of the students.

Another factor that makes it difficult for students was incorrect spelling (Nyasimi, 2014). Possessing strong spelling abilities would help students constructively acquired writing techniques. Students who were having trouble spelling will find it difficult to advance. Students commonly spelled words incorrectly because they spell them according to how they pronounce them (Afrin, 2016). The words' letters will either be added or left by the students. For instance, "ballon" rather than "balloon."

Another to developing writing abilities in students was their readiness. Both physical and mental fitness could be considered forms of readiness. If this did not happen, students would obstacle with writing. Students would not be psychologically prepared to learn in the classroom if they were not ready. The students needed to be ready psychologically before they enter the classroom. According to Magombo (2015), Students' readiness for writing instruction could be improved by inspiring and attracting their attention.

The final, another challenge that the students deal with was a lack of motivation. If they were not motivated, students might not be interested in continuing their studies. To improve students' learning outcomes, motivation was essential (Gbollie & Keamu, 2017). Teachers could use short, positive statements like "Good job!" or "Nice try!" to encourage their students. When they received encouragement, students would move forward in their studies.

B. Previous Studies

Some of the previous studies that showed students experienced difficulties in writing. The first previous study was conducted by Humairoh (2021), "Exploring Students' Difficulties in Writing (A Case Study at the Department of English Education UIN Syarif Hidayatullah Jakarta)". This research investigated an

overview of students' difficulties in writing an essay through linguistic problems. The sample comprised 32 students (6 males and 26 females) through purposive sampling. The research used the qualitative method. Non-test instruments utilized in the study included a semi-structured interview, a document, and a closed-ended questionnaire. Each instrument's data was gathered in this study in the following ways: through a Google form for the questionnaire, through student essays written as documents, and through open interviews conducted over video calls on WhatsApp.

The researcher conducted the research because there was no study showing the categories of writing problems faced by students. This research aimed to determine linguistic problems as one category of students' difficulties in writing an essay. The study reached the conclusion that sixth-semester English Department students at UIN Syarif Hidayatullah Jakarta has difficulty with writing essays, particularly with language issues like subject-verb agreement, tenses, punctuation, spelling, and sentence structure, particularly with compound and complex sentences (Humairoh, 2021).

The similarity between the previous research and this research was as follows; Types and methods of research approaches used together using qualitative descriptive methods, both use case studies as a further qualitative research method. The differences between the previous research and this study were as follows; The subject previously studied were non-Pesantren students, while this research was conducted with most Pesantren students as subjects. Previous research only focused on students' linguistic problems, while this research focuses on all aspects of students' challenges. The previous study examined students' difficulties in writing essays by focusing on linguistic issues, while this study examined students' challenges in acquiring writing skills, especially scientific writing, and the factors that contributed to these challenges previous research used closed questionnaires, documentation, and semi-structured interviews, while this research used observation, open interviews, and documentation, triangulation in previous studies used questionnaire results supported by documentation and interviews, while triangulation in this study used source interview triangulation.

The second previous study was conducted by Mohammad El-Freihat (2021) "Challenges facing students in writing theses at Jordanian universities". This research used the qualitative method. All 438 master's students in Jordanian universities contributed to the study's population. The study examined the challenges facing students in the process of writing theses and identify differences in these challenges considering gender, qualifications, mental status, career status, and type of university. The researcher utilized a survey descriptive design using a questionnaire to deliver the study's goal to a sample of 438 master's degree students chosen at random. The researcher used the following techniques during the data collection process: examining relevant literature to provide a theoretical and practical background for the study, creating the study's instrument, testing the questionnaire's reliability on a pilot sample, creating the final questionnaire format, to ensure the reliability of the instruments, a panel of experts was consulted to test the validity of the questionnaire.

The primary finding of this study indicated that the most common type of obstacles faced by Jordanian institutions were material ones. The main conclusion of this study was that material challenges were the most prevalent in Jordanian universities. Adequate infrastructure (equipment, laboratories, and devices) were the main tools for completing a thesis.

The similarity between the previous research and this research was as follows; Types and methods of research approaches used together using qualitative descriptive methods. The differences between the previous research and this study were as follows; The sampling of the previous study used a random sampling method to all graduate students of English at Jordanian universities which amounted to 438 students, while in this study took 10 fourth-semester English undergraduate students with diverse backgrounds. The purpose of the previous study was to identify the challenges faced by graduate students in the thesis writing process at Jordanian universities, while the purpose of this study was to identify the challenges faced by fourth-semester English students at UIMSYA in acquiring writing skills that focused on scientific writing.

The third previous study was conducted by Putri et al. (2022) "The Students' Difficulties in Acquiring English Writing".

This research was conducted in the ninth grade of SMPN 32 Medan. In this study, the researcher used descriptive qualitative research. . The main objective of this research is focused on finding out student's difficulties in acquiring writing English. The researcher reached the conclusion that students had an important problem with writing in English based on the findings of her observation and interview guide. The results showed that their lack of understanding of language and vocabulary was the primary cause of their challenges. They believed that the understanding of grammar construction was weak and their lack of experience with vocabulary caused them to feel confused when selecting words. In addition, they had little interest in studying English.

The similarity between the previous research and this research was as follows; Types and methods of research approaches used together using qualitative descriptive methods. The differences between the previous research and this study are as follows; The population in the previous study was junior high school students totaling 26 students as participants, while in this study it was fourth-semester English students totaling 32 students, Previous research was obtained through document analysis, questionnaires and interviews, while in this study it was obtained through observation, documentation and interviews.

The fourth previous study was conducted by (Hashmi, 2022) "Challenges Faced by Research Students in Writing Thesis: A Qualitative Study". Forty students from Pakistani libraries and information science/information management schools formed the research population. The purpose of this study was to investigate the challenges faced by research students during thesis writing. This study examined into the difficulties that research students had when writing their theses. The findings showed that issues with choosing a research thesis topic and low motivation to write research theses and projects were among the challenges associated with inadequate thesis write-up skills.

The similarity between the previous research and this research was as follows; Types and methods of research approaches used together using qualitative descriptive methods. The differences between the previous research and this study were as follows; The object of previous study was to investigate the challenges faced by

research students during thesis writing, while in this study was to identify the challenges encountered by fourth-semester English students at UIMSYA in attaining writing skills and the factors that contributed to student challenges. The population of the previous study consisted of students who were working on a thesis or had just graduated, while in this study the population consisted of fourth-semester English students in writing scientific writing.

The fifth previous study was conducted by Aris (2022) "The Students' Difficulties in Learning Writing Skill at English Program of IAIN Parepare". The study's population consisted of all 486 students in the English Department at IAIN Parepare. This study used quantitative descriptive with a questionnaire as a data collection technique. The study's findings pointed to three linguistic factors—such as sentence construction, vocabulary, grammar, and language use—that caused students have difficulty with writing. The psychological element in which students lacked teacher feedback and direct interaction. The last aspect was cognitive difficulty. Formal writing education was required for skills like capitalization, punctuation, spelling, and paragraphing. In terms of cognition, most students had more problems spelling words correctly than figuring out punctuation. In terms of difficulty, the linguistic component was more complex than the physical and cognitive components.

The similarity between the previous research and this research was as follows; Types and methods of research approaches used together using qualitative descriptive methods. The differences between the previous research and this study were as follows; The subject of previous study was non-Pesantren students, while this research was conducted with most Pesantren students as subjects, data collection techniques in previous studies used google form questionnaires distributed by researchers via whatsapp then used a percentage formula to describe the data, while in this study using observation, interviews, and documentation as data collection techniques, previous research used quantitative methods, while this study used qualitative methods.

CHAPTER III RESEARCH METHOD

A. Research Design

The researcher would use the qualitative method. The researcher chose the qualitative method because the researcher wanted to investigate students' challenges in attaining writing skill more deeply. This method emphasized data collection based on words and descriptions rather than numerical data.

In this study, the researcher utilized a case study, which constitutes a form of qualitative research. According to Johnson (2014), a case study was a type of qualitative research that focused deeply into one or more issues. Thus, the researcher's reason would use a case study was because the researcher could investigate in-depth case study about students' challenges in attaining writing skills for fourth-semester students of the English education department.

B. Research Setting

The research conducted the study in fourth-semester English education department in academic year 2023/2024. The place of the research was KH. Mukhtar Syafaat University (UIMSya) located in Blokagung, RT.02/RW.04, 68485 Blokagung, Karangdoro, Tegalsari, Banyuwangi, East Java.

