# THE ANALYSIS OF STUDENTS WRITING ABILITY IN SMAN 8 REJANG LEBONG

## (A Mixed Method Research Aplroach At SMAN 8 Rejang Lebong)

# THESIS

This Thesis is submitted to fulfill the requirment

For "Sarjana" degree in English Education



**by:**

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## ENGLISH TADRIS STUDY PROGRAM
## FACULTY OF TARBYAH
## STATE ISLAMIC INSTITUTE OF CURUP
## 2025

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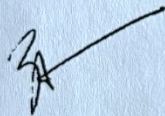           Tempat

*Assalamu'alaikum Wr. Wb*

Sehubungan dengan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama Meilandia Anggraini (20551033) mahasiswa IAIN Curup Prodi tadris Bahasa Inggris, yang berjudul **"The Analysis of Students Writing Ability in SMAN 8 Rejang Lebong"** sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN Curup)

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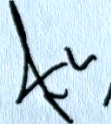
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This statement is made truly, if in the next day there are any mistakes, the researcher ready to accept the punishment or other criticism from IAIN Curup suitable with it is in regulation.

Curup, 5 Januari 2025

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# PREFACE

All praises be to Allah SWT That the researcher had finally finished writing his thesis entitled **"The Analysis of Students Writing Ability in SMAN 8 Rejang Lebong"**

This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

Curup, 5 Januari 2025

The researcher

**Meilandia Anggraini**

**20551033**

# ACKNOWLEDGEMENT

*Bismillahirahmannirahim*

*Assalamu'alaikum wr.wb*

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All praise is only for Allah SWT. who has given mercy and wisdom to the researcher. So that the researcher was able to complete this thesis. Shalawat and salam are always blessed to the Prophet Muhammad SAW for the advice given so that Muslims can be able to distinguish what is good and right, as well as bring their people from the dark ages (Jahiliyah) to the modern world as we feel today.The researcher finished this thesis entitled "**The Analysis of Students Writing Ability in SMAN 8 Rejang Lebong**". This Thesis is submitted to fulfil the requirment For "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistence, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

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*Wassalamu'alaikum Wr.wb*

Curup,  Januari 2025

The Researcher

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## MOTTO

"The most important thing is not how big your dreams are, but

how big you make them come true." – Meilandia Anggraini


## DEDICATION

**I proudly dedicate this thesis to my beloved parents, my
proud Tadris English Study Program, and my fellow.
Thank you for your support and prayers for me until finally
I can complete this thesis. I love you all ❤️❤️❤️**

# ABSTRACT

**Meilandia Anggraini, 2025**    **: The Analysis of Students Writing Ability in SMAN 8 Rejang Lebong**"

**Advisor**                  **: Dr. Eka Apriani, M.Pd**

**Co-Advisor**           **: Jumatul Hidayah, M.Pd**

This research investigates the writing ability of students at SMA Negeri 8 Rejang Lebong, focusing on their proficiency, obstacles, and the contributing factors that hinder their writing tasks. A mixed-method approach was employed, incorporating both a writing test and interviews with students from grades XI IPA and IPS. The study revealed that nearly 48% of students (50 out of 115) scored below the minimum passing grade (KKM) of 70, indicating significant challenges in writing, particularly in descriptive tasks. The obstacles students encountered ranged from cognitive difficulties, such as organizing thoughts and generating ideas, to language proficiency issues, emotional barriers, and environmental factors. The analysis identified several key factors contributing to these challenges, including individual factors like lack of confidence, limited vocabulary, and cognitive overload, as well as instructional issues such as ineffective teaching strategies, insufficient feedback, and inadequate writing practice. Contextual factors, such as time constraints and limited resources, along with emotional factors like anxiety and stress, further exacerbated the difficulties. The study highlights the importance of adopting a comprehensive approach to improving writing abilities, emphasizing effective teaching methods, peer collaboration, consistent practice, and the provision of a supportive learning environment. The findings suggest that addressing these multifaceted challenges could significantly enhance students' writing skills at SMA Negeri 8 Rejang Lebong.

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# INTRODUCTION

## 1.1 Background of the Research

Writing is one of the most important skills in English language learning. It is a crucial aspect of language, especially for expressing ideas, thoughts and feelings through writing, both fiction and non-fiction.[1] Therefore, writing proficiency is very important for students' development, especially at the senior high school level. Writing is not only a productive skill, but it is also the primary means for foreign language learners to convey their ideas and feelings clearly and accurately.[2] To achieve clarity and accuracy in writing, students need to endeavor to create concise writing, avoid using complex terminology, and stay away from overly broad descriptions.[3] In addition, it is essential for students to master writing skills in order to express their thoughts, ideas, opinions, respond to statements, or express feelings using English.

Teaching writing is important because it improve their ability to communicate, help them understand and remember the content they have learned, foster creativity and inquiry, and deepen their awareness of themselves. Furthermore, writing skill can be an act of transferring thoughts

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[1]Mirnawati, Firman, Application of Clustering Techniques in Developing Essay Writing Ability Description of Class IV Students at MI Islamic Boarding School Datuk Sulaiman Palopo, Journal of Teacher and Learning Studies, 2019, Vol 2, Page. 165

[2]Riris Nurkholidah Rambe, Muhammad Shaleh Assingkily, Indonesian Language and Literature in the High Class, (Yokyakarta : K-Media, 2023), Pg. 42-45

[3]Andriani, D., & Wennyta, W. (2020). Analysis of Students' Ability in Recount Text Writing Skills in Class Ten of SMAN 9 Jambi City. *JELT: Journal of English Language Teaching* , *4* (1), 11-19.

and feelings into written material using certain symbols. [4]Teaching writing skills at the senior high school level is important for several reasons. Firstly, writing is a productive skill that enables students to express their ideas, thoughts and feelings in a structured and clear written form. Secondly, through writing, students learn to think critically and analytically, which helps them to understand and convey information in a logical way. Thirdly, writing also requires creativity, which provides opportunities for students to explore different ways of conveying their messages. With proper guidance, students can hone effective writing skills, which are not only beneficial in an academic environment but also very useful in the world of work, especially in fields that require good written communication.[5] In addition, good writing skills can boost students' confidence in communicating, both in writing and orally.

It is necessary to know the difficulties in writing at the senior high school level, Students often struggle in writing due to limited vocabulary and a lack of in-depth understanding of grammar. [6] They may know what they want to say, but lack the right vocabulary or don't know how to use the correct sentence structure to express it. Also, good writing requires critical and analytical thinking skills, especially when writing argumentative or analytical

[4]Feby Inggriani, et al, 2021, Analysis of the Difficulties of Writing Essay Skills Descriptions of Students in Elementary Schools, *PGSD Stkip Subang Scientific Journal* , 7 (1), Page. 14
[5] Aditama Melati, "The Teacher's Strategy in Teaching Writing to Vocational High School Aditama Melati 1) , Nunung Suryati 2) , and Enny Irawati 3)," ELT-Lectura: Studies and Perspectives in English Language TeachingStudies and Perspectives in English Language Teaching 10, no. 1 (2023): 32–41, https://doi.org/https://doi.org/10.31849/elt-lectura.v10i1 .13093.
[6]Chicho, K. Z. H. (2022). Analysis of factors influencing EFL learners' writing skills. *Canadian Journal of Language and Literary Studies* , *2* (2), 28-38.

essays. [7] Students often find it difficult to develop strong arguments, support their ideas with relevant evidence, or evaluate information critically. In additional, students need help because writing requires focus on certain components, such as vocabulary, sentence structure, punctuation, and paragraph organization

Teaching writing in senior high school in Indonesia, particularly through integrated English learning, focuses on developing students' ability to express their ideas effectively while enhancing their language skills. In this approach, writing is not taught in isolation but is integrated with other language components such as reading, speaking, and listening. By engaging students in meaningful tasks, such as writing essays, reports, or reflective pieces related to texts they have read or discussions they have participated in, teachers encourage a deeper understanding of both content and language structures. This method allows students to practice using English in authentic contexts, reinforcing grammar, vocabulary, and syntax while simultaneously cultivating critical thinking and creativity. For example, students might analyze a literary work and then write their interpretation, linking it to their personal experiences or global issues. Integrated learning fosters a more holistic approach to language acquisition, equipping students with the skills needed for effective communication in both academic and real-world settings.

One of the major problems in teaching writing in Indonesia is the lack of student engagement and motivation, often caused by traditional teaching methods that emphasize grammar accuracy over creative expression.

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[7] Annisa Nur Fajri and Deni Wardana. 2023. *Analysis of Factors that Influence the Low Writing Ability of Class 2 Students at Sdn Kayu Putih 03.* Scientific Journal of Basic Education,. Vol.08(02). 2745

According to Hyland's process approach, effective writing instruction should focus on writing as a series of recursive steps—planning, drafting, revising, and editing—yet many Indonesian classrooms continue to rely on product-oriented teaching, which limits students' opportunities to develop their ideas freely[8]. Additionally, Brown highlights the importance of contextualizing writing tasks, yet in Indonesian schools, writing activities are often disconnected from real-life contexts, making them less meaningful for students[9]. Previous research by Cahyono and Amrina found that Indonesian students struggle with generating ideas and organizing them coherently due to limited vocabulary and exposure to authentic writing tasks[10]. This issue is further compounded by large class sizes and a lack of individualized feedback from teachers, which restricts students' ability to improve their writing skills effectively. These challenges suggest the need for more innovative, student-centered approaches to writing instruction in Indonesia, where students can engage with writing as a communicative and creative process.

In this study, the selection of the school is a critical first step that influences the depth and breadth of the findings. The researcher begins by conducting the pre-observation to see schools with varied writing performance to capture a range of student abilities, ensuring that both high-performing and struggling students are represented. There are some schools are being investigated in Rejang Lebong. The result of pre-observation showed that several schools in Curup city had students who were competent

[8] Hyland, K. (2019). *Second Language Writing* (2nd ed.). Cambridge University Press.

[9] Brown, H. D. (2020). *Principles of Language Learning and Teaching* (7th ed.). Pearson Education

[10] Cahyono, B. Y., & Amrina, S. (2016). The challenges of teaching writing in EFL context: A case study of Indonesian learners. *Indonesian Journal of Applied Linguistics*, 6(1), 95-105

in writing texts in English and some had even won prestigious competitions. Some schools also claimed that there is no significant problem toward wiring activities during learning process.  Access to comprehensive data is essential, so the researcher prioritize schools where researcher can gather student writing samples, teacher feedback, and classroom observations. Finally, the researcher engages with school administrators and teachers to ensure their willingness to participate in the research, confirming that the necessary support and cooperation are in place for a successful study. In this phase the researcher selects SMA Negeri 8 Rejang Lebong because during the observation at SMA Negeri 8 Rejang Lebong they are willing to assist researcher in providing the data, meanwhile some school rejected to be a part of research subject.

Moreover, based on pre-observation, it is clear that there is a characteristic fulfilled by the school because there are problems faced by students at SMA Negeri 8 Rejang Lebong in writing, which made it a relevant and significant subject for further research. Pre-interviews were conducted by the researcher with the English teacher at the school and it was found that the problems that exist at SMA Negeri 8 Rejang Lebong. Generally, the problem are students are unable to write good sentences or even paragraphs in English. The writing ability is still low to average. The second problem is that students are still confused in using various tenses, especially in using the past tense. The last problem is that students in the school have limited vocabulary so they cannot choose the right words. the problem also include students at the

school cannot decipher language in organizing ideas.[11] Referring to the problems described, the researcher also conducted an interview with one of the students at the school, the researcher found that the reason they have difficulty in writing is because they often face problems in their writing ability in conveying ideas and arranging sentences according to structure into writing.[12]

Based on the phenomena above, the researcher interesting to conduct the research at SMAN 8 Rejang Lebong under the title ""**The Analysis of Students Writing Ability in SMAN 8 Rejang Lebong**".