C. Research Subject

The subject of the research was fourth-semester students English education department of KH. Mukhtar Syafaat University (UIMSya) Blokagung. There were 32 Students with 14 male and 18 females. There were 29 Darussalam pesantren students, 2 village students, and 1 other Darussalam pesantren.

D. Data Sources

The researcher in this study used qualitative data, which data that was not represented by numerical values. In research, data sources came from various sources, such as books, reports, research results, direct interviews with individuals, and data from institutions

or organizations that can be trusted (Chaniago et al., 2023). This research would explore and combine two data sources, namely:

1. Primary Data

Primary data sources were those collected directly from research participants through methods that include subject observation and interviews. In this case the researcher was an important instrument in collecting data. Researcher used observation and interviews to obtain data. The first data was obtained from observations in the fourth-semester English student class. Observations were made when students were studying writing material, namely scientific writing. Further data was obtained by interviews. Researcher conducted interviews with writing students and lecturers. For students, researchers took 10 students with diverse backgrounds. Meanwhile, the only teacher in writing material was Mrs. FR.

2. Secondary data

Secondary data sources were information obtained by researcher from other sources, not directly from research participants. This could be student assignments, exam forms, and different types of documentation that could be used as a data collection strategy. The researcher used student assignments as a secondary data source in this research. The assignment was in the form of a sheet of paper for students to write on individually. The student worked on the sheet, then corrected it by the writing lecturer, and finally, the researcher got it.

E. Procedure of Data Collection

According to Miles & Huberman (2014), there were 3 methods used to collect data, includes observation, interviews, and documentation.

1. Observation

Observation was the technique of gathering open-ended and direct information by observing people and places at a research site (Creswell, 2012). Observations were carried out to understand the reality of an event or more and to answer research questions. Its benefits included the capacity to capture data from the surrounding environment, observe actual behavior, and

research people who difficulty with uttered idea expression. Therefore, by conducting direct observations, it is expected that the case study approach in this study would be able to provide facts with more breadth and depth.

When making observations, researcher recorded any findings that could help in data collection. Observations were carried out on Monday, May 27th, 2024, in the fourth-semester class with the scientific writing course. The activity began with the lecturer entering the classroom and preparing material to be explained to students. The researcher observed the situation and conditions in which the learning took place. Learning continued with the lecturer greeting the students first as a form of communication with them. Then the lecturer explained the material using a TV screen and the students' attention. The material explained in the lecture was summary, paraphrasing, and synthesizing.

From the researcher's observation, when the material was explained by the lecturer, various phenomena emerged from the students. These phenomena varied and needed to be noted by researcher, such as some students who were busy alone, some students who did not pay attention to the material explained by the lecturer, and some students who were still confused about the material explained but are embarrassed to ask questions.

After the material has been delivered, the lecturer then gave assignments to students in groups. Of all the 33 students in the class, they were formed into 6 groups, with each group consisting of 5 people. Before starting to write, the lecturer instructed students to look for five theories in several journals or articles on the internet. Then students created one research question along with one answer related to several of these theories. Then, from several theories, students summarized. Students were given 60 minutes of time. The assignments were done in groups and written on sheets of paper to be collected. In this form of activity, researcher also discovered emerging phenomena. The phenomenon in this activity was the lack of contribution to completing assignments from one of the students to his own group, and this occurred in several groups with limited electronic tools for searching for articles or journals. Once completed, all writing results were collected by the lecturer in

the form of a Google document file. The lecturer would correct and assess the assignment, and for the next meeting, we would discuss the writing results together, and the lecturer will provide feedback on the writing results to each group of students.

In the next lecture meeting on Sunday, June 16th 2024 in the fourth-semester class, the researcher continued observation to find out how the students' writing results that had been collected in the previous lecture continued. On this day, the results of student writing that had been corrected by the writing course lecturer were distributed to students. The results of the student's writing were previously in the form of sheets of paper which were collected and then corrected by the lecturer. By using sheets of paper, lecturers could provide feedback or scribbles directly to students efficiently. The lecturer corrected students' writing by crossing out incorrect sentences, providing notes regarding incorrect sentences and ticking sentences that were correct, and providing suggestions for their writing.

2. Interview

An interview was a discussion between two or more people about a subject of shared interest that emphasizes the socially situated nature of research data and used human interaction to produce knowledge (Kvale & Brinkmann, 2009). In other word, an interview was an exchange of questions and responses between researcher and informant or research subjects to gather information. Researcher would use open-ended interview in the study. The fundamental questions were asked to each interviewee in the same order and are planned. With the opportunity to express their experiences without being limited by the researcher's viewpoints, participants could generate possible answers to open-ended questions. Therefore, research data from sources would be obtained in a structured and focused manner.

The researcher conducted interviews with fourth semester students by asking students about aspects related to the researcher's title. The researcher divided the questions to students into four aspects. With the first aspect related to difficulties in vocabulary, grammar and composing paragraphs. The second aspect was related to resources and student assistance in dealing with writing difficulties. The third aspect was related to students' motivation and perception in dealing with writing difficulties,

and the fourth aspect was related to students' advice to others in dealing with writing difficulties and students' opinions so that the writing process was in accordance with their expectations.

For interviews with writing lecturer, researcher asked questions to writing lecturer related to the strategies used by writing lecturer in providing writing materials, how writing lecturer provide feedback to students, students' reactions in facing writing difficulties, the role of technology in helping students face writing difficulties, advice to lecturer or other teachers in teaching writing skills and opinions of writing lecturer to educational institutions in improving the writing skills of students and lecturers.

The researcher carried out the first stage of interviews on Monday, May 20th, 2024, when the course lecturer gave the researcher the opportunity to carry out interviews with fourth-semester students. The first stage of the of the interview lasted approximately 60 minutes. Researcher also conducted interviews when the fourth-semester students' lecture hours were over, with a duration of approximately 30 minutes. The interview activities carried out by the researcher were open interviews to obtain broader answers or information in response to several of the researcher's questions. These interviews were individual in nature, where the researcher asked questions that have been prepared in advance to individual informants so that the researcher could obtain more in-depth and detailed data. The first stage of interviews was conducted with five students, consisting of three men with the initials IF, FAM, and TS and two women with the initials KI and AN with residences outside the Pesantren and home. This was intended so that the data obtained was varied and the data is as expected by the researcher.

The second interview activity with students was carried out on Thursday, May 23rd, 2024, when the fourth-semester students' lecture hours had finished. The interview activities carried out by the researcher were open interviews to obtain broader answers or information in response to several of the researcher's questions. These interviews were individual in nature, in which the researcher gave questions that had been prepared in advance to the informant so that the researcher could obtain more in-depth and detailed data. The second stage of

interviews was conducted with five students, with details of two men with the initials IH and R and three women with Pesantren domiciles with the initials AML, NIM, and IM. With the results of interviews with ten students with different backgrounds, it was intended to obtain varied data and be able to answer research questions.

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The second interview activity with students was carried out on Thursday, May 23rd, 2024, when the fourth-semester students' lecture hours had finished. The interview activities carried out by the researcher were open interviews to obtain broader answers or information in response to several of the researcher's questions. These interviews were individual in nature, in which the researcher gave questions that had been prepared in advance to the informant so that the researcher could obtain more in-depth and detailed data. The second stage of interviews was conducted with five students, with details of two men with the initials IH and R and three women with Darussalam Pesantren domiciles with the initials AML, NIM, and IM. With the results of interviews with ten students with

different backgrounds, it was intended to obtain varied data and was able to answer research questions.

To obtain complex results to answer the research questions, the researcher conducted a third interview with the writing course lecturer. This interview was conducted on Monday, May 27th, 2024, from 12.00 to 12.25 WIB. The interview lasted 25 minutes. From the data obtained by the researcher from interview sources consisting of fourth-semester students and writing course lecturers, the researcher carried out data reduction to sort out the important points that were able to answer the questions in this research. From the results of the data reduction, the researcher obtained important points regarding student challenges in writing, such as difficulty in finding ideas or writing topics, students do not master English vocabulary, problems in composing paragraphs, lack of reading sources of knowledge, rarely writing in English, students do not fully understand grammar as a basic material for constructing sentences and paragraphs in writing, and time-limited writing. There were also students who wrote more comfortably if their writing tools, such as pens, pencils, or paper, had various colors, thereby increasing the student's interest.

3. Documentation

Documents were public and private records collected by qualitative researcher regarding research locations or research participants. Examples of these notes included letters, newspapers, meeting minutes, and personal journals (Creswell, 2012). These resources offered useful information that allows researcher to studied a wider variety of phenomena in qualitative investigations. Apart from observations and interviews, facts recorded in the form of diaries, pictures, activity journals, and other materials could also be used to collect information. In this research, researcher had taken documents such as pictures, field notes, and student writing assignments. These documents were used as further data sources besides observations and interviews.

F. Data Analysis

According to Miles & Huberman (2014), there were 3 stages to analysed data including data collection, data reduction and data display:

1. Data collection

Here, the researcher needed to have a strong understanding of the data. In this research, the researcher conducted observations as a method to answer research questions. The researcher carried out classroom observations to determine class conditions, learning atmosphere, conditions of students and teachers, and so on. With this, the first data would be obtained. To remember information from the data, the researcher made notes. This helped the researcher got to know the data sources. Then, to obtain answers to research questions, the researcher collected data through interviews. The researcher conducted interviews with eleven research participants, with details of five male students (two non-pesantren students, one Pesantren student other than Darussalam, and three Darussalam Pesantren students with different domiciles), five female students (two non-pesantren students, and three Darussalam Pesantren students with different domiciles), and one writing course lecturer. The researcher gave ten interview questions to students regarding the challenges they faced, resources and assistance, motivation, and perceptions of their suggestions and opinions regarding writing. Interviews with students were carried out by means of individual interviews to obtain deeper data and group interviews to obtain answers together and shorten time. Meanwhile, for writing lecturers, the researcher gave eleven interview questions regarding the methods used in teaching writing, the challenges faced by students, the lecturers's strategies in dealing with student challenges, and the lecturers' suggestions and opinions regarding student writing. Interviews with lecturers were conducted individually to obtain broader and deeper data. Next, the researcher collected data through documentation, namely by using student writing assignments. The students' writing assignments were carried out on sheets of paper that had been corrected by the writing lecturer. With this, the researcher could study various phenomena related to student writing. During the interview process, researcher used audio recordings so that the

answers from informants could be easily stored and made it easier for researcher to collect data. After conducting the interview, the researcher processed the interview data by transcribing the interview results, namely by copying the recording of the interview results by typing and making it clearer and easier to understand. That way the researcher could easily understand the points of the interview given by the informant.

2. Data reduction

This is the process of generating categories and themes from the data obtained in writing (script). The researcher began to analyze the data or information by using a checklist. The researcher also identified which information needed to be used in this study or required to be reduced. After obtaining observation and interview data, the researcher converted the interview results into script. Next, the researcher checked the written findings from the observations and interviews. In addition, the researcher coded significant sentences by using underlining as a symbol, i.e. each statement that shows information that leads to the research question. points were identified from the classification of data that had the same code. The researcher believed that it was easy to classify the data. By doing so, the researcher easily used the results from the observations and interviews as research data.

3. Data display

At this stage, the researcher verified the understanding and conclusions supported by the data. Then, representation involved how data is presented. In this research, the researcher would used descriptive data to interpret the data that the researcher had processed as a result of the research.

G. Data Validity

To increase validity and strengthen the credibility of research findings, triangulation was used in this research. The process of data triangulation involved comparing evidence from different sources (e.g., teachers and students), types of data (e.g., field observation notes and interviews), or data collection methods (e.g., documents and interviews) to confirm information in specific descriptions and themes in qualitative research (Creswell, 2012). Triangulation tested the credibility of the data obtained by the

researcher by combining data collection techniques and various data sources. When data collection provided different results, the researcher used triangulation to obtain strong evidence of answers so that accurate data was obtained. In this research, the triangulation used by the researcher was source triangulation, where the data obtained by the researcher through an interview with the name A was strengthened by another interview with the name B and further strengthened by an interview with the lecturer writing with the name F so that the information obtained by the researcher became more accurate for used as research data.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presented the data collected by the researcher while conducting research on the challenges faced by UIMSYA fourth-semester students and the results of research on the problems that had been formulated in first chapter. The results of this research were obtained using in-depth interviews directly with informants as a form of data search and direct documentation in the field. Researcher also used observation techniques to complement the data that had been found. This research focused on the challenges in writing that occurred to fourth-semester students at UIMSYA Blokagung. Researcher also used a qualitative approach to see the natural conditions of a phenomenon. This approach aimed to gain understanding and describe complex realities. Qualitative research was research where the data is in the form of words or images, not numbers. This data was usually collected through methods such as in-depth interviews, participant observation, and document studies (Miles & Huberman, 2014).

A. Research Findings

This research used observation techniques to obtain more accurate data in the field. Observations were carried out in the fourth-semester class at UIMSYA while studying the Scientific Writing course with an English lecturer. The activity began with the lecturer entering the classroom, followed by the lecturer explaining the Summary, Paraphrasing and Synthesizing material via a projector to the students. When the lecturer explained, students were given the opportunity to ask questions regarding things they still do not understand.

From this description it could be concluded that there were still several challenges faced by students both in terms of writing ability and environmental factors. These challenges became obstacles for students in mastering writing skills. Therefore, the researcher described the challenges faced by fourth-semester students as follows:

1. Find a topic or idea

Topic was the main subject or subject that was the focus of the writing. This was what would be discussed or explained

in the article. According to this, the topic was a person's first step in writing. Finding the right topic or idea in writing was very important to attract readers' interest and convey the message effectively. Each type of writing had a different style and format, so it was important to understand the characteristics of each to write well.

2. Academic Vocabulary

Vocabulary was a collection of words and phrases that a person knew and can use in a particular language. In the context of writing, vocabulary included the words that writers chose to express ideas and construct sentences that were meaningful and appropriate to their communicative purposes. The choice of vocabulary cannot be limited to finding it, but might be in accordance with the purpose of the writing. Vocabulary was a form of someone's ideas or thoughts in written form. With the right vocabulary in each sentence and paragraph, writing that was purposeful and meaningful will be formed. In scientific writing, the terms used use specific vocabulary according to the writing context. So that students tend to lack understanding of the terms in the writing. This case caused academic vocabulary to be one of the writing challenges for students.

3. Grammar

Being a writer meant understanding how to arrange words, constructing sentences, spelling words and grammar. Of course, grammar was mandatory for everyone when writing. In writing, grammar referred to a set of rules and guidelines that regulate how words and sentences were arranged to produce text that was clear, coherent, and easy to understand. Grammar included various elements that ensured the structure and use of language conform to applicable conventions. The following was a more detailed explanation of grammatical elements in writing:

- a. Sentence Structure:
 - 1) Subject and Predicate: Every sentence might have a subject (who performs the action) and a predicate (the action or state).
Example: "He (subject) ate (predicate)."
 - 2) Main Sentence and Supporting Sentences: The main sentence conveyed the main idea, while the supporting sentences provide additional details.
Example: "I went to the market (main sentence) to buy vegetables (supporting sentence)."
- b. Use of Punctuation:
 - 1) Punctuation such as periods, commas, question marks, exclamation marks, and quotation marks were very important to clarify the meaning and structure of sentences.
Example: "He said, 'I'll come tomorrow.'"
- c. Subject-Verb Agreement:
 - 1) The verb might agree with the subject in terms of number and person.
Example: "He's gone," not "He's gone."
- d. Correct Pronouns:
 - 1) Use appropriate pronouns to replace nouns.
Example: "The book is mine," not "The book is mine."
- e. Placement of Adjectives and Adverbs:
 - 1) Adjectives described nouns and adverbs describe verbs, adjectives, or other adverbs.
Example: "The red car was going fast."
- f. Use of Tenses:
 - 1) Tenses indicated the time an action or state occurs.
Examples: "I have eaten (present perfect)," "I ate last night (past simple)."
- g. Correspondence Between Nouns and Articles:
 - 1) The correct used of articles (a, an, the) corresponds to the noun they modify.
Examples: "An apple," "The apple."
- h. Cohesion and Coherence:
 - 1) Cohesion referred to how the sentences in a paragraph relate to each other. Coherence refers to how logical and understandable a piece of writing is as a whole.
Example: Using connecting words such as "and," "but," "because" to connect ideas.

Of the elements above, what was still a challenge for students' writing based on interviews conducted by researcher is subject-verb agreement, not yet fully mastering the tenses used to write certain texts, errors in spelling words, sentence structure between subject and verb, placement Adjectives and Adverbs, and the suitability of nouns with articles.