## 1.2 Research Question

Based on the background above, the researcher formulated the problem as follows:

1.  How is students' writing ability at SMA Negeri 8 Rejang Lebong?

2.  What are students' writing obstacles that students at SMA Negeri 8 Rejang Lebong encounter in their writing tasks?

3.  What is factor that cause the students' writing obstacles in their writing task at SMA Negeri 8 Rejang Lebong?

## 1.3 Objective of Research

Based on the research questions above, the objectives of this research are:

1.  To Investigate how students' writing ability at SMA Negeri 8 Rejang Lebong.

2.  To Investigate what students' writing obstacles in learning English at SMA Negeri 8 Rejang Lebong.

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[11] E, teacher interview by researcher, Rejang Lebong, August , 2024
[12] A, student interview by researcher, Rejang Lebong, August , 2024

3. To investigate what factor cause students' writing obstacles in learning English at SMA Negeri 8 Rejang Lebong .

## 1.4 Limitation of the Research

The requirements of this research were determined based on the research subject and the objectives to be achieved. In terms of subject, this research is specifically focused on grade XI students at SMA Negeri 8 Rejang Lebong, so that the results obtained are relevant and appropriate to the learning context at the school. In terms of objectives, this study was limited to testing the students to assess the extent of their writing ability in English. After the test, the researcher continued with in-depth interviews with students who showed inhibiting factors in their writing skills. These interviews aimed to delve deeper into the specific barriers faced by the students, as well as to understand how these factors affected their writing ability. With this approach, the research is expected to provide a more comprehensive picture of the obstacles students face and form the basis for recommendations to improve their writing skills.

## 1.5 Significances of the Research

It is hoped that the results of this research will be useful both theoretically and practically, including as follows:

1. Theoretical benefits

   In theory, this research provides information about writing abilities and the obstacles students faced when producing text generally.

2. Practical benefits

   Practically, this research contributes for:

1. For teachers

   It is hoped that this research can help English teachers in identifying their students' obstacles in writing.

   b. For students

   It is hoped that this research can develop their writing skills

   c. For other researchers

   This research can be used as a reference for other parties to conduct further research.

**1.6 Definitions of Key Terms**

There are many terms that play an important role in this research. The terms below must be detailed to avoid misunderstandings regarding the terms used:

**1. Writing ability**

Writing ability is the ability or skill to convey ideas, thoughts and messages effectively through written language. It covers various aspects such as grammar, vocabulary, coherence, organization, style, and clarity. Good writing skills enable individuals to communicate their ideas, thoughts, and messages effectively to others through written text. In this research, writing ability refers to students' ability to write paragraphs or texts well[13].

**2. Writing Obstacles**

Writing obstacles are challenges that make it difficult for individuals to write well. These obstacles can include cognitive issues,

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[13] Brown, H. D. (2020). *Principles of Language Learning and Teaching* (7th ed.). Pearson Education

such as trouble organizing thoughts or generating ideas, which can lead to writer's block. Language proficiency is another barrier; if a writer has a limited vocabulary or struggles with grammar, it can hinder their ability to express ideas clearly. Emotional factors, such as anxiety or lack of confidence, can also affect motivation and willingness to write[14]. Additionally, a lack of effective feedback from teachers or peers can prevent writers from understanding their strengths and areas for improvement. Environmental factors, like a noisy classroom or large class sizes, can further complicate the writing process. Recognizing these obstacles is important for educators and students to create strategies that improve writing skills and make the writing experience more productive.

## 3. Factors Cause Students' Writing Obstacles

Factors causing students' writing obstacles are cognitive, linguistic, psychological, and environmental challenges that hinder their ability to write effectively.[15]

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[14] Graham, S., & Perin, D. (2007). A meta-analysis of the effectiveness of writing instruction for students in grades 4–12. *Journal of Educational Psychology, 99*(3), 445-476.

[15] **Graham, S., & Perin, D. (2007)**. *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

# CHAPTER II

# LITERATURE REVIEW

## 2.1 Definition of Writing

Speaking, listening, reading, and writing is a language competency. Writing is the process of pouring information, ideas, or thoughts into written form. Writing is a means of using language to express thoughts, feelings and opinions. [16]Furthermore, writing is a fundamental linguistic skill that allows a person to convey thoughts, feelings, and opinions smoothly without talking or meeting other people directly.[17]

Written ideas can also be called writing. Writing skills are the skill of expressing thoughts, ideas, opinions about something, responding to a statement of desire or expressing feelings using written language. [18]Writing is the process in which a writer interacts with readers by using written symbols to communicate ideas, feelings, and opinions. Hyland also states in Mayasari [19]that sharing personal meaning through writing is possible. Based on the beliefs above, it can be concluded that writing functions as a means for writers to express ideas, feelings and points of view to readers through written symbols such as words and phrases.

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[16]Husna, A., & Multazim, A. (2019). STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT INCLUSION CLASSES. *LET: Linguistics, Literature and English Teaching Journal* , *9* (1), 52-76.

[17]Syafitri, W. (2020, March). Students' Problems in Writing Recount Text at Grade In *7th International Conference on English Language and Teaching (ICOELT 2019)* (pp. 37-40). Atlantis Press.

[18]Riris Nurkholidah Rambe, Muhammad Shaleh Assingkily, Indonesian Language and Literature in the High Class, (Yokyakarta : K-Media, 2023), 42-43

[19] Mayasari, S., Marleni, M., & Firdaus, M. (2020). BLACKBOARD APPLICATION TO IMPROVE THE WRITING SKILLS OF HIGH SCHOOL STUDENTS IN PALEMBANG. *Journal of English Literacy Education: Teaching and Learning English as a Foreign Language* , *7* (2), 74-83.

## 2.2 The Importance of Writing

Writing is an essential skill used in every aspect of life. It is undeniable that writing plays a crucial role in communication, enabling people to interact and socialize, much like spoken conversation. This highlights the importance of mastering writing to maintain social relationships in various environments. In the educational context, writing is equally significant, as it is one of the four fundamental language skills that students must develop. Writing has always been an integral part of the curriculum, making it inseparable from the process of teaching and learning English.

Harmer (2004:31) stated the importance of writing in English teaching learning process such as writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds[20]. But in teaching learning process students are not writing to become better writers. They are writing to help them learn better. The second one writing has always been used as a means of reinforcing language that has been thought. Reinforcement writing need not be confined to sentence writing. Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities.

Writing can also be used as an integral part of large activity where the focus is on something else such as language practice, acting out or speaking. Once again, writing is used to helps students perform a different kind of activity (in this case speaking and listening). Students need to be able to write

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[20] Harmer, J. (2004). *How to Teach Writing*. Harlow, UK: Pearson Education Limited. P.31

to do these activities but the activities do not teach students to write but it helps them learn better

## 2.3 Writing Process

The writing process theory emphasizes that writing is not just producing a final text, but is a series of activities that include processing, planning, compiling, revising and editing information. This approach understands writing as a dynamic process that involves critical thinking and communication skills. The writing process is a way of looking at what people do when they compose written text. The stages of the writing process are as follows:

1. Planning

   The planning stage involves identifying the purpose of the writing, gathering and organizing ideas, and planning the structure of the writing. Students should consider the audience, purpose, and context of their writing when planning their texts.

2. Organization

   After planning, in the planning stage, ideas are developed and formalized into written form. Students organize information logically, connect paragraphs and sentences and pay attention to the quality of message delivery.

3. Revision

   The revision stage involves checking the text to improve the quality and clarity of the writing. Students reflect on the content of the writing, make changes, add or delete information and improve structure and continuity.

4. Editing

   The editing stage involves checking the text for grammar, spelling, punctuation and other errors. Students correct language errors and ensure appropriateness of the desired letter style and format.

## 2.4 Writing Purpose

Writing is meant to entertain readers in addition to providing them with factual and relevant information. Writing is an activity of expressing ideas and ideas in written form. In expressing thoughts and ideas, of course students cannot write carelessly. This means that writing must have a purpose that is able to interpret ideas into a written form that is easy for readers to understand. Choosing the right vocabulary will help readers understand the meaning of the writing. [21]Apart from that, writing has the following goals:

1. Write to Entertain

   Various genres of writing, including dramas, novels, stories, poetry, song lyrics, and screenplays, attempt to entertain and arouse strong feelings in the reader through the storyline or characters.

2. Write to Inform

   Informative writing seeks to educate readers about a subject. Articles, newspapers, commercial or scientific studies, guidelines or protocols, and essays written for academic and educational institutions are some examples.

3. Write to Persuade

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[21]Sari, Novita. 2020 . *Strategies for Handling Dysgraphia Writing Difficulties Through Participatory Learning. At school* . Journal of Indonesian Language and Literature Education. 59(2).

Writing content for publications such as advertisements, articles, newspapers, and magazines that can convince readers with evidence is known as persuasive writing.

## 2.5 Writing Ability

Writing ability is the ability or skill to convey ideas, thoughts and messages effectively through written language. It covers various aspects such as grammar, vocabulary, coherence, organization, style, and clarity. Good writing skills enable individuals to communicate their ideas, thoughts, and messages effectively to others through written text.

Apart from that, student writing ability is the student's ability to write paragraphs or texts well. To determine students' writing abilities, we must carry out a written test or writing assessment. Assessment is the process of collecting, analyzing, and interpreting information to make judgments or evaluations regarding a specific subject, such as student performance, product quality, or organizational effectiveness. In this research, assessment will be used to assess students' writing abilities. Content is the logical development of a concept. In other words, a writer's job is to express and develop his thoughts coherently through written language. Creating a coherent concept will make it easier for readers to understand what is presented.

Early stage writing activities regarding how to write letters and sentences with several components that need to be considered, namely neatness, capital letters, punctuation and most importantly grammar. [22]This is because grammar

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[22] Herliana, IC, Kurniasih, & Heryanto, D. (2019). *APPLICATION OF THE DRILL METHOD TO IMPROVE THE BEGINNING WRITING SKILLS OF CLASS II PRIMARY STUDENTS* . JOURNAL OF PRIMARY SCHOOL TEACHER EDUCATION, 156-166.

is a way of forming sentences to create good language. A writer must use grammatical forms and syntactic patterns when writing, especially in English. Grammar serves as the foundation of written communication, allowing writers to express their thoughts clearly, accurately, and professionally.

On the other hand, vocabulary is used in writing to influence readers so that the language can represent and strengthen what the author wants to describe. Vocabulary plays an important role in writing by facilitating clear communication and enhancing the writer's expressiveness. To create good writing, continuous efforts are needed to enrich the vocabulary we have. Apart from that, to write well we must pay attention to the use of appropriate vocabulary so that it will make it easier for readers to understand the message we want to convey in our writing. Apart from that, in writing we also have to pay attention to the mechanical aspects. Mechanics is the use of graphical conventions of a language. This includes correct use of punctuation and spelling.

In conclusion, good writing must contain all the aspects above. The following is a writing assessment rubric that can be used to see someone's writing ability. This rubric was adapted from Brown.