4. Insufficient Time

Time played a very important role in the writing process, influencing various aspects from the quality of the writing to the efficiency of the writer's work. When a writer had limited time, it would affect the quality and efficiency of the writer's work. Limited time in writing referred to a situation where a writer has a certain, strict period to complete a writing assignment. These time constrained could be caused by deadlines, tight schedules, or emergencies that required quick resolution. In this case, fourth-semester students experienced limited time in writing. This was influenced by the conditions and situations of each student. In this research, fourth-semester students had different backgrounds according to their conditions and situations such as social environment, daily activities, and place of residence and so on. In this context, writers had to manage their time effectively to complete quality writing within the specified time limit.

Looking at research subjects with different backgrounds, researcher found that time was a challenge for students' writing. This was said by several students. As a student who was placed in a Pesantren with a busy activity schedule, of course you might be able to manage your time well. Likewise, students who live in other than Pesantren, such as at home, have more time that must be used well.

5. Lack of Reading

Rarely reading has a significant impact on students' writing abilities. Reading regularly provided various benefits that are important for developing writing skills. Here were some explanations about how rarely reading can affect writing ability:

a. Vocabulary Limitations

Reading various types of writing enriched vocabulary and introduced new words and variations in language styles. Without reading, writers tended to have a limited vocabulary, reducing their ability to express ideas precisely and variedly. Example: A writer who rarely read might have difficulty finding the right words to describe a particular emotion or situation.

b. Weak Sentence Structure

Reading helped writers understand and internalize grammatical rules and correct sentence structure. Without sufficient exposure to well-written texts, writers might have difficulty constructing coherent and grammatical sentences. Example: Sentences that were often messy and did not follow basic grammatical rules.

c. Limitations of Writing Style and Technique

Reading various genres and authors helped writers understand various writing styles and techniques. Without reading, writers might be limited to one style or unaware of effective techniques that could improve their writing. Example: A writer may only be able to write in one monotonous and uninteresting style.

d. Lack of Inspiration and Ideas

Reading introduced writers to a variety of ideas, concepts, and perspectives that could inspire their own writing. Without reading, writers might experience a block of ideas or lack material to develop. Example: Writers who read infrequently might have difficulty finding interesting topics or new angles for their writing.

e. Weak Analytical and Critical Thinking Skills

Reading complex and in-depth texts helped develop analytical and critical thinking skills. This was important for writing an essay that had a strong argument and is well structured. Without reading, the writer's analytical skills might be limited. Example: The

essay written might be shallow and lack depth in its analysis.

f. Lack of General Knowledge

Reading expanded general knowledge and understanding of a variety of topics. This knowledge was essential to writing with authority and credibility. Without reading, a writer's knowledge might be limited, affecting the quality of the information they convey. Example: The author might have made factual errors or provided inaccurate information.

g. Low Writing Motivation

Reading inspirational worked could increase interest and motivation to write. Without reading, writers might lack motivation or the drive to develop their writing skills. Example: Writers might get bored quickly or not be inspired to write consistently.

Based on the results of interviews with writing teachers and students on Thursday, May 30th 2024, fourth-semester students' rarely read books or other reading sources. Lack of interest in reading was the main factor for this reason. In fact, reading had a significant impact on acquiring writing skills. Reading and writing were related to each other. The lack of access to books and reading materials for fourth-semester students was the initial cause of their poor reading. Reading facilities such as libraries that were far from the classroom were among the causes of these obstacles. Apart from reading materials in the library, students might have the internet to access journals or articles. Meanwhile, internet facilities such as Wifi for fourth-semester students were not optimal, making it difficult for students to find reading sources.

Rarely reading among students had a negative impact on writing abilities, including limited vocabulary, weak sentence structure, limited writing style and techniques, lack of inspiration and ideas, weak analytical skills, lack of general knowledge, and low writing motivation. To develop good writing skills, it was very important for writers to read regularly and widely. Reading not only enriched vocabulary and

knowledge, but also provided insight into various writing styles and techniques, and inspires new ideas.

6. Spelling Errors

The spelling of vocabulary in English had a big influence on meaning. In English, we often found words that were almost the same in terms of letters and pronunciation. Adding or subtracting letters could affect the meaning of words. The placement of letters in English spelling also influenced the meaning of words. When writing, spelling was important to arrange words into understandable sentences. If there were errors in arranging words, then the sentence did not match the purpose of writing. The spelling of Indonesian and English as a foreign language was of course different. Starting with the pronunciation of the alphabet and ending with the pronunciation of words, it became the characteristic of this language variation.

Therefore, students as writers had to understand the spelling of words because it affected written work. Errors in spelling result in changed in meaning to another meaning, even the word error had no meaning. This was an obstacle for UIMSYA fourth-semester English students in acquiring writing skills. Based on data from interviews with students on May 20th 2024, spelling errors were an obstacle for them in writing English. Their ignorance about the spelling of new or old words in writing made them a challenge. This was due to differences in word pronunciation between Indonesian and English. With spelling between two different languages, it caused the addition or deletion of letters in writing words. As a result of these challenges, students as writers felt hesitant when putting their ideas into writing.

B. Discussion

From the research findings above, the researcher focused on the challenges of students in writing scientific writing. This study was very important because the researcher could discuss about students' difficulties in acquiring writing skills in scientific writing in the fourth-semester of English.

The first was related to finding ideas in the writing process. Some students founded it difficult to get ideas during the writing process. This statement was obtained from the

interview results. According to the data from the interviews, this happened because they lacked reading and experience in writing. The results of the interviews also said that students wrote not because of their own will but because of assignments from college. However, the difficulty in finding ideas had been proven by previous research conducted by Hadiani (2017), in which it was found that students find it difficult to put their ideas into writing. This happens because of their low ability to choose specifically the main idea that would be conveyed in a writing. Students' difficulties in finding and developing ideas when writing greatly affect their writing process. Students would lose enthusiasm and even stop writing because they were unable to develop ideas in their writing. The ideas they process when thinking greatly affected the quality of their writing. The easier it was for students to find and develop ideas, the better the quality of writing will be.

Foreign language vocabulary was an obstacle for fourth-semester English students. Vocabulary had a big influence on student writing. Vocabulary was an element in composing sentences to paragraphs of writers in expressing their ideas and thoughts through writing. Based on the data from interviews with the research subjects, students had difficulty in finding academic vocabulary to express their ideas. The vocabulary used by fourth-semester students was more often the vocabulary of daily activities rather than vocabulary in academic writing. This was a challenge for students in acquiring writing skills considering that students did not know enough about vocabulary in academic writing. This statement was in line with the opinion of Misbah et al. (2017), students' difficulties in acquiring writing skills were the result of their limited vocabulary. This condition caused students to be unable to express their ideas and ideas freely and accurately through writing. Ouma (2005, as cited in Bernard, 2014) The lack of adequate vocabulary that caused tense expressions in foreign language writing is also a challenge faced by students in learning foreign language writing skills. In addition, Rabab'ah (2003, as cited in Bernard, 2014), points out that students often did not have adequate vocabulary when engaging in foreign language writing.

In addition, the grammar of scientific writing was also a challenge for fourth-semester English students in acquiring

writing skills. The results of the researcher's interview showed that grammar was a challenge for students in acquiring writing skills such as; subject-verb agreement, the use of tenses in scientific writing, misspelling of words, sentence structure between subjects and verbs, placement of adjectives and adverbs, and compatibility between nouns and articles. In accordance with the opinion of Hadiani (2017), grammar rules and the delivery of ideas were the main problems of the students. The findings were also supported by the researcher's documentation related to student writing, there were still errors found in student writing such as subject-verb agreement, the use of tenses, word spelling, sentence structure, placement of adjectives and adverbs, and the correspondence between nouns and articles. This is certainly a difficulty for students in writing. Various kinds of student difficulties regarding grammar in writing scientific writing were supported by Fareed et al. (2016) that pronouns, tenses, articles, prepositions, subject-verb agreement, and basic sentence constructions were among the mistakes that students often make.