## 2.6 Writing Assessment

Assessment involves collecting information about student learning and serves two primary functions. It can be used formatively to modify and improve instruction or summative to evaluate the quality of students' work. As a fundamental part of the teaching process, assessment plays a critical role in daily instructional activities, with teachers using both informal and formal

methods to gather insights on student progress. The assessment of students' writing is a continuous process. It should take place at various stages throughout the course and can be carried out using different methods. Writing assessments may include rating scales, scoring rubrics, or specific scoring criteria outlines. In this research, the researcher will utilize a rating scale to evaluate students' writing performance**.**

*Table 1 Writing Assessment Rubric adapted from Brown (2007)*

| Writing component | Score | Level | Indicator | Weighting |
|---|---|---|---|---|
| Content (C) | 4 | Very good | Present the information with well-chosen details throughout the paragraphs | 3 |
| | 3 | Good | Present the information in detail in paragraphs | |
| | 2 | Fair | Present the information with some detail | |
| | 2 | Poor | Does not present clear information | |
| Vocabulary (V) | 4 | Very good | Good in vocabulary choice | 2.5 |
| | 3 | Good | Errors in vocabulary selection are few and do not interfere with understanding | |
| | 2 | Fair | Errors in vocabulary selection and sometimes interfere with understanding | |
| | 1 | Poor | There are many errors in vocabulary selection that interfere with understanding | |
| Grammar (G) | 4 | Very good | Good at grammar | 2.5 |
| | 3 | Good | Errors in grammatical choices are few and do not interfere with understanding | |
| | 2 | Fair | Errors in grammatical choices, and sometimes interfere with understanding | |
| | 1 | Poor | Many errors in grammatical choices interfere with | |

| Mechanic (L) | 4 | Very good | Good at spelling, punctuation, and capitalization | 2 |
|---|---|---|---|---|
| | | | understanding | |
| Mechanic (L) | 4 | Very good | Good at spelling, punctuation, and capitalization | 2 |
| | 3 | Good | Spelling, punctuation and capitalization errors are few | |
| | 2 | Fair | Errors in spelling, punctuation, and use of capital letters, and sometimes interfere with understanding | |
| | 1 | Poor | Spelling, punctuation and capitalization errors greatly interfere with understanding | |

*Table 2 Model of Writing Evaluation Criteria Using Score*

| No | Evaluation Aspects | Score |
|---|---|---|
| 1 | Content | 13-30 |
| 2 | Organization | 7-20 |
| 3 | Vocabulary | 7-20 |
| 4 | Language | 5-25 |
| 5 | Mechanic | 2-5 |
| | The Sum of Score | 100 |

## 2.7 Teaching Writing

Teaching writing effectively involves a blend of strategies and contemporary theoretical frameworks that support students in developing their writing skills within an engaging environment. One key approach is the process writing theory, which emphasizes the stages of writing—planning, drafting, revising, editing, and publishing. This framework, articulated by scholars like Flower and Hayes, allows students to view writing as a recursive process rather than a linear task. Instructors can enhance this understanding by modeling each stage and providing clear examples of how drafts evolve through revisions. This aligns with Vygotsky's concept of the Zone of

Proximal Development, which suggests that guided practice helps students reach higher levels of writing proficiency[23].

Recent research emphasizes the importance of focused instruction on specific writing skills. For instance, Graham and Perin highlight the effectiveness of explicit instruction on writing techniques, indicating that targeted mini-lessons can significantly improve student outcomes[24]. Additionally, writing prompts that stimulate creativity and critical thinking can make writing tasks more engaging. Providing constructive feedback and implementing peer review sessions is essential, as supported by Hattie and Timperley, who underscore the vital role of feedback in enhancing student learning and self-regulation[25].

Integrating writing across the curriculum is another effective strategy, promoting the application of writing skills in various subjects, as discussed by Shanahan and Shanahan (2012), who advocate for literacy instruction that spans disciplines. Furthermore, the use of technology, such as writing apps and digital portfolios, enhances the writing process, making it more engaging for students while allowing them to track their progress over time, as indicated by Wang and Neuharth-Pritchett[26].

Fostering a growth mindset, as detailed by Dweck and supported by later research, encourages students to view challenges as opportunities for growth,

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[23] Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes.* Harvard University Press.

[24] Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology, 99*(3), 445-476

[25] Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81-112

[26] Wang, Y., & Neuharth-Pritchett, S. (2018). Technology integration in early childhood education: A review of research. *Early Childhood Education Journal, 46*(6), 675-683.

leading to improved resilience and motivation[27]. Reflective writing activities further enhance this mindset by allowing students to express their thoughts on their writing journey. Finally, incorporating culturally relevant writing by including diverse perspectives and encouraging personal connections helps students find meaning in their writing, making the learning experience more relevant and impactful. By employing these strategies grounded in contemporary theories, teachers can create a nurturing writing environment that fosters skill development and cultivates a lifelong love of writing.

## 2.8 Teaching Writing for Senior High School

Teaching writing is a combination of several activities to teach students how to express the ideas or the imagination in writing forms. In those activities, usually teacher applies some relevant materials to the students. It is very important for the teacher to provide the materials which are relevant to the students' interest and needed because those materials can motivate students in learning writing. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts or feeling on the papers meaningfully. So, in teaching writing, teachers should focus and apply some improvisations if needed to make teaching learning writing process interesting for students in order to achieve the basic purpose of teaching writing above.

Raimes states that teaching writing is a unique way to reinforce learning[28]. Referring to that statement, teaching writing can be a good step in teaching, teaching speaking skill for instance. It is because in teaching writing, students

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[27] Dweck, C. S. (2006). *Mindset: The New Psychology of Success.* Random House

[28] 1 Ann Raimes, Technique In Teaching Writing (New York: Oxford University Press, 1983), 3

are hoped to be able to express their ideas or thoughts on the papers. It is like in speaking is in oral language. It means that teaching writing is very important in order to build students language skill. Therefore, teacher should know the problems which is faced by the students during teaching learning process in order to know the appropriate ways to overcome the writing problems in writing class.

Senior high school students are expected to reach informational level because they are prepared to the university. They are expected to produce knowledge using their own language. In this case, the students must be able to create a text using their own words. The texts used are narrative, descriptive, recount, etc

In senior high school, literacy is the focus of development learning English in this curriculum. One of the goals in learning English at senior high school is to develop communication skill in English both spoken and written language. Therefore, the teachers must be careful in teaching writing to his/her students

According to *Merdeka* curriculum of senior high school, the standard competitions of writing in English lesson are disclose in writing within the meaning of interpersonal discourse and transactional, formally or informally, in the form recount, narrative, procedure, descriptive, news items, reports, analytical exposition, hortatory exposition, spoof, explanation, discussion and review, in the context of daily activities.

From the explanation above, teaching writing for senior high school students must be related to curriculum. Furthermore, the teacher must be able to make an interesting teaching especially in teaching writing. Parents would

be very helpful to encourage them to learn writing and finally the expected result can be reached

## 2.9 Obstacles in Writing

When given the task of writing a text, students often experience a number of problems. Six common writing problems are capitalization, punctuation, ambiguity, spelling errors, and illogical arrangement or order. Four common writing problems: grammar, vocabulary, organization, and content. The content of the writing and the main idea experiences are included in the content. This can be seen from the topic statement. Moreover, the word "organizing" describes the process of organizing content in a coherent manner. Vocabulary is the choice of words appropriate to the subject, while grammar is the correct application of grammatical forms and syntactic patterns.

According to Hyland there are some written obstacles can be occurred during learning English. Writing obstacles are various challenges that hinder individuals from writing effectively. These obstacles can be categorized into several key areas:[29]

*Table 3 Writing Obstacles*

| Category | Description |
|---|---|
| Cognitive Challenges | a. Difficulty in organizing thoughts and ideas. <br> b. Struggles with idea generation, leading to writer's block. <br> c. Lack of understanding of the writing process (planning, drafting, revising). |
| Language Proficiency | 1. Limited vocabulary, hindering clear expression of thoughts. <br> 2. Inadequate grammar skills, leading to unclear sentences. <br> 3. Challenges with sentence structure and |

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[29] **Hyland, K. (2019).** *Second Language Writing* (2nd ed.). Cambridge University Press. P.234

| | coherence. |
|---|---|
| Emotional Factors | 1. Insufficient or ineffective feedback from teachers or peers, hindering improvement. |
| | 2. Lack of guidance on writing techniques and strategies. |
| | 3. Limited opportunities for peer collaboration or discussion. |
| Environmental Factors | 1. Distractions in the writing environment, such as noise or interruptions. |
| | 2. Large class sizes, limiting individual attention from teachers. |
| | 3. Inadequate resources, such as access to writing materials or technology. |

In addition, students have difficulty understanding how to use grammar correctly because they do not have enough practice in producing texts and do not know enough about it. In addition, students have difficulty in making good and correct sentences due to a lack of grammar skills, especially in determining the tenses to be used in their sentences. This factor can hinder someone from writing good writing. This statement is in line with findings made by Sasmita which stated that students with a good understanding of grammar can write better and conversely if students have a poor understanding of grammar then they will have difficulty writing well.[30]

According to Sasmita, it was found that the second main inhibiting factor in writing was the linguistic factor of English. Most students consider that their lack of knowledge of English grammar and low competence in vocabulary mastery hinder them from writing good and correct sentences. [31] Lack of vocabulary can be a problem that can affect students' writing abilities.

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[30] Abbas, DS, Rauf, A., Hidayat, I., & Sasmita, D. (2022). Dete *rminant on Underpricing at the Initial Public Offering: Evidence Indonesia Stock Exchange.* Quantitative Economics and Management Studies (QEMS) Vol.3, No.2, ISSN: 2722-6247, https://doi.org/10.35877/ 454RI.qems852 , 175-185

[31] *Ibid* , 186

Due to a lack of vocabulary mastery, students have difficulty expressing their ideas and opinions in English and sometimes choose the wrong words to explain something.

Learners of English as a second or foreign language also face problems in exploring ideas and thoughts to communicate with other people. When producing quality material, students need to write paragraphs that are relevant to the subject and flow naturally from it. Each paragraph sentence in unity must center on one concept or idea. Topic sentences often express the main concept. However, students have difficulty developing their ideas and are stuck at a certain point without being able to move forward or write something new. Students admitted that in the writing process they often went blank and were unable to develop their ideas. They find it difficult to connect disparate ideas to make them coherent.

Apart from that, motivation can also be an inhibiting factor that can affect students' writing abilities. [32]In his research, it was found that sometimes students also lose motivation during the writing process or are not even motivated from the start. Lack of motivation in the writing process will make it difficult for students to develop their writing ideas.

Furthermore, inhibiting factors can also come from tactical factors such as lack of practice and teacher *feedback.* Writing is expressing language in the form of image symbols. Writing can also be said to be a complex activity that

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[32] Abbas, DS, Rauf, A., Hidayat, I., & Sasmita, D. (2022). Dete *rminant on Underpricing at the Initial Public Offering: Evidence Indonesia Stock Exchange.* Quantitative Economics and Management Studies (QEMS) Vol. 3 No. 2 ISSN: 2722-6247, https://doi.org/10.35877/454RI.qems852 , 175-185

includes integrated arm, hand, finger and eye movements. [33]So students need motivation that encourages and encourages students in writing activities. Lack of practice can also be caused by a lack of motivation. Apart from that, when there is a writing assignment at school, the teacher often does not provide *feedback.* Sometimes teachers only give grades and corrections to their writing without providing input and comments. This is also an inhibiting factor that can affect students' writing abilities.

## 2.10    The Factor of Causing Students Writing Obstacles

Writing is one of the four essential skills in language learning and is a powerful tool. Writing is a person's ability, skill and expertise in conveying his ideas into a discourse so that it can be accepted by heterogeneous readers both intellectually and socially. [34]Writing skills influence the quality of work and the way people interpret professionalism. For school children, writing is something that is very necessary because they express everything in their writing. Apart from speaking, writing seems to be the only way in the world to communicate one's feelings. Therefore, the writing must be concise, easy to read, and well structured so that writing skills can help achieve accuracy.

Students need a positive attitude to motivate their writing. Students who are interested in writing are more likely to create practical goals, apply valuable techniques, and seek feedback as they work on writing assignments. Motivation has a significant influence on the growth of students' writing skills. Motivation is important in writing; this shows that if the teacher shows his writing skills it will increase students' motivation in writing. The amount of

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[33] Gie, T.L. (2020 *). Composing Skills* . Yogyakarta: Balai Pustaka. 56
[34] Alwasilah, A. Chaedar. 2020. *Basically Writing* . Bandung: Mecca of Main Books. 43

time devoted to writing assignments often affects students' writing skills. A student who devotes a lot of time to writing can acquire writing skills more quickly than someone who spends less time writing. Thus, familiarity with a particular type of content lays the foundation for writing ability and influences students' writing ability. So, it can be concluded that there are two factors that influence students' writing abilities, namely: 1) Factors that exist within a person themselves are related to growth, intelligence, training and self-motivation. 2) Factors that exist outside the individual or can be called social factors include family, teachers and teaching methods, tools used in teaching and learning, environment and social motivation. Writing obstacles can arise from a variety of factors, which can be broadly categorized into individual, instructional, and contextual factors. Here are some of the key factors[35]:

*Table 4 Factor Contributing to Writing Obstacles*

| Category | Factors | Explanation |
|---|---|---|
| Individual Factors | Lack of Confidence | Students may feel insecure about their writing abilities, leading to reluctance in expressing their thoughts |
| | Limited Vocabulary | A restricted vocabulary hinders the ability to articulate ideas effectively |
| | Cognitive Overload | The complexity of writing tasks may overwhelm students who struggle with planning, organizing, and revising |
| | Language Proficiency | For second language learners, limited language skills can |

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[35] Bai, Y. (2021). *Overcoming Writing Anxiety Through Peer Review: Insights from English as a Foreign Language Students*. *Journal of Second Language Writing*, 55, 100809

| | | make writing more difficult. |
|---|---|---|
| Instructional Factors | Ineffective Teaching Strategies | Poor teaching methods that do not engage or meet students' needs may result in disengagement and poor writing performance. |
| | Insufficient Feedback | A lack of constructive feedback prevents students from improving their writing skills |
| | Focus on Mechanics Over Content | Overemphasis on grammar and mechanics without fostering creativity may stifle expression and ideas. |
| | Inadequate Writing Practice | Without sufficient practice, students cannot develop writing fluency or mastery |
| Contextual Factors | Curriculum Constraints | Rigid curriculums that limit creativity and personal expression can lead to disinterest in writing. |
| | Time Limitations | Limited time to complete writing tasks can result in rushed and poorly executed work. |
| | Peer and Parental Influences | Negative feedback or pressure from peers or parents may affect students' confidence and motivation to write. |
| | Access to Resources | Lack of access to writing resources (books, technology) can impede the development of writing skills. |
| Emotional and Psychological Factors | Anxiety and Stress | High levels of stress related to performance expectations can inhibit students' ability to write effectively |
| | Motivational Issues | A lack of intrinsic motivation or interest in |

| | | writing can create obstacles to engagement in the writing process |
|---|---|---|

## 2.11   Previous Study

There are several studies related to this topic. Sarah in 2021 conducted research with the title "Exploring Students' Difficulties in Writing". The results of the study investigated case study research as qualitative research on sixth semester students of Syarif Hidayatullah State Islamic University Jakarta where the results of interviews and observations of students find it difficult to use grammar as a linguistic problem when writing essays. Students find difficulty in using grammar which includes the use of subject verb-agreement, tenses, punctuation, spelling, and sentence structure. Therefore, reading a lot before writing essays is one of the solutions to eliminate students' difficulties in writing essays. By reading, students will not lack vocabulary. Students will even find new vocabulary through reading. In addition, practice writing essays also makes students skilled in writing. With practice, students will know the difficulties they face in writing, so they know the quality of their writing. [36] In contrast to studies that examine students' difficulties in writing essays, especially those related to linguistic issues such as grammar, subject-verb agreement, tenses, punctuation, spelling, and sentence structure, this study focuses on content, organisation, grammar, and mechanics in essay writing tests. In addition, this study uses mixed method research design in which the quantitative results (writing tests) are clarified and strengthened by qualitative (interviews), this is different from previous studies that only focus on

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[36] Sarah Alfiah Humairoh, "Exploring Students' Difficulties in Writing (A Case Study at the Department of English Education UIN Syarif Hidayatullah Jakarta)," 2021, 99, https://repository.uinjkt.ac.id/dspace/handle/123456789/59494.

qualitative aspects. The main focus of this study is to explore the extent of students' difficulties in writing essays, as well as to provide a more in-depth and different perspective in understanding the challenges and solutions in the learning process of writing among senior high school students.

Additionally, Sari Putri conducted research with the title "Dealing with English writing skills: Through the eyes of vocational students". The results of the study investigated the voices of vocational students in relation to their English writing skills. Sixty-one students from a private vocational school were involved in this study. The study was designed as descriptive research. Data regarding students' voices were collected using questionnaires and semi-structured interviews. In addition, the data were evaluated using triangulation techniques. According to the study, the majority of students continue to struggle to communicate their thoughts in writing. In addition, they also have difficulties in organising sentences into paragraphs.[37] In addition, their knowledge of grammar and vocabulary was weak, as well as their understanding of the mechanics of writing. This condition decreases their motivation to participate in the writing process actively. In contrast to studies that examine vocational students' writing skills in English, focusing on challenges in communicating thoughts, grammar, and vocabulary, this study focuses more on identifying ocstacles in high school students' writing skills. This study uses mixed method research design, which not only explores quantitative aspects through writing tests, but also deepens understanding through qualitative interviews regarding the difficulties students face in

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[37] Sari Putri et al., "Dealing with English Writing Skills : Through the Eyes of Vocational Students," *Eureka: Journal of Educational Research* 1, no. 1 (2022): 18–28.

writing essays. While previous research has focused on the needs and motivations of vocational students in an industrial context, this study aims to uncover the specific obstacles that hinder senior high school students in developing their writing skills. The main focus of this research is to provide in-depth insights into the challenges faced by senior high school students in writing essays, as well as finding effective solutions to overcome these obstacles, so as to improve the quality of writing learning among students.

Other study, Novariana et al in 2018 also conducted research with the title "Problems of High School Students in Writing". The findings show that there are two problems that can affect students' writing abilities. The first is internal problems such as low motivation to learn English, difficulty choosing the right words in writing, lack of vocabulary, difficulty writing sentences with correct grammar, and the tendency to be a passive learner in class activities. The second is external factors such as lack of practice, and when they start writing there is no feedback on their writing. In contrast to research that focuses on investigating the internal and external problems faced by senior high school students in writing, with an emphasis on factors such as low motivation, lack of vocabulary, difficulty in choosing words, and lack of practice, this study examines barriers to senior high school students' writing ability from a more comprehensive perspective. [38] In this study uses mixed method research design that combines a quantitative approach through writing tests and a qualitative approach through interviews, in contrast to previous studies that were limited

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[38] Hanna Novariana, "Senior High School Students' Pproblem In Wwriting (A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skill)," *English Language and Literature International Conference* 2, no. 2 (2018): 216–19, https://doi.org/10.18060/15692.

to a qualitative approach. The main focus of this research is to explore the specific obstacles that affect students' writing ability, including factors related to content, organisation, grammar, and mechanics in essay writing. It also seeks to provide more focused and effective solutions to help students overcome these obstacles, so as to improve the overall quality of writing learning among senior high school students.

Sasmita & Peptia in 2022 conducted research with the title "Exploration of Inhibitory Factors for High School Students in English Writing Activities". This research aims to determine the main inhibiting factors in English writing activities and skills development which are supported by teacher perceptions. The research results show that the main inhibiting factor in English writing activities faced by eleventh grade students at SMA Negeri 1 Malang is the writer's block factor which is related to students' motivational barriers at the beginning or during the writing process and their difficulties in developing and connecting various things. ideas.[39] In contrast with her study which focused on exploring students' inhibiting factors in English writing activities, especially those related to writer's block and motivational obstacles during the writing process, this study focuses more on analysing the barriers of senior high school students' writing ability from various aspects, including content, organisation, grammar, and mechanics. This study uses mixed method research design that combines quantitative approaches through writing tests and qualitative approaches through interviews, in contrast to previous studies that focused on teacher perceptions and motivational barriers. This research

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[39] Ni Made, Kesi Sasmita, and Peptia Asrining Tyas, "Exploring Senior High Schoolers ' Inhibiting Factor In English Writing Aactivities," *International Journal of English Education & Linguistics (IJOEEL)* 04, no. 02 (2022): 67–78.

aims to provide a more comprehensive picture of the difficulties students face in writing essays and offer more specific and in-depth solutions to overcome these obstacles, so as to improve the effectiveness of writing learning among senior high school students.

And the last research entitled "An Analysis of Factors That Influence EFL Students' Writing Skills" conducted by M. Kemalsyah et al in 2022. This research uses qualitative research methods to test writing abilities. Students studying English at a university in Jakarta, Indonesia were used as research subjects. Research findings and discussions indicate that a number of interrelated variables contribute to students' lack of motivation, lack of self-confidence, and reluctance to write. These elements include poor self-perception, lack of experience, and writing misunderstandings. Students may believe that writing is difficult and boring due to misconceptions, or they may believe that they do not have the necessary experience to write correctly. [40] In contrast to him study that analysed factors affecting EFL (English as a Foreign Language) students' writing ability at university, focusing on variables such as lack of motivation, self-confidence, and poor self-perception, this study focuses on obstacles to high school students' writing ability from a broader perspective. This study uses mixed method research design that combines a quantitative approach through writing tests and a qualitative approach through interviews, providing an in-depth analysis of aspects such as content, organisation, grammar, and mechanics in essay writing. While previous

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[40]Kemalsyah, M., Solehuddin, M., Hariyadi, A., Jenuri, J., & Suwarma, DM (2022). An Analysis of Factors that Affect Students' Writing Skills. *QALAMUNA: Journal of Education, Social and Religion* , *14* (2), 869-876.

research has focused on university students and the psychological elements that influence their motivation and confidence, this study aims to identify and address the specific obsctacles by high school students in writing, so as to provide more practical and targeted solutions to improve the quality of writing learning at the high school level.

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 Research Design

This study explored the writing skills of EFL (English as a Foreign Language) students at the senior high school level and identified various inhibiting factors that could affect their writing skills. In an effort to achieve these objectives, this study applied a mixed methods approach with a mixed method research design. A mixed methods is a research procedure that integrates qualitative and quantitative methods in one study or a series of interrelated studies.[41] This approach was chosen based on the belief that the combination of the two methods will result in a more comprehensive understanding of the research problem than the use of one method alone.[42]

In this study, the researcher used an explanatory design, in which qualitative data collected through interviews were used as a basis to strengthen and clarify the results obtained from quantitative data, which in this case was a writing test. Both types of data are then analyzed in depth and integrated to provide a completer and more in-depth picture of the phenomenon under study. Thus, this study not only explores how far students' writing and experiences regarding the obstacles they face in writing, but also objectively measures the extent to which their writing ability is affected by these factors. The design can be seen as follow:

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[41] John W Cresswell, *Research Design : Qualitaitf, Quantitatif, and Mixed Method Aprproach*, 4th ed. (California: SAGE Publications, Inc., 2009).
[42] Donald Ary, *Introduction to Research in Education, 8th Edition* (10 DavisDrive: Wadsworth Publishing Company, 2010).

*Figure 1 A Mixed Method Research Design*
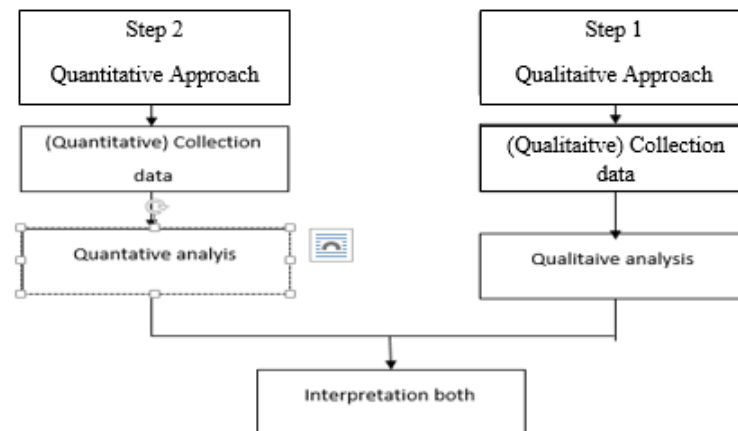


Source: John W. Creswell[43]

## 3.2 Subject of the Research

In this study, the researcher collected subject data from the eleventh grade at SMAN 08 Rejang Lebong as the population (i.e. 115 people) where the data was taken from the entire total number of students. The researcher selects the subject because the school administration give permission to grade eleventh to be investigated. Meanwhile the first and third grades cannot be the subject because of practical reason (writing experience and preparing for Final Exam) From that, the number of subjects can be as in the table below:

*Table 5 Research Subject*

| No | Class | Total |
|---|---|---|
| 1. | XI IPA 1 | 29 |
| 2. | XI IPA 2 | 29 |
| 3. | XI IPS 1 | 28 |
| 4. | XI IPS 2 | 29 |
| | **Total Population** | 115 |

From the table above, researchers used purposive sampling techniques to select informants for qualitative data collection. Purposive sampling is also

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[43] *Ibid.*, p 28.

known as judgmental or selective sampling. Where the researcher deliberately selects individuals or units based on certain criteria and the researcher's ability to achieve the research objectives. In addition, this method relies on the researcher's judgment to select participants who have characteristics that are relevant to the research focus. Therefore, purposive sampling was used in this qualitative stage to explore how students writing obstacles, by considering several criteria:

1. Students with Low Writing Scores: The research subjects are students who have the lowest scores in the writing assessment of the English subject. These scores can be obtained from final exams, writing assignments, or other formative assessments.