Based on data from interviews with several pesantren students, time constraints were an obstacle for students in acquiring writing skills. They argued that there was a lack of time in their writing process. Students' limited time was due to the tight schedule of activities in the pesantren environment. These activities could not be left behind considering that students were housed in pesantren so they might follow the activities in the pesantren. There was no special time for students to write and emergencies that required quick completion were among the causes of students' limited time in acquiring writing skills. Therefore, they only took the time to write when they get assignments such as from lectures. This situation caused students to lack experience and knowledge of writing, seeing various types and texts of writing that take time in the process. In line with the opinion of Hedge (1988: 11), stated that the idea of time needed attention because writing activities naturally had different stages that require sufficient time. Kroll, (1990:140), that many students and teachers felt that writing under time pressure was a very unnatural situation and cannot make them produce writing that truly represents their abilities. Therefore, Raimes (1983:25), believed that time

was an important element in the writing process and was the element that distinguished between writing and speaking.

Lack of reading was one of the difficulties for students in acquiring writing skills. Based on interviews with writing lecturers and students, they rarely read books or other reading sources. Lack of interest in reading was the main factor causing students' lack of reading books. In fact, reading had a significant impact on acquiring writing skills. Moreover, students were writing scientific writing which required wider information and sources. In accordance with Hidayati's (2018) opinion, English competence, mother tongue interference, motivation, and reading habits were various factors that affect students' English writing skills. Reading and writing were related to each other. The lack of access to books and reading materials for fourth-semester students was the initial cause of their low interest in reading. Reading facilities such as the library which was far from the classroom was one of the causes of this obstacle. In addition to reading materials in the library, students lacked internet to access journals or articles. Meanwhile, internet facilities such as Wifi for fourth-semester students were not optimal, making it difficult for students to find reading sources. In accordance with the opinion of Muhammad Fareed et al. (2016), many students found it difficult to get significant sources of information.

The researcher also found that the challenge for students in acquiring writing skills was spelling. Vocabulary spelling was an obstacle for fourth-semester English students in their writing ability. Based on interview data, fourth-semester English students said that spelling was their challenge in writing. In line with the opinion of Nyasimi (2014), another factor that made students had difficulty in writing is spelling mistakes. This was caused by differences in pronunciation between Indonesian and foreign languages. Due to the influence of other languages, pronunciation variations, and other historical reasons, the inconsistent English spelling system became complicated for students (Gowere et al, 1995). Then, fourth-semester English students spell vocabulary related to scientific writing. With the difference in spelling between two different languages, it caused the addition or omission of letters in writing words. Therefore. English spelling should be practiced consistently so that students are familiar with foreign

vocabulary and can adapt to the spelling of other words. Students generally misspell words because they spelt words according to the way they are pronounced (Afrin, 2016).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher clarified the conclusion and suggestions gained from the findings and discussions that have been written in the previous chapter.

A. Conclusion

This research was a descriptive qualitative study that aimed to describe the challenges of UIMSYA fourth-semester English students in acquiring writing skills. Data was obtained by conducting interviews, observations, and documentation with fourth-semester English students and writing lecturers. The following was the conclusion of the data processing process.

Challenges for UIMSYA fourth-semester English students in acquiring writing skills: First, it was difficult to find ideas for writing, whether starting with finding initial ideas to developing ideas while writing. Following the opinion of Hadiani (2017), the results of his research showed that students found it difficult to put their ideas into written form. Second, lack of vocabulary knowledge, and difficulty finding vocabulary made students confused and stop writing. Misbah et al. (2017) argued that students' difficulties in acquiring writing skills were the result of their limited vocabulary. Third, a lack of understanding of grammar such as sentence structure, subject-verb agreement, placement of adjectives and adverbs, use of tenses, or sequence of words was a problem for fourth-semester English students when writing. According to Hadiani (2017), grammar rules and conveying ideas were students' main problems. Fourth, errors in spelling words. In accordance with the opinion of Nyasimi (2014), another factor that made it difficult for students to write was spelling errors. Fifth, a lack of reading was an obstacle for English students in writing. The opinion of Hidayati (2018), English language competence, native language interference, motivation, and reading habits were various factors that influence English students' writing abilities. Lastly, insufficient time for writing meant that students did not get the opportunity to learn to write. According to Raimes (1983: 25), believes that time was a crucial element in the writing process and an element that differentiated writing from speaking.

The factors behind the challenges of UIMSYA fourth-semester English students in acquiring writing skills included a lack of writing practice. Practicing writing aimed to make it easier to find writing ideas, increase vocabulary, and develop an understanding of grammar. The next factor was limited internet access. The lack of internet access on campus was a factor causing students to lack access to reading materials. This was supported by the lack of information media owned by students such as laptops and mobile phones. These media limitations affected students' reading abilities were a challenging factor in writing. Another factor was a lack of reading. The final factor that contributed to students' challenges was a busy schedule of activities, busy time other than writing activities was a factor causing obstacles to students in acquiring writing skills.

B. Suggestion

Acquiring writing skills certainly required a process that was not instant. The process followed was not a straight path and not a short path. There were always challenges in every process, especially learning. Considered all these challenges as part of the process that had to be gone through. Always evaluated mistakes and failures to find the point where students could go further. Practiced writing often, and learning to write had to be further improved. Made the most of the time you had to practice writing. Read often to increase insight and knowledge. Used existing sources of information and media and developed them creatively. Students had to prioritize writing as an important skill. Through this thesis, the researcher hoped to help students who were facing challenges in gaining writing skills.

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APPENDICES

Appendix 1. Interview Question

1. Students' questions

1. Bagaimana Anda mengatasi kesulitan dalam menemukan kosakata (vocabulray) yang tepat? (How do you overcome difficulties in finding the right vocabulary?)
2. Apakah Anda mengalami kesulitan dengan tata bahasa (grammar) saat menulis dalam bahasa Inggris? Jika ya, bagaimana Anda mengatasinya? (Do you have difficulty with grammar when writing in English? If yes, how do you solve it?)
3. Seberapa sulitkah bagi Anda untuk menyusun kalimat atau paragraf yang koheren dalam bahasa Inggris? (How difficult is it for you to construct a coherent sentence or paragraph in English?)
4. Apa saja tantangan yang anda hadapi dalam belajar writing? Mengapa? (What challenges do you face in learning writing? Why?)
5. Apa tantangan terbesar Anda dalam belajar Writing? Hal apa yang anda lakukan untuk mengatasinya? (What is your biggest challenge in learning Writing? What do you do to overcome it?)
6. Apakah Anda mengikuti kursus atau mendapatkan bantuan dari tutor untuk belajar menulis bahasa Inggris? (Did you take a course or get help from a tutor to learn how to write English?)
7. Sumber daya apa yang Anda temukan paling membantu (misalnya, buku teks, aplikasi, situs web)? (What resources have you found most helpful (e.g., textbooks, apps, websites)?)
8. Seberapa penting menurut Anda kemampuan menulis dalam bahasa Inggris? Mengapa? (How important do you think the ability to write in English is? Why?)

9. Apakah mata kuliah yang Anda dapatkan di beberapa semester kemarin kurang efektif sehingga Anda masih memiliki masalah dengan writing? Jelaskan?
10. (Are the courses you took in the last few semesters less effective so you still have problems with writing? Explain?)
11. Apa saran anda kepada orang lain yang belajar menulis bahasa Inggris? (What advice do you have for other people learning to write English?)
12. Menurut Anda, apa yang bisa dilakukan untuk membuat proses belajar menulis bahasa Inggris menjadi lebih mudah dan menyenangkan? (In your opinion, what can be done to make the process of learning to write English easier and more enjoyable?)

2. Lecture's questions

1. Apa saja metode atau strategi yang Anda gunakan dalam mengajar writing? (What methods or strategies do you use in teaching writing?)
2. Bagaimana cara Anda memberikan umpan balik terhadap tulisan siswa? (How do you provide feedback on student writing?)
3. Apakah Anda melihat perbedaan tantangan antara siswa dengan latar belakang yang berbeda (misalnya, tingkat pendidikan sebelumnya, bahasa ibu, dll.)? (Do you see differences in challenges between students with different backgrounds (e.g., previous level of education, native language, etc.)?)
4. Bagaimana siswa biasanya bereaksi terhadap kesulitan yang mereka hadapi dalam menulis bahasa Inggris? (4. How do students usually react to the difficulties they face in writing English?)
5. Menurut Anda, apa tantangan terbesar yang dihadapi siswa saat belajar menulis dalam bahasa Inggris (In your opinion, what are the biggest challenges students face when learning to write in English?)

6.	Metode atau teknik apa yang Anda rekomendasikan kepada siswa untuk mengatasi kesulitan menulis dalam bahasa Inggris? (What methods or techniques do you recommend to students to overcome difficulties in writing in English?)
7.	Apa peran teknologi (seperti aplikasi pembelajaran bahasa atau alat pemeriksa tata bahasa) dalam membantu siswa belajar menulis? (What role does technology (such as language learning apps or grammar checking tools) play in helping students learn to write?)
8.	Apa saran Anda bagi dosen lain yang mengajarkan keterampilan menulis bahasa Inggris? (What advice do you have for other teachers teaching English writing skills?)
9.	Menurut Anda, apa yang dapat dilakukan institusi pendidikan untuk lebih mendukung pengajaran dan pembelajaran keterampilan menulis bahasa Inggris? (What do you think educational institutions can do to better support the teaching and learning of English writing skills?)

Appendix 2. Writing Students

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Scientific Writing

NO	AUTHOR	TITLE	SUMMARIZE
1.	Rachael Gilmour	This special issue explores the relationship between English teaching and multilingualism.	English instructing has continuously been a multilingual environment, with the larger part of speakers talking it as an extra dialect. Be that as it may, the dialect is frequently seen as a steady, bounded substance, speaking to social capital. The worldwide showcase for English proceeds to develop, with monocultural models of rightness propagating this. This issue investigates how English works in instructing settings in South Africa, Japan, and the Joined together Middle easterner Emirates, as well as in modern multilingual British classrooms. The establishments of English as a teach lie in etymological and social prescriptivism in Britain and the foundation of royal specialist overseas. In any case, radical

			approaches to multilingualism in English educating have long histories. The issue moreover draws on connected phonetics, which has been scrutinized in considering approximately English educating. Dialects are not steady unitary substances, and work in this field can help bridge the hole between monolingualist thoughts and different dialect encounters.
2.	Andy Goodwyn	The special issue of English teaching explores the importance of teacher expertise and the development of it.	English instructors are regularly alluded to as "subject masters" and bring together enthusiasm and ability in student-centered ways. The subject of English has numerous aspects and measurements, and each article offers knowledge into the skill of English instructors and the forms by which such mastery is created and maintained. Margaret Accommodating Spencer, a famous instructor and researcher, made noteworthy commitments to the field

			of education, emphasizing the esteem of perusing as a all-encompassing act. Comparative investigate ponders of experienced instructors in Australia and Britain uncover the strength and judgment of these experts. In Ontario, instructors have genuine office, more noteworthy work fulfillment, and feel regarded in terms of their proficient judgment and skill. The Dreyfus demonstrate of amateurs versus specialists proposes that a master instructor may be a amateur coach for amateur instructors.
3.	Maggie Pitfield, Francis Gilbert, Claudia Asamoah Boateng, Camilia Stranger	Special issue: english teaching and multilingualism	This special issue explores the relationship between English teaching and multilinguallism. English teaching has always a multilingual environment, with most speakers speaking it as an additional language. However, the language is often seen as a stable, bounded entity, representing cultural capital. The global market for English continues to grow, with

			monocultural models of correctness perpetuating this. This issue explores how English operates in teaching settings in South Africa, Japan, and the United Arab Emirates, as well as in contemporary multilingual British classrooms. The foundations of English as a discipline lie in linguistic and cultural prescriptivism in Britain and the establishment of imperial authority abroad. However, radical approaches to multilingualism in English teaching have long histories. The issue also draws on applied linguistics, which has been scrutinized in thinking about English teaching. Languages are not stable unitary entities, and work in this field can help bridge the gap between monolingualist ideas and diverse language experiences.
4.	Farisani Thomas Nephawe	Investigating Strategies for Mitigating and Avoiding Expert Blind Spot	This study investigates strategies to prevent the development of an expert blind spot in teaching English attributive adjectival

		Development in Teaching English Attributive Adjectives	phrases in Grade 11 English FAL learners at Khwevha High School in Limpopo Province, South Africa. The research uses questionnaires and interviews to identifies strategies such as 'points of entry', 'explanations', 'structures', and 'comprehension'. The findings suggest that while teachers can be affected by this blind spot, there is room for improvement by using these strategies. The findings can serve as valuable insights for both teachers and learners, and can also raise awareness for other subjects, as the expert blind spot is likely to develop.
5.	Yuni Awalaturrohmah Solihah, Viar Dwi Kartika, Fiki Setiawan	Challenges on Teaching and Learning English for Specific Purposes (ESP) for Indonesian Undergraduate StudentsYuni	This paper explores strategies to prevent the development of an expert blind spot in teaching English attributive adjectival phrases to Grade 11 English FAL learners at Khwevha High School in South Africa. The study uses questionnaires and interviews to identify strategies such as 'points of entry', 'explanations',

			'structures', and 'comprehension'. Results show that while teachers can be affected by this blind spot, there is room for improvement by using these strategies. The findings can serve as valuable insights for both teachers and learners, and can also raise awareness for other subjects, as the expert blind spot is likely to develop in teaching and learning.
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Appendix 3. Transcript Interview

A. Students

- Researcher: Assalamualaikum, Azam mohon maaf sebelumnya. Ini saya dari mahasiswa Prodi Bahasa Inggris semester akhir yang melakukan penelitian terkait tantangan mahasiswa dalam kemampuan menulis sampeyan, jadi untuk sesi wawancara ini saya menyiapkan sepuluh pertanyaan yang berkaitan dengan tantangan dalam kemampuan menulis yang dialami mahasiswa dalam pembelajaran bahasa Inggris. Jadi untuk pertanyaan yang pertama ini Apa saja tantangan yang anda hadapi dalam belajar writing? Mengapa?
- Informant: Mungkin yang pertama itu menemukan topik tulisan, terus menyusun paragraf supaya koheren. Dan juga mencari kosakata bahasa Inggris karena saya masih merasa terbatas. Ditambah grammar.
- Researcher: Ooo ternyata menyusun paragraf juga mengalami kesulitan ya...
- Informant: Iya mas.
- Researcher: Baik untuk pertanyaan yang kedua, Seberapa sulitkah bagi Anda untuk menentukan ejaan kata (spelling) dalam bahasa Inggris?
- Informant: masih kurang mas, dikarenakan ada beberapa kosakata yang sulit terkait ejaannya.
- Researcher: Mungkin itu dari kosakata yang jarang sampeyan pakai dalam sehari – hari ya, atau yang baru sampeyan ketahui?
- Informant: Iya mas, dari yang jarang saya ketahui.
- Researcher: Terus untuk pertanyaan ketiga Bagaimana Anda mengatasi kesulitan dalam menemukan kosakata (vocabulray) yang tepat?
- Informant: untuk vocabulary itu saya rasa kurang, saya harus cari bahasa Indonesianya dulu baru terjemahkan ke bahasa Inggris.
- Researcher: Berarti sebenarnya katanya ada, Cuma bingung nulis dalam bahasa Inggris, begitu?
- Informant: Iya mas, begitu.
- Researcher: Itu untuk sampeyan solusinya apa?

- Informant: Dari saya itu cari di handphone mas, kan kalau saya yang bawa handphone bisa cari di handphone, karena lebih mudah.
- Researcher: Oke siap terima kasih, pertanyaan selanjutnya. Apakah Anda mengalami kesulitan dengan tata bahasa (grammar) saat menulis dalam bahasa Inggris? Jika ya, bagaimana Anda mengatasinya?
- Informant: Untuk grammar sebenarnya sedikit paham dalam materinya, tapi nggak semua paham. Hanya beberapa itupun harus melihat buku. Cuma ketika praktek menulis itu belum sepenuhnya bisa menerapkan grammar, masih bingung lah bahasanya grammar dalam tulisan.
- Informant: Itu untuk saya buka buku grammar, saya punya bukunya. Itu bukunya online tapi mas bukan bentuk cetak.
- Researcher: Oke pertanyaan kelima. Seberapa sulitkah bagi Anda untuk menyusun kalimat atau paragraf yang koheren dalam bahasa Inggris?
- Informant: Untuk saya pribadi alhamdulillah nggak terlalu kesulitan.
- Researcher: Oh, berarti sudah bisa dalam menyusun kalimat - kalimat?
- Informant: Bisa tapi kadang agak mikir.
- Researcher: Oke terima kasih. terus pertanyaan selanjutnya. Apakah Anda mengikuti kursus atau mendapatkan bantuan dari tutor untuk belajar menulis bahasa Inggris?
- Informant: Kalau saya belum pernah ikut kursus. Pahamnya menulis itu ketika di pelajaran seperti dikasih materi menulis, dikasih tugas. Seperti itu.
- Researcher: Ok terima kasih. Untuk pertanyaan selanjutnya. Sumber daya apa yang Anda temukan paling membantu (misalnya, buku teks, aplikasi, situs web)?
- Informant: Pernah. Pernah tapi jarang.
- Researcher: Itu yang sering anda pakai untuk membantu dalam materi menulis apa? Sosmed atau website atau yang lain?
- Informant: Biasanya saya buka youtube, kalau sosmed seperti instagam itu jarang. Itu saya langsung mencari kalau saya bingung.