2. Students with High Error Frequency: Subjects who frequently make errors in writing, such as grammar, spelling, and punctuation errors, which consistently affect the quality of their writing.

All the criteria involved are based on the test that is conducted during the research.

## 3.3 Data Collection Technique

### A. Quantitative Data Collection Technique

#### 1. Writing Test

To collect quantitative data, the researcher needed to design a writing test for the students to measure the extent of their writing ability. In this case, the researcher referred to the writing assessment rubric adopted from Brown, which was then used as a reference in evaluating the test results. The writing test was divided into three

sections, each with a different theme, to provide variety and measure students' writing skills from different perspectives. [44] The researcher ensured that each writing test was based on strict content validity, which ensured that the test covered all aspects of writing skills to be measured.

In addition, the researcher also designed clear and structured instructions for each test, so that students understood well what was expected of them in each given writing task. In this study, researchers will give students a test to write freely in several paragraphs. This written test is used to see students' writing abilities. After the students have finished writing, the researcher will analyze the results of the students' writing using Brown's assessment rubric.

## B. Qualitative Data Collection Technique

### 1. Semi-Structure Interview

To collect qualitative data, the researcher conducted an interview. There are two kinds of interview used in this research; the first interview is to answer the second research question about what students' writing obstacles in learning English. Meanwhile, the second interview is to answer the third questions about what factors contribute to writing obstacles faced by students in learning English.

Interviews are data collection techniques by asking several questions to find problems that must be researched and to find out

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[44] Slamet Susanto. 2023. *Development of Test Evaluation Tools and Techniques in Education* . Jamiat Kheir Tarbiyah Journal Vol 1(1). 53

something from the respondent in more depth. [45]Next, the researcher interviewed a peaceful and comfortable place. Data recorded and transcribed. Finally, conclusions drawn from the data categories. The researcher used semi-structured interview to gain the data. An interview involves a question-and-answer format, aimed at identifying specific information and comparing it with data obtained from other collection methods[46] Additionally, Ritchie et al. explained that semi-structured interviews enable researchers to conduct in-depth exploration and gain a thorough understanding of individuals' perspectives and reactions to particular phenomena[47]. This study employed semi-structured interviews as a data collection tool.

## 3.4 Instrument of the Research

Instruments are systems that support data collection in research. Instruments are useful tools for obtaining the information needed. Thus, in this context, researchers must look for various types of data for their research, such as writing tests for quantitative data and semi-structured interviews for qualitative data.

### A. Quantitative Instrument

#### 1. Writing Test Blueprint

Quantitative data was collected with a writing test conducted by the researcher related to the theory of writing assessment by Brown in

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[45] Sugiyono. (2020). Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta. 78

[46] Alwasilah, A. C. (2015). *Pokoknya Kualitatif: Dasar-Dasar Merancang dan Melakukan Penelitian Kualitatif*. Pustaka Jaya. P.202

[47] Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2018). *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (2nd ed.). Sage Publications

2007. The blueprint consists of several points, such as identifying the writing assessment rubric. In developing and constructing the test, researchers prepare a test blueprint. The test blueprint describes the planning of the test before constructing the questions. This is a guideline in writing the test. In general, the test blueprint consists of what language skills are tested, the level of the students, the basic competencies to be achieved, and the item indicators based on the basic competencies, the best material, the cognitive domain for each item and the number of items based on the indicators. After identifying the blueprint, researchers need to write the items after identifying the blueprint. The writing test consists of content validity in a free-form paragraph format to make students give their answers. The writing test consists of question clues. The instructions should be clear to make it easier for students to understand the test instructions.

*Table 6 Writing Test BluePrint*

| Test Component | Task | Instructions/Criteria |
|---|---|---|
| Part 1: Descriptive Essay | Write a descriptive essay about your favorite place or person | 1. Write a minimum of 250 words.<br>2. Use vivid and descriptive language to describe the subject in detail.<br>3. Ensure proper organization and coherence throughout the essay.<br>4. Pay attention to grammar, spelling, and punctuation |

The writing test delivered to students based on the teaching module material delivered by the teacher in teaching learning process. The researcher delivered two options to the students to do the test. After conducting the test, the researcher asses the students scoring by Brown' rubric, the rubric can be seen in the table below;

*Table 7 Scoring Rubric of Writing adapted from Brown (2007)*

| Writing Component | Score | Level | Indicator | Weight |
|---|---|---|---|---|
| Content (C) | 4 | Very good | Presents information with well-chosen details throughout the paragraphs | 3 |
| | 3 | Good | Presents information with adequate details in paragraphs | |
| | 2 | Fair | Presents information with minimal detail | |
| | 1 | Poor | Fails to present clear or relevant information | |
| Vocabulary (V) | 4 | Very good | Demonstrates excellent vocabulary choices with no errors | 2.5 |
| | 3 | Good | Contains few errors in vocabulary that do not interfere with understanding | |
| | 2 | Fair | Contains errors in vocabulary that occasionally interfere with understanding | |
| | 1 | Poor | Contains frequent errors in vocabulary that significantly interfere with understanding | |
| Grammar (G) | 4 | Very good | Displays excellent grammar usage with no significant errors | 2.5 |
| | 3 | Good | Contains few grammatical errors that do not interfere with understanding | |
| | 2 | Fair | Contains grammatical errors that often interfere with understanding | |
| | 1 | Poor | Contains frequent grammatical errors that significantly interfere with | |

| | | | understanding | |
|---|---|---|---|---|
| Mechanics (M) | 4 | Very good | Demonstrates mastery of spelling, punctuation, and capitalization with no errors | 2 |
| | 3 | Good | Contains few errors in spelling, punctuation, or capitalization | |
| | 2 | Fair | Contains errors in spelling, punctuation, and capitalization that sometimes interfere with understanding | |
| | 1 | Poor | Contains frequent errors in spelling, punctuation, and capitalization that significantly interfere with understanding | |

## B. Qualitative Instrument

### 1. Interview Guidance 1

Qualitative data was collected with a semi-structured interview guide conducted by the researcher related to the theory of inhibiting students' writing Students' perceptions of writing activities, Linguistic Factors, Tactical Factors. When the researcher conducted the interview, the researcher had to make some questions based on the theory from Hyland K theory. There are several steps to develop questions as follows: First, the indicators of this study were created by the researcher by analyzing and reading the theory. The researcher looked for the main points of inhibiting factors affecting students' witing skills. As a result, the indicators were determined by considering the definitions mentioned in the theory. Second, after the indicators were determined by the researcher, the questions were determined based on

the indicators that had been determined by the researcher, third, the

questions had to be validated before the questions were implemented.

*Table 8 Interview Guide Blueprint Adapted from Hyland K Theory*

| Aspect | Indicators | Sub Indicators | Questions |
|---|---|---|---|
| Students' obstacles in writing deskriptif text | 1. Cognitive Challenges | 1. Difficulty in organizing thoughts and ideas. | 1. What difficulties do you face in organizing your thoughts when writing? Can you describe a specific time when this happened? |
| | | 2. Struggles with idea generation, leading to writer's block. | 2. Do you often struggle to come up with ideas for your writing tasks? Can you share an example of when you felt stuck? |
| | | 3. Lack of understanding of the writing process (planning, drafting, revising). | 3. Is there a particular part of the writing process (planning, drafting, or revising) that you find especially difficult? Can you recall a specific instance? |
| | 2. Language Proficiency | 4. Limited vocabulary, hindering clear expression of thoughts. | 4. Do you feel limited by your vocabulary when trying to express your thoughts in writing? Can you give an |

| | | | | example of a situation where this was a problem? |
|---|---|---|---|---|
| | | 5. Inadequate grammar skills, leading to unclear sentences. | 5. What specific grammar challenges do you face when writing? Can you describe a time when grammar issues affected your work? |
| | | 6. Challenges with sentence structure and coherence. | 6. Do you find it hard to create sentences that are clear and coherent? Can you share an example of a sentence or paragraph that was challenging for you to write? |
| | 3. Emotional Factors | 7. Insufficient or ineffective feedback from teachers or peers, hindering improvement. | 7. Do you feel that feedback from teachers or peers is insufficient or unclear? Can you recall a specific instance where this impacted your writing? |
| | | 8. Lack of guidance on writing techniques and strategies. | 8. Do you often lack guidance on how to approach writing tasks or use effective writing strategies? Can you describe a time when you felt unsure about how to proceed? |

| | | 9. Limited opportunities for peer collaboration or discussion. | 9. Have you experienced a lack of opportunities to collaborate or discuss writing with peers? Can you share a specific moment when this was an issue? |
|---|---|---|---|
| | 4. Environmental Factors | 10. Distractions in the writing environment, such as noise or interruptions. | 10. Are there distractions in your environment that make it hard to focus on writing? Can you provide an example of when this affected your work? |
| | | 11. Large class sizes, limiting individual attention from teachers. | 11. Do large class sizes make it difficult for you to get enough attention or support from your teacher? Can you recall a situation where this was a problem? |
| | | 12. Inadequate resources, such as access to writing materials or technology. | 12. Do you feel you have limited access to resources, such as writing materials or technology, that would help with your writing tasks? Can you describe a specific instance |

| | | | where this was a challenge? |
|---|---|---|---|

## 2. Interview Guidance 2

The second interview is to answer the third research questions; the factor that contribute to the writing obstacles faced by the students in learning English at SMA Negeri 8 Rejang Lebong. The blueprint is adopted by from Bai. Y theory. The blueprint can be seen in the table below:

*Table 9 Interview Guide Blueprint Adapted from Bai. Ytheory*

| Aspect | Indicators | Sub Indicators | Questions |
|---|---|---|---|
| Factors of students' writing obstacles in learning English | Individual Factors | Lack of Confidence | 1. Do you often feel unsure about your writing abilities? How does this affect your approach to writing tasks? |
| | | Limited Vocabulary | 2. How often do you feel stuck because you don't know the right words to use in your writing? |
| | | Cognitive Overload | 3. Do you feel overwhelmed when planning or organizing your writing tasks? If yes, what makes it difficult? |
| | | Language Proficiency | 4. How do grammar, |

| | | | spelling, or sentence structure challenges affect your ability to write in English? |
|---|---|---|---|
| | Instructional Factors | Ineffective Teaching Strategies | 5. Do you feel the teaching methods in your writing class meet your needs? If not, what aspects are unhelpful? |
| | | Insufficient Feedback | 6. How often do you feel unclear about how to improve your writing because of a lack of feedback? |
| | | Focus on Mechanics Over Content | 7. How does the emphasis on technical accuracy affect your ability to express your thoughts? |
| | | Inadequate Writing Practice | 8. Do you feel you don't get enough opportunities to practice writing? How does this affect your writing tasks? |
| | Contextual Factors | Curriculum Constraints | 9. How does the curriculum limit your ability to express your ideas |

| | | | creatively? |
|---|---|---|---|
| | | Time Limitations | 10. Do you feel the time allowed for writing tasks is too short? How does this impact the quality of your writing? |
| | | Peer and Parental Influences | 11. How do comments or expectations from peers or family affect your confidence or motivation to write? |
| | | Access to Resources | 12. How does the availability of resources impact your ability to complete writing tasks? |
| | Emotional and Psychological Factors | Anxiety and Stress | 13. Do you feel stressed or anxious when starting a writing assignment? How does this impact your work? |
| | | Motivational Issues | 14. Do you often feel unmotivated to write? What causes this lack of interest or drive? |

**3.5 Data Analysis Technique**

**A. Quantitative Data Analysis Technique**

Quantitative data analysis consists of descriptive statistical analysis used to provide an overview of students' writing skills, such as mean, median, standard deviation, and score distribution[48].

1. Mean Score

    Mean is a measure of data centering that shows the average value of a set of data.