- Researcher: Oke, untuk pertanyaan selanjutnya. Seberapa penting menurut Anda kemampuan menulis dalam bahasa Inggris? Mengapa?
- Informant: Penting sebenarnya. Mungkin tergantung pekerjaan atau lingkungan.
- Researcher: Kalau untuk saat ini, menurut anda penting atau masih belum?
- Informant: Menurut saya penting mas, karena saya sebagai mahasiswa dan itu pun kita harus menulis terutama saat semester akhir, kita menulis tugas akhir.
- Researcher: Baik, selanjutnya. Apakah mata kuliah yang Anda dapatkan di beberapa semester kemarin kurang efektif sehingga Anda masih memiliki masalah dengan writing? Jelaskan?
- Informant: Untuk perkembangan ada, tapi nggak terlalu. Seperti trik dasar menulis itu dapat tapi nggak spesifik seperti menulis yang lebih mendalam.
- Researcher: Berarti efektif tapi belum maksimal, seperti itu?
- Informant: Iya, seperti itu.
- Researcher: Kalau selanjutnya. Apa saran anda kepada orang lain yang belajar menulis bahasa Inggris?
- Informant: Yang pertama, perbanyak membaca. Membaca artikel, membaca buku yang lain. Nanti kita akan tahu cara menulis paragraf seperti ini, cara menulis yang bagus seperti ini. Nanti kita juga dapat ide – ide cara menyusun kalimat dan paragraf nanti kita kan lama – lama paham.
- Researcher: Pertanyaan terkahir. Menurut Anda, apa yang bisa dilakukan untuk membuat proses belajar menulis bahasa Inggris menjadi lebih mudah dan menyenangkan?
- Informant: Dari saya mungkin cari suasana. Seperti saya itu mencari tempat yang lebih tenang, seperti di pantai, di tempat yang sepi dan nyaman. Ya supaya dapat inspirasi gitu mas.
- Researcher: Baik kalau begitu. Saya rasa cukup untuk wawancara hari ini. Terima kasih banyak.
- Informant: Iya mas, sama - sama

B. Lecture

- Researcher: Baik Mis, karena anda mengajar writing. Untuk pertanyaan pertama. Apa saja metode atau strategi yang Anda gunakan dalam mengajar writing?
- Informant: Saya kan tidak hanya mengajar di semester 4 tapi semester 2 juga. Untuk di semester 4 saya menggunakan Google Doc. Jadi mahasiswa membuat 1 topik ditulis di Google Doc dan share link nya ke saya nanti saya bisa mengoreksi tulisan mahasiswa tersebut.
- Researcher: Untuk itu semua individu atau kelompok ya mis?
- Informant: Untuk writing itu semua individu.
- Researcher: Untuk materi tentang writing itu apa hanya di semester 2 dan 4?
- Informant: Tidak, di semester 1 ada paragraf writing, di semester 2 ada research, semester 3 ada profesional writing, dan di semester 4 ada scientific writing.
- Researcher: Baik terima kasih. Bagaimana cara Anda memberikan umpan balik terhadap tulisan mahasiswa?
- Informant: Kalau yang semester 4 yang scientific writing itu feedbacknya dalam bentuk google doc. Jadi ketika mahasiswa sudah menulis lalu dikumpulkan ke saya, saya memberi feedbacknya langsung lewat google doc. Nanti saya kirim ke email mahasiswa. Kalau untuk sekarang kita masih belajar cara menulis seperti paraphrasing, summarizing.
- Researcher: Baik, selanjutnya. Menurut Anda, Tantangan apa yang dihadapi siswa saat belajar menulis dalam bahasa Inggris?
- Informant: Pertama, kalau yang berhubungan dengan kemampuan menulis ya, itu banyak mahasiswa kesulitan dalam menemukan ide terutama dalam scientific writing. Jadi menurut saya mahasiswa itu seperti jarang membaca. Makanya sebelum menulis mahasiswa saya minta untuk menemukan 10 related artikel dengan topik yang sama baru mahasiswa bisa memulai menulis. Takutnya kalau tidak seperti itu mahasiswa akan stop saat menulis. Seperti itu. Kemudian dalam menulis bahasa Inggris mahasiswa itu masih salah dalam menentukan sequence of the word, jadi

antara Subject dengan verb itu masih keliru. Lalu untuk grammar masih banyak yang salah. Kemudian vocabulary masih belum paham, karena itu mahasiswa belum terbiasa dalam menulis. Kemudian waktunya juga terbatas.

- Researcher: Terima kasih Bapak. Pertanyaan selanjutnya Bagaimana siswa biasanya bereaksi terhadap kesulitan yang mereka hadapi dalam menulis bahasa Inggris?
- Informant: Jadi kita buat brainstorming. Mahasiswa diminta untuk membuat pre-writing. Saya berikan satu topik yang mudah sekiranya mahasiswa bisa seperti *Does internet improve our quality of education*, saya kira mahasiswa sudah bisa dengan topik itu. Sebenarnya mahasiswa sudah bisa mengembangkan ide tapi dengan bahasa Indonesia, bukan dengan bahasa Inggris.
- Researcher: Apakah Anda melihat perbedaan tantangan antara siswa dengan latar belakang yang berbeda (misalnya, tingkat pendidikan sebelumnya, bahasa ibu, dll.)?
- Informant: Tidak tahu ya, karena saya tidak secara spesifik mengetahui latar belakang mahasiswa, saya tahunya cuma ini mahasiswa pesantren, ini mahasiswa desa. Untuk segi kemampuan dari mahasiswa pesantren itu saya rasa sama. Tapi untuk mahasiswa desa ada yang memang pintar terkait writing.
- Researcher: Baik terima kasih. Metode atau teknik apa yang Anda rekomendasikan kepada siswa untuk mengatasi kesulitan menulis dalam bahasa Inggris?
- Informant: Membiasakan mahasiswa untuk berlatih menulis dan membiasakan untuk membaca sehingga nanti mahasiswa punya ide, yang ditulis apa sehingga mereka punya bahan untuk ditulis.
- Researcher: Baik. Selanjutnya apa saran Anda bagi dosen lain yang mengajarkan keterampilan menulis bahasa Inggris?
- informant: Memberikan feedback tepat waktu. Kenapa? Karena tulisan mahasiswa kan banyak ya. Sedangkan Guru atau dosen itu punya kesibukan sendiri, punya pengabdian sendiri. Jadi, memberikan feedback dengan tepat waktu itu yang lebih bagus, dan itu menjadi sulit bagi saya. Jadi saranya mintalah mahasiswa untuk menulis tetapi jangan lupa untuk selalu memberikan feedback. Kalau tidak,

seperti kasus yang kemarin mahasiswa itu ada tulisan yang sama antara mahasiswa satu dengan yang lain. Jad tulisan dia dicontoh oleh mahasiswa yang lain. Yang kedua, membiasakan mahasiswa untuk membaca. Ya karena teori menulis itu mudah, tapi praktek menulis itu yang susah. Dan intregasikan menulis mahasiswa dengan teknologi seperti AI, Grammarly, Quillbot. Jadi mereka belajar paraphrasing, belajar summarizing. Tapi jangan sampai mahasiswa plagiasi.