    X　　　= Mean score

    　　= sum of all data values

    　　　= total of sample

2. Standart Deviation

    Standard deviation measures how dispersed the data values are from their mean.


    xi = individual score

    x = mean score

    n = total of sample

    score distribution

    A score distribution describes the distribution of data and the frequency of each value in a dataset. It is usually shown in the form of a frequency

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[48] Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: Sage.

table, histogram, or distribution curve. These distributions can be normal distributions, skewed distributions, or other shaped distributions

**B. Qualitative Data Analysis Technique**

In this research, Qualitative data analysis consists of three activity streams carried out simultaneously from Miles Haberman, there are: data reduction, data presentation, and drawing conclusions/verification[49].

1. Data Reduction

   In this research, the data is in the form of video transcriptions or recorded interviews. Based on Miles' theory, in this step the researcher will summarize, select the main things, focus on the important things, and look for themes and patterns from the interview results based on the transcription.

2. Data Display

   Data displays are organized, compressed collections of information that enable conclusions and actions to be drawn. So, in this step the researcher will display data containing inhibiting factors that influence students' writing abilities.

3. Conclusion Image

   The final step is to draw conclusions. In this step the researcher concludes the research

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[49] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This section confirms the research findings and discussions by incorporating insights from Test and interviews. During the data collection process, the researcher utilized a Test and interview guide. The data obtained through these tools consistently supports the Research's conclusions.

**4.1 Findings**

The researcher presented the findings gathered from the Test (Quantitative Data) and interviews (Qualitative data). The purpose of this data collection was to examine the students' writing ability in senior high school at 11th grade students at SMAN 8 Rejang Lebong. The study utilized a descriptive approach with a mixed method methodology to offer a comprehensive analysis of the results.

1. **Students' Writing Ability at SMA Negeri 8 Rejang Lebong.**

In this section, the researcher gave a writing test to 115 students to analyze students' writing ability. This writing test is to answer research questions about students' writing ability of 11th Grade of SMAN 8 Rejang Lebong. The researcher conducted the writing test to the students on November 28th ,2024. The result below showed the accumulation from students writing ability from class XI IPA 1, XI IPA2, XI IPS1, XI IPS 2. The table show only the students who get low grade writing test that indicates students have obstacles in writing. The result can be seen in the table below:

*Table 10 The result of students' writing test*

| Students' Number | Assessment of Student's Writing Descriptive Text | | | | | | | | Class |
|---|---|---|---|---|---|---|---|---|---|
| | C | | V | | G | | M | | |
| | Score | Errors | Score | Errors | Score | Errors | Score | Errors | |
| *S1* | 21 | - | 13 | 6 | 2 | 23 | 56 | 48 | XI IPS1 |
| *S2* | 21 | - | 13 | 6 | 2 | 23 | 56 | 48 | XI IPS1 |
| *S3* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 | XI IPS1 |
| *S4* | 16 | - | 9 | 3 | 3 | 8 | 50 | 25 | XI IPS1 |
| *S5* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPS1 |
| *S6* | 21 | - | 13 | 6 | 2 | 23 | 56 | 48 | XI IPS1 |
| *S7* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 | XI IPS1 |
| *S8* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPS1 |
| *S9* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 | XI IPS 2 |
| *S10* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPS 2 |
| *S11* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 | XI IPS 2 |
| *S12* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 | XI IPS 2 |
| *S13* | 16 | - | 9 | 3 | 3 | 8 | 50 | 25 | XI IPS 2 |
| *S14* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPS 2 |
| *S15* | 16 | - | 9 | 3 | 3 | 8 | 50 | 25 | XI IPS 2 |
| *S16* | 16 | - | 9 | 3 | 3 | 8 | 50 | 25 | XI IPA 1 |
| *S17* | 27 | - | 18 | 3 | 2 | 47 | 66 | 80 | XI IPA 1 |
| *S18* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPA 1 |
| *S19* | 16 | - | 9 | 3 | 3 | 8 | 50 | 25 | XI IPA 2 |
| *S20* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 | XI IPA 2 |
| *S21* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 | XI IPA 2 |
| *S22* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 | XI IPA 2 |
| *S23* | 21 | - | 13 | 6 | 2 | 23 | 56 | 48 | XI IPS1 |
| *S24* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 | XI IPS1 |
| *S25* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPS1 |
| *S26* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 | XI IPS 2 |
| *S27* | 27 | - | 18 | 3 | 2 | 47 | 66 | 80 | XI IPA 1 |
| *S28* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPA 1 |
| *S29* | 16 | - | 9 | 3 | 3 | 8 | 50 | 25 | XI IPA 2 |
| *S30* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 | XI IPA 2 |
| *S22* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 | XI IPA 2 |
| *S31* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 | XI IPA 2 |
| *S32* | 27 | - | 18 | 3 | 2 | 47 | 66 | 80 | XI IPA 1 |
| *S33* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPA 1 |
| *S34* | 16 | - | 9 | 3 | 3 | 8 | 50 | 25 | XI IPA 2 |
| *S35* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 | XI IPA 2 |
| *S36* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 | XI IPA 2 |
| *S37* | 21 | - | 13 | 6 | 2 | 23 | 56 | 48 | XI IPA 1 |
| *S38* | 21 | - | 13 | 6 | 2 | 23 | 56 | 48 | XI IPA 2 |
| *S39* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 | XI IPA 2 |
| *S40* | 16 | - | 9 | 3 | 3 | 8 | 50 | 25 | XI IPA 2 |
| *S41* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPS 2 |
| *S42* | 21 | - | 13 | 6 | 2 | 23 | 56 | 48 | XI IPS 2 |
| *S43* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 | XI IPS 2 |
| *S44* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPS 2 |
| *S45* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 | XI IPA 2 |
| *S46* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 | XI IPA 2 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *S47* | 21 | - | 13 | 6 | 2 | 23 | 56 | 48 | XI IPS1 |
| *S48* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 | XI IPS1 |
| *S49* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 | XI IPS1 |
| *S50* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 | XI IPS 2 |
| **TOTAL** | **912** | **1** | **604** | **132** | **88** | **1085** | **2794** | **1592** | |
| **AVERAGE** | **25,3** | **-** | **16,8** | **4** | **2,4** | **30** | **77,6** | **44** | |

From the table above, it can be seen that there are 50 students from 115 students who get score below the KKM (70). The full data of students writing test can be seen in the appendix 4. It indicates that almost 48% students got low achievement in writing descriptive. Since the students' scoring based on writing scoring rubric, the researcher also showed the data about the percentage students' error per item based on scoring rubric item. The exaplanation can be seen in the table below:

*Table 11 The Percentage of Students' Error from Scoring Rubric Items*

| No. | Aspects | Frequency | Percentage |
|---|---|---|---|
| 1. | Content | 1 | 4 % |
| 3. | Vocabulary | 132 | 7 % |
| 4. | Grammar | 373 | 21% |
| 5. | Mechanics | 1085 | 68% |
| **Total** | | **1592** | **100%** |

From the data above, it can conclude that students have problem in Mechanic with 68% errors. Grammar with 21% error, Vocabulary with 7% error and the last is Content with 4% Error. It also claimed that there are obstacles felt by the students in achieving writing skills especially in writing descriptive text.

2. **Students' Writing Obstacles that Students at SMA Negeri 8 Rejang Lebong Encounter in Their Writing tasks**

In this section, the researcher conducted interviews with 25 students who represented their class (XI IPA1, XI IPA2, XI IPS 1, XI IPS 2) to address research questions regarding the students' writing obstacles that students at SMA Negeri 8 Rejang Lebong encounter in their writing task. Additionally, interviews were held with students on November 30th to December 2nd, 2024. The students interviewed were 11th grader participants in the SMAN 8 Rejang Lebong. These interviews were conducted through face-to-face meetings and video calls. The results were analyzed based on the instrument blueprint indicators outlined in Chapter III and are presented in the table below:

*Table 12 Students' Writing Obstacles in Writing Task*

| Item | Students' Writing Obstacles | Number of Students Answer |
|---|---|---|
| 5. Cognitive Challenges | 13. Difficulty in organizing thoughts and ideas. | 11 |
| | 14. Struggles with idea generation, leading to writer's block. | 15 |
| | 15. Lack of understanding of the writing process (planning, drafting, revising). | 10 |
| 6. Language Proficiency | 16. Limited vocabulary, hindering clear expression of thoughts. | 12 |
| | 17. Inadequate grammar skills, leading to unclear sentences. | 20 |
| | 18. Challenges with sentence structure and coherence. | 17 |
| 7. Emotional Factors | 19. Insufficient or ineffective feedback from teachers or peers, hindering improvement. | 10 |
| | 20. Lack of guidance on writing techniques and strategies. | 13 |
| | 21. Limited opportunities for peer collaboration or discussion. | 10 |
| 8. Environmental Factors | 22. Distractions in the writing environment, such as noise or interruptions. | - |
| | 23. Large class sizes, limiting individual | 21 |

| | | |
|---|---|---|
| | attention from teachers. | |
| | 24. Inadequate resources, such as access to writing materials or technology. | 14 |

From the table above it can be seen that there are several obstacles encounter by the students in writing task.

a. **Difficulty in organizing thoughts and ideas**

Students often struggle with organizing their thoughts and ideas in writing tasks because they may lack clarity about the structure of their writing or have limited practice in planning their work. This can make it challenging to arrange ideas logically and cohesively. Additionally, a lack of vocabulary or difficulty in expressing complex thoughts can further hinder their ability to organize and present their ideas effectively.

As stated by S3:

*"I often have many ideas in my mind, but I don't know how to arrange them in order. It feels messy, and I don't know where to start."*

meanwhile S18 said that:

*"I struggle with planning my writing because we don't practice it often. I usually start writing without a clear outline, which makes it hard to stay organized."*

Based on the interview conducted by the researcher, there are 11 students who address difficulty in organizing their ideas in writing task.

b. **Struggles with idea generation, leading to writer's block**

Students often struggle with idea generation in writing tasks because they may lack familiarity with the topic or feel unsure about what to

write. Limited exposure to reading or brainstorming techniques can also hinder their ability to think creatively and develop ideas. This uncertainty can lead to frustration and writer's block, making it difficult for them to start or continue their writing. Without strategies to stimulate their thoughts, they may feel stuck and unable to progress. as stated by S17:*"I feel stuck when I have to write because I'm afraid my ideas aren't good enough, so I end up not writing anything."*

S22: *"It's hard to think of ideas quickly. I need more time to brainstorm, but in class, we don't always have enough time for that."*

Based on the interview there are 15 students who address the same obstacles in writing task.

c. **Lack of understanding of the writing process (planning, drafting, revising)**

Students often lack understanding of the writing process—planning, drafting, and revising—because they may not have been taught these steps in detail or given enough opportunities to practice them. Without guidance, they may skip important stages like brainstorming or organizing ideas before writing, leading to disorganized work. Similarly, they might view revising as unnecessary, missing the chance to improve their writing. This lack of knowledge about the process makes writing tasks feel overwhelming and less effective.

S10: *I find it hard to organize my ideas because I don't understand how to break the writing into steps like planning, drafting, and editing.*

d. **Limited vocabulary, hindering clear expression of thoughts**

Students face limited vocabulary in writing tasks because they may not read widely or have enough exposure to new words in context. This lack of vocabulary makes it difficult for them to express their thoughts clearly or find the right words to convey their ideas.

S12: *I sometimes can't find the right words to explain what I want to say, so my writing doesn't fully express my ideas*

S15: *"When I write, I keep using the same words because I don't know enough synonyms or other ways to say things"*

e. **Inadequate grammar skills, leading to unclear sentences**

Students face inadequate grammar skills in writing tasks because they may not fully understand grammar rules or how to apply them correctly. This can result from limited practice, ineffective teaching methods, or a lack of feedback on their mistakes

S29*: I often mix up tenses, and that makes my sentences confusing or wrong."*

S27: *"I don't know how to use punctuation properly, so sometimes my writing doesn't make sense."*

f. **Challenges with sentence structure and coherence**

Students face challenges with sentence structure and coherence in writing tasks because they may not fully understand how to construct sentences logically or link ideas effectively. As stated by the students below:

S21: *"I don't know how to combine sentences, so my writing feels choppy and disconnected."*

S28: *"I struggle to make my sentences flow because I don't know which words to use to connect my ideas."*

g. **Insufficient or ineffective feedback from teachers or peers, hindering improvement**

Students face insufficient or ineffective feedback from teachers or peers because feedback may be vague, overly focused on grammar errors, or fail to address content, structure, and coherence.

S9: *"The teacher only marks the grammar mistakes but doesn't explain how to fix them or improve my ideas."*

S11: *"We don't get much feedback on our writing. Sometimes, the teacher just gives a score without any comments.*

h. **Lack of guidance on writing techniques and strategies**

Students face a lack of guidance on writing techniques and strategies because teachers may focus more on completing tasks rather than teaching the process of writing.

S17: *"We don't really learn how to plan our writing before starting. I just write without an outline, and it doesn't come out well."*

S25: *"I've never been taught how to brainstorm or make a plan before writing, so I end up writing everything at once and it's all over the place."*

i. **Limited opportunities for peer collaboration or discussion**

Students face limited opportunities for peer collaboration or discussion due to classroom structures that prioritize individual work over group activities.

S3: *"We mostly work alone in class, and we don't have much chance to talk with classmates about our writing."*

S4: *I feel like collaborating with others would help me see where I'm making mistakes, but there aren't enough group activities for that."*

**j. Distractions in the writing environment, such as noise or interruptions.**

Students don't face distractions in the writing environment, such as noise or interruptions, because they are typically provided with a quiet or controlled setting conducive to focus.

S18: *"I don't have any distractions when I write in class because it's usually quiet, and there's not much going on around me."*

S26: *"The classroom is calm, and I can focus on my work without noise or other interruptions."*

**k. Large class sizes, limiting individual attention from teachers**

the teacher is responsible for managing many students at once. This can make it difficult for the teacher to provide personalized support or address each student's specific needs.

S27: *"There are so many students in my class, so the teacher doesn't have enough time to help everyone individually."*

S15: *"Sometimes, I need extra help with my writing, but because there are too many students, I don't get the attention I need."*

**l. Inadequate resources, such as access to writing materials or technology**

Students face inadequate resources, such as access to writing materials or technology, because schools may have limited budgets, outdated equipment, or a lack of sufficient supplies.

S12: *"I don't always have access to a computer at home, so it's hard for me to write and edit my work properly."*

S19: *"Our school doesn't have enough computers for everyone, so sometimes we have to wait or don't get the chance to use them."*

3. **The Factor that Contributes to the Writing Obstacles Faced by the Students in Learning English at SMA Negeri 8 Rejang Lebong**

In this section, the researcher conducted interviews with 25 students who represented their class (XI IPA1, XI IPA2, XI IPS 1, XI IPS 2) to address research questions number 3 regarding to the factor that contribute to the writing obstacles faced by the students in learning English at SMA Negeri 8 Rejang Lebong. The interviews were held with students on November 30th to December 2nd, 2024. The students interviewed were 11th grader participants in the SMAN 8 Rejang Lebong. These interviews were conducted through face-to-face meetings and video calls. The results were analyzed based on the instrument blueprint indicators outlined in Chapter III and are presented in the table below:

*Table 13 Factor that Contributes to the Students' Writing Obstacles*

| Items | Factor that Contributes to the Writing Obstacles | Number of Students' Answers |
|---|---|---|
| Individual Factors | 1. Lack of Confidence | 17 |
| | 2. Limited Vocabulary | 11 |
| | 3. Cognitive Overload | 12 |

| | | |
|---|---|---|
| | 4. Language Proficiency | 20 |
| Instructional Factors | 5. Ineffective Teaching Strategies | 15 |
| | 6. Insufficient Feedback | 10 |
| | 7. Focus on Mechanics Over Content | 5 |
| | 8. Inadequate Writing Practice | 12 |
| Contextual Factors | 9. Curriculum Constraints | 2 |
| | 10. Time Limitations | 21 |
| | 11. Peer and Parental Influences | 10 |
| | 12. Access to Resources | 12 |
| Emotional and Psychological Factors | 13. Anxiety and Stress | 15 |
| | 14. Motivational Issues | 13 |

From the table above, it obvious that there are several factors that contributes to the students' writing obstacles:

a. **Lack of Confidence**

Students face a lack of confidence in writing tasks because they may fear making mistakes or not meeting expectations. This insecurity can stem from past experiences of receiving poor grades or negative feedback.

S1: *"I feel like my ideas aren't as strong as others, so I don't have the confidence to write well."*

S4: *"I'm always worried that my writing won't be good enough, so I hesitate to start or finish my work."*

b. **Limited Vocabulary**

Students face limited vocabulary in writing tasks because they may not have had enough exposure to new words or don't actively practice use a broader range of vocabulary.

S14: *"I often use the same words over and over because I don't know many other words to express my ideas."*

S17: *"I feel limited in what I can write because I don't know enough vocabulary to describe my thoughts in detail."*

### c. Cognitive Overload

Students experience cognitive overload in writing tasks when they are asked to process too much information at once, which can overwhelm their ability to organize and express ideas clearly.

S18*: "Sometimes, I forget what I wanted to say because I'm trying to focus on so many parts of the writing at the same time."*

S5: *"I often feel confused because I have to manage my ideas, grammar, and structure all in one go, which makes it hard to focus on just writing."*

### d. Language Proficiency

Students face challenges with language proficiency in writing tasks when they lack the necessary command of grammar, vocabulary, or sentence structure to express their ideas clearly and accurately.

S14: *"I get nervous about making mistakes with language, so I keep thinking about my grammar instead of focusing on the ideas I want to write about."*

S17: *"I have trouble with sentence structure, so my writing ends up sounding disorganized, even though I know what I want to say."*

### e. Ineffective Teaching Strategies

Students face challenges with ineffective teaching strategies in writing tasks when the teaching methods don't align with their learning needs.

S17: *"The lessons are mostly lectures, and we don't get enough chances to practice writing in class, so I don't feel prepared for assignments."*

S4: *"We don't get much feedback on our writing, and when we do, it's not very helpful, so I'm not sure how to improve."*

**f. Insufficient Feedback**

Students face challenges with insufficient feedback in writing tasks when they don't receive enough guidance or detailed comments on their work. Without specific feedback, students may not know what aspects of their writing need improvement, whether it's grammar, structure, or the clarity of their ideas.

S9: *"I don't always get detailed feedback, just a grade, so I'm not sure what I did wrong or how to improve next time."*

S13: *"Sometimes the feedback I get is too vague, like 'good work' or 'needs improvement,' but I don't know exactly what to fix."*

**g. Focus on Mechanics Over Content**

Students face challenges when there is too much focus on mechanics (such as grammar, punctuation, and spelling) over content because it can shift attention away from the main ideas and arguments in their writing.

S21: *"I feel like the teacher is always correcting my grammar and spelling, but they don't give me enough feedback on the ideas I'm trying to express."*

S20: *"Sometimes I get so focused on making sure my sentences are perfect that I forget to develop my arguments or ideas properly."*

## h. Inadequate Writing Practice

Students face challenges with inadequate writing practice when they don't have enough opportunities to write regularly or engage in different types of writing tasks.

S25: *"We don't write enough in class, so when assignments come up, I feel unprepared and struggle to get started."*

S6: *"I don't practice writing enough outside of class, so when I have to write an essay, I find it difficult to organize my thoughts."*

## i. Curriculum Constraints

Students face challenges with curriculum constraints when the structure and content of the curriculum limit their ability to explore writing in depth

S7: *"I feel like the curriculum limits how much we can learn about writing because it's mostly about memorizing content and not enough about developing our skills."*

## j. Time Limitations

Students face challenges with time limitations in writing tasks when they are given insufficient time to complete assignments or thoroughly revise their work.

S5: *"I always feel rushed because we don't have enough time to think through my ideas, and I end up making mistakes I wouldn't normally make."*

S9: *"When there's a short deadline, I can't take the time to plan and revise my work properly, so it doesn't come out as well as I want it to."*

### k. Peer and Parental Influences

Students face challenges with peer and parental influences in writing tasks when the expectations or feedback they receive from peers or parents are either unhelpful or discouraging.

S2: *"I feel pressure from my parents to get good grades, so I'm more focused on finishing the task quickly than on improving my writing skills."*

S18: *"When my classmates do better than me, I feel discouraged, like I'm not good enough to write well."*

### l. Access to Resources

Limited access to these resources can make it difficult to research, revise, or improve the quality of their writing.

S12: *"I don't have a computer at home, so I have to write everything by hand and then type it in school, which takes a lot of time."*

S7: *"We don't have access to the internet outside of class, so it's hard to research or find useful materials for my writing assignments."*

### m. Anxiety and Stress

Students face challenges with anxiety and stress in writing tasks when they feel overwhelmed by the pressure to perform well. The fear of making mistakes, not meeting expectations, or facing a heavy workload can create mental blocks, leading to procrastination or difficulty getting started.

S11: *"I get really nervous before writing assignments because I'm worried I won't do well, and it makes it hard to focus on what I want to say."*

S22: *"I feel anxious when there's a deadline approaching, and I end up procrastinating because I'm afraid I won't be able to finish on time."*

**n. Motivational Issues**

This can occur due to a variety of reasons, such as finding the task boring, not seeing the value of writing, or feeling disconnected from the subject matter.

S25: *"I don't feel motivated to write because the topics seem boring, and I don't see how it relates to my life."*

S23: *"Sometimes I just don't care about the writing assignments, so I procrastinate and don't do my best work."*

**B. Discussion**

The results above identified several factors that could potentially contribute to students' writing obstacles at SMA 8 Rejang Lebong in their writing task. Additionally, it was emphasized that these factors were not only related to the teacher but also originated from the students themselves. Based on the findings, there are several items that contribute to the analysis of writing obstacles as follows:

**1. Students' Writing Ability at SMA Negeri 8 Rejang Lebong**

The research aimed to assess students' writing ability at SMA Negeri 8 Rejang Lebong. The findings revealed that 50 students out of 115 scored below the KKM (70), indicating that nearly 48% of the students had low

achievement in writing descriptive texts. The data provided highlighted the frequency and percentage of issues across four key writing aspects: content, vocabulary, grammar, and mechanics. Notably, mechanics accounted for 68%, followed by grammar at 21%, vocabulary at 7%, and content at 4%.

The low percentage of content errors (4%) suggests that students struggled with conveying ideas effectively in their descriptive writing. According to Harmer , content is crucial for effective writing as it reflects the ability to organize thoughts and stay relevant to the topic[50]. If students struggle with content, it may indicate that they are not fully engaging with the writing process or lack sufficient practice in structuring their ideas. Additionally, the vocabulary aspect scored a slightly higher percentage (7%). Limited vocabulary can significantly affect students' ability to express themselves clearly and creatively. Schmitt emphasizes that vocabulary knowledge is integral to writing, as it allows students to communicate more precisely[51]. The struggles with vocabulary might stem from insufficient exposure to diverse vocabulary or limited practice.

Grammar issues were present in 21% of the writing, which, while significant, was not as dominant as mechanics. Celce-Murcia  suggests that grammar is fundamental to writing because errors in sentence structure or verb tense can cause confusion[52]. The difficulties students experienced in grammar could stem from inadequate practice or lack of understanding of

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[50] Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education Limited.
[51] Schmitt, N. (2015). *Vocabulary in Language Teaching* (2nd ed.). Cambridge University Press
[52] Celce-Murcia, M. (2015). *Teaching English as a Second or Foreign Language* (4th ed.). National Geographic Learning

grammatical rules in the context of writing descriptive texts. The most significant issue, however, was mechanics, with 68% of errors attributed to spelling, punctuation, and capitalization. This aligns with the findings of Leki , who noted that students often focus on surface-level errors, which can detract from overall fluency. The high percentage of mechanical errors indicates that students may be overly focused on correctness rather than fluency, or they may not be sufficiently trained to proofread and edit their work effectively[53].

These findings are consistent with research by Kormos (2017), which suggests that students' struggles with mechanics could be linked to anxiety or a focus on perfection, particularly in language learners[54]. Additionally, Graham and Perin (2018) found that limited writing practice, inadequate feedback, and a lack of focused grammar instruction contributed to lower achievement in writing, which could explain the patterns observed in this study[55].