- Researcher: Membahas teknologi ya mis. Jadi, apa peran teknologi (seperti aplikasi pembelajaran bahasa atau alat pemeriksa tata bahasa) dalam membantu siswa belajar menulis?
- Informant: Kalau untuk mahasiswa pesantren, itu agak menyulitkan. Karena mereka tidak mempunyai akses yang luas untuk mengakses laptopnya dengan internet, kalau mahasiswa selain pesantren hal tersebut sangat membantu. Karena dengan teknologi mereka bisa mengakses kapan pun, bisa mengerjakan materi dengan teknologi kapan pun, bisa memberikan feedback langsung lewat Google doc kapan pun. Ditambah mereka bisa mendapat materi secara luas.
- Researcher: Terakhir mis. Menurut Anda, apa yang dapat dilakukan institusi pendidikan untuk lebih mendukung pengajaran dan pembelajaran keterampilan menulis bahasa Inggris?
- Informant: Dari saya, memberikan akses untuk open jurnal terakreditasi secara gratis. Jadi nanti Guru dan mahasiswa bisa mengakses jurnal terakreditasi tersebut secara gratis sehingga kita bisa mendapat pengalaman membaca secara luas. Terus mengadakan pelatihan – pelatihan, mendatangkan expert untuk mengupgrade guru dan mahasiswanya, juga akses internet itu diberikan secara tepat, akses teknologi juga harus diberikan secara tepat. Jika tidak ya itu, pengrtahuan mahasiswa terbatas. Karena ada hal banyak yang harus mereka jelajahi, karena mahasiswa dan guru itu harus belajar banyak.
- Researcher: Mungkin ada lagi yang perlu ditambahkan?
- Informant: Mungkin itu, mengadakan lomba penulisan artikel lingkup kampus. Biasanya kan mahasiswa mengikuti

lomba di luar, itupun ditunjuk menurut lembaga yang memang ahli dalam menulis. Jadi dari lembaga mahasiswa disuruh untuk membuat laporan, membuat artikel. Dan itu nanti ada achievement dari lembaga sehingga mahasiswa bisa tergerak dan merasa bangga.

Appendix 4. Photographs



Interview with lecture's Scientific Writing



Interview with fourth-semester English student



Teaching writing in fourth-semester class

Appendix 5. Research Letter



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
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Nomor : S1.2.12/004.19/UIMSya/FTK.TBIG/A.1/III/2024

Lamp. :-

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Ka. TBIG UIMSya

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	: FAZA FUAD BADRUTTAMAM
TTL	: Banyuwangi, 06 Juli 2001
NIM	: 2011221020
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Jajag - Gambiran - Banyuwangi - Jawa Timur
HP	: 083122015542
Dosen Pembimbing	: Dewi Khawa, M.Pd.

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

Exploring Challenges in Attaining Writing Skills: A Case Study of Fourth Semester English Education Students in UIMSya

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.



Blokagung, 23 Maret 2024

Siti Ammah, S.Pd.I., M.Si.
 NIM 3150801058001



**UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung – Banyuwangi**

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

SURAT KETERANGAN

Nomor : 51.2.12/013.3/UIMSYA/FTK.TBIG/A.1/VI/2024

Yang bertanda tangan di bawah ini Ka. Prodi Tadris Bahasa Inggris (TBIG) Fakultas Tarbiyah Dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, dengan ini menerangkan bahwa :

Nama	: FAZA FUAD BADRUTTAMAM
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NIM	: 2011221020
Jenis Kelamin	: Laki Laki
Program Studi	: Tadris Bahasa Inggris (TBIG)
Fakultas	: Tarbiyah dan Keguruan (FTK)
Instansi	: Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi
Alamat	: Yosowinangun – Jajag - Gambiran -Banyuwangi

Mahasiswa yang bersangkutan benar-benar melakukan penelitian di Lingkungan Prodi Tadris Bahasa Inggris dengan Judul *Exploring Challenges in Attaining Writing Skills: A Case Study of Fourth Semester English Education Students in UIMSYA*

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebaik-baiknya.

Blokagung, 27 Juni 2024
Ka. Prodi TBIG



Dr. Zulfi Zumala Dwi Adriyani, M.A.
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Appendix 6. Advisory Letter

NIM

2011221020

NAMA

FAZA FUAD BADRUTTAMAM

FAKULTAS

TARBIYAH DAN KEGURUAN

PROGRAM STUDI

S1 TADRIIS BAHASA INGGRIS

PERIODE

20232

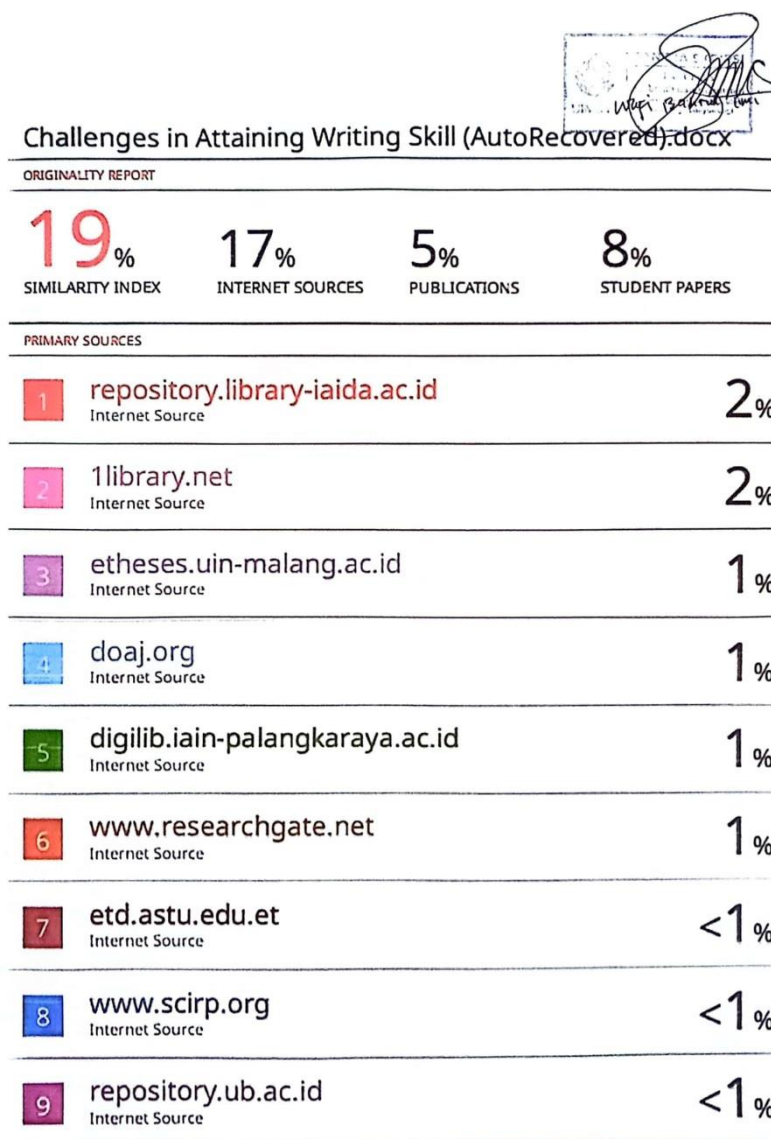
JUDUL

EXPLORING CHALLENGES IN ATTAINING WRITING SKILLS: A CASE STUDY OF FOURTH SEMESTER ENGLISH EDUCATION STUDENTS IN UIMSYA



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20232	29 Juni 2024	29 Juni 2024	editing typo and missing information	check up the whole writing
2	20232	26 Juni 2024	29 Juni 2024	abstract	check up the bwhole writing
3	20232	26 Juni 2024	29 Juni 2024	conclusion and abstract	chapter 5
4	20232	21 Juni 2024	29 Juni 2024	appendices	check up appendices
5	20232	20 Juni 2024	25 Juni 2024	revisi finding and discussion	chapter 4
6	20232	11 Juni 2024	19 Juni 2024	discussion	chapter 4
7	20232	04 Juni 2024	10 Juni 2024	finding	chapter 4
8	20232	20 Mei 2024	02 Juni 2024	data analysis	chapter 4
9	20232	29 Maret 2024	19 Mei 2024	taking the data	taking the data
10	20232	29 Februari 2024	12 Maret 2024	forming research instrument	chapter 2
11	20232	02 Januari 2024	14 Januari 2024	subject and data sources	chapter 3
12	20232	26 Desember 2023	31 Desember 2023	forming research question and significance	chapter 1
13	20232	18 Desember 2023	26 Desember 2023	background	chaoter 1
14	20232	14 Desember 2023	17 Desember 2023	revisi challanges	chapter 2
15	20232	02 Desember 2023	29 Juni 2024	literature review	chapter 2
16	20232	21 November 2023	29 Juni 2024	mencari previous study	chapter 2
17	20232	18 November 2023	29 Juni 2024	konsultasi masalah penelitian	menentukan judul
18	20232	15 Januari 2023	17 Januari 2023	cara analisis data	chapter 4

Appendix 7. Plagiarism Letter



BIOGRAPHY



Name : Faza Fuad Badruttamam
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Adress : Yosowinangun, Jajag, Gambiran,
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