In conclusion, the findings suggest that students at SMA Negeri 8 Rejang Lebong face multiple challenges, particularly in mechanics and grammar. While content and vocabulary also pose challenges, they are less significant. These results highlight the need for a comprehensive approach to teaching writing, focusing on content development, vocabulary expansion, grammar mastery, and mechanics. Teachers should consider providing more writing practice, targeted vocabulary lessons, and detailed

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[53] Leki, I. (2018). *Writing in a Second Language: Insights from Research*. Cambridge University Press
[54] Kormos, J. (2017). *The Second Language Writing Handbook*. Routledge
[55] Graham, S., & Perin, D. (2018). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Alliance for Excellent Education

feedback to help students overcome these challenges and improve their overall writing ability.

2.  **Students' Writing Obstacles that Students at SMA Negeri 8 Rejang Lebong Encounter in Their Writing tasks**

    This study aimed to explore the obstacles that students at SMA Negeri 8 Rejang Lebong face in their writing tasks. The findings reveal several cognitive, language proficiency, emotional, and environmental factors that contribute to the difficulties students encounter. Among the identified obstacles, issues related to language proficiency, such as inadequate grammar skills, sentence structure challenges, and limited vocabulary, were most prevalent. Additionally, emotional factors like insufficient feedback and lack of guidance, along with environmental factors like large class sizes, further hindered students' writing development:

a.  **Cognitive Challenges:**

    One of the primary cognitive challenges identified in the study was students' difficulty in organizing their thoughts and ideas (11 students), followed by struggles with idea generation, leading to writer's block (15 students). According to Flower and Hayes, writing is a complex cognitive process that requires organizing thoughts, generating ideas, and drafting effectively[56]. Students' difficulties in planning and structuring their writing can cause significant delays and frustrations, ultimately affecting their performance. The finding that many students

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[56] Flower, L., & Hayes, J. R. (2016). A cognitive process theory of writing. *College Composition and Communication*, 40(4), 365-387

face challenges with idea generation aligns with research by MacArthur et al. (2016), who suggest that writer's block often occurs when students lack strategies for idea generation or feel overwhelmed by the writing task[57]. These issues highlight the importance of teaching students how to brainstorm, outline, and organize their ideas before beginning the writing process.

Another significant obstacle was the lack of understanding of the writing process, with 10 students reporting this challenge. As Hyland asserts, writing requires not only the ability to compose ideas but also the skills to revise and refine them[58]. Without understanding how to plan, draft, and revise, students often struggle to produce coherent and polished writing. This finding emphasizes the need for teachers to explicitly teach the writing process to students and encourage them to engage in multiple drafts.

**b. Language Proficiency:**

Language proficiency emerged as another critical area of difficulty. The study revealed that 20 students struggled with inadequate grammar skills, leading to unclear sentences, while 17 students faced challenges with sentence structure and coherence. These findings align with research by Zarei and Mohammadi , which highlights that grammar and sentence structure issues are common obstacles for students, especially those learning English as a foreign and second language. Grammar errors, such as incorrect verb tenses or word order, can confuse readers

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[57] MacArthur, C. A., Graham, S., & Fitzgerald, J. (2016). *Handbook of writing research.* Guilford Press

[58] Hyland, K. (2016). *Teaching and researching writing.* Routledge.

and hinder communication, while problems with sentence structure and coherence make it difficult for students to organize their thoughts logically[59]. This suggests a need for focused grammar instruction and activities that enhance students' sentence-level writing skills.

The issue of limited vocabulary, reported by 12 students, further exacerbates the challenges students face in expressing their thoughts clearly. According to Nation , vocabulary acquisition is fundamental to language proficiency[60]. Without a broad vocabulary, students often struggle to find the right words to convey their ideas accurately. This obstacle calls for more vocabulary-building exercises and exposure to varied linguistic resources to help students improve their ability to articulate their thoughts more effectively.

**c. Emotional Factors:**

Emotional factors, such as insufficient or ineffective feedback from teachers or peers, were reported by 10 students. As Andrade and Du (2016) emphasize, feedback plays a crucial role in helping students improve their writing by guiding them in areas for improvement. Lack of quality feedback may prevent students from recognizing their weaknesses or learning from their mistakes[61]. Similarly, 13 students reported a lack of guidance on writing techniques and strategies, which can make students feel lost in the writing process. Providing explicit instruction on writing strategies, such as paragraphing, supporting ideas

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[59] Zarei, A. A., & Mohammadi, M. (2017). Sentence-level challenges in L2 writing: Insights from Iranian EFL learners. *Language Teaching Research*, 21(4), 501-517

[60] Nation, P. (2016). *Learning vocabulary in another language.* Cambridge University Press

[61] Andrade, M. S., & Du, X. (2016). The role of feedback in second language writing. *Journal of Second Language Writing*, 31, 1-19

with evidence, and maintaining focus, could help students feel more confident and equipped to handle writing tasks.

Limited opportunities for peer collaboration or discussion, reported by 10 students, is another emotional barrier. Peer collaboration can be a powerful tool in the writing process as it allows students to share ideas, receive feedback, and learn from one another. According to Jacobs et al, peer interactions encourage deeper thinking and provide students with opportunities to see different perspectives on writing[62]. Therefore, creating more opportunities for collaborative work and peer feedback could address this obstacle and improve students' writing abilities.

## d. Environmental Factors:

Finally, environmental factors, particularly large class sizes and inadequate resources, were significant contributors to students' writing challenges. With 21 students reporting that large class sizes limited individual attention from teachers, this finding highlights the issue of class overcrowding, which is common in many educational settings. Research by Zhang found that large class sizes negatively affect the quality of teacher-student interactions, making it difficult for teachers to provide personalized feedback or address students' individual needs[63]. This challenge suggests that schools may need to consider smaller class sizes or alternative teaching strategies, such as more one-on-one conferencing with students.

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[62] Jacobs, G. M., Hsiao, H. H., & Wang, Y. (2015). The role of peer feedback in improving the writing skills of ESL students. *System*, 53, 116-128

[63] Zhang, Y. (2017). The impact of large class sizes on English language teaching and learning in China. *Asian Journal of English Language Teaching*, 27, 1-22.

Inadequate access to writing materials or technology also posed a challenge for some students. While this factor was not as widely reported, it is essential to acknowledge that in today's digital age, access to technology plays a significant role in students' ability to produce quality writing. As Warschauer and Grimes suggest, integrating technology into the writing process can enhance students' writing abilities by providing tools for research, editing, and collaboration[64]. Ensuring that students have access to necessary resources, such as computers and the internet, can help overcome this barrier.

3. **The Factor that Contributes to the Writing Obstacles Faced by the Students in Learning English at SMA Negeri 8 Rejang Lebong**

This study explores the factors contributing to the writing obstacles faced by students at SMA Negeri 8 Rejang Lebong. The findings reveal a broad range of contributing factors categorized into individual, instructional, contextual, and emotional/psychological factors. These factors collectively influence students' ability to perform well in their writing tasks, highlighting the complexity of the writing process and the various challenges that need to be addressed.

a. **Individual Factors:**

Among the individual factors, lack of confidence was reported by 17 students as a significant obstacle. This aligns with research by Pajares (2016), who found that a lack of confidence in writing often

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[64] Warschauer, M., & Grimes, D. (2017). Technology and writing. *Handbook of writing research*, 211-221

leads to avoidance of writing tasks or suboptimal performance[65]. When students doubt their ability, it becomes difficult for them to express their ideas effectively, which can hinder their overall writing development. Furthermore, 11 students reported limited vocabulary as a factor that contributes to writing challenges. This finding echoes Nation's assertion that limited vocabulary significantly impedes students' ability to express ideas clearly and with precision[66]. A narrow vocabulary restricts students' capacity to describe concepts, leading to a less fluent and coherent writing style.

Cognitive overload was also identified by 12 students as a factor affecting their writing. This refers to the overwhelming feeling students experience when tasked with managing multiple cognitive demands, such as organizing thoughts, recalling information, and structuring sentences simultaneously. When students struggle with cognitive overload, it becomes difficult for them to focus on quality writing[67]. Additionally, 20 students attributed their writing obstacles to language proficiency issues, especially difficulties with grammar and syntax. As Celce-Murcia suggests, insufficient language proficiency in grammar and vocabulary can severely restrict students' ability to convey their ideas clearly, leading to confusion and poor writing outcomes[68].

**b. Instructional Factors:**

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[65] Pajares, F. (2016). Self-efficacy and academic motivation. *Educational Psychologist*, 41(2), 1-14

[66] Nation, P. (2016). *Learning vocabulary in another language.* Cambridge University Press

[67] Sweller, J. (2015). Cognitive load theory: A broader view. *Educational Psychology Review*, 27(3), 467-480

[68] Celce-Murcia, M. (2015). *Teaching English as a Second or Foreign Language* (4th ed.). National Geographic Learning

Instructional factors also played a crucial role in contributing to students' writing obstacles. The research found that 15 students reported ineffective teaching strategies as a significant factor. This finding is consistent with the work of Graham and Perin, who emphasize the importance of effective teaching strategies in developing students' writing skills[69]. Without appropriate instructional methods, students may struggle to understand the writing process and fail to develop the necessary skills. Similarly, 10 students indicated that insufficient feedback from teachers or peers hindered their improvement in writing. According to Andrade and Du , timely and specific feedback is critical for guiding students toward better writing[70]. Without adequate feedback, students may not recognize their mistakes and fail to make the necessary revisions.

Moreover, the focus on mechanics over content (reported by 5 students) is another instructional factor that restricts students' ability to express their ideas creatively. As Harmer notes, an excessive focus on grammar, spelling, and punctuation can stifle students' creativity and lead to anxiety, detracting from the main purpose of writing—communicating ideas[71]. Similarly, 12 students cited inadequate writing practice as a contributing factor. Consistent writing practice is essential for building fluency and confidence. As Graham and Perin point out,

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[69] Graham, S., & Perin, D. (2018). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Alliance for Excellent Education

[70] Ibid. P.76

[71] Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education Limited

regular writing practice enables students to improve their writing over time and helps to solidify key writing skills[72].

c. **Contextual Factors:**

Contextual factors, particularly time limitations and curriculum constraints, were also significant contributors to the students' writing obstacles. The study found that 21 students experienced time limitations as a key barrier. This is consistent with the findings of Zhang, who noted that limited time for writing tasks often prevents students from completing their assignments thoroughly, leading to rushed and incomplete work[73]. Additionally, the two students who reported curriculum constraints indicated that rigid curricular requirements might limit the scope of writing tasks, leaving little room for creative expression or in-depth exploration of topics.

Peer and parental influences, reported by 10 students, were also identified as contributing factors. Peer pressure or family expectations can create added stress, affecting students' motivation and performance in writing tasks[74] . Furthermore, 12 students mentioned limited access to resources, such as writing materials and technology. Warschauer and Grimes emphasize that access to technology and resources plays a vital role in enhancing students' writing abilities, particularly in the digital

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[72] Ibid P.72

[73] Zhang, Y. (2017). The impact of large class sizes on English language teaching and learning in China. *Asian Journal of English Language Teaching*, 27, 1-22.

[74] Ibid. P.78

age[75]. The lack of these resources can impede students' ability to perform tasks effectively and efficiently.

**d. Emotional and Psychological Factors:**

Finally, emotional and psychological factors were significant contributors to writing obstacles. Anxiety and stress, reported by 15 students, were the most frequently cited emotional barriers. Research by Kormos highlights that writing anxiety can result in avoidance, decreased motivation, and reduced performance in writing tasks[76]. The fear of making mistakes or not meeting expectations can create emotional barriers that affect students' ability to write effectively. Additionally, motivational issues were identified by 13 students as a key factor in their writing challenges. According to Deci and Ryan motivation plays a critical role in students' willingness to engage in tasks. Low motivation can lead to a lack of effort in writing, which ultimately impacts the quality of the output[77].

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[75] Warschauer, M., & Grimes, D. (2017). Technology and writing. *Handbook of writing research*, 211-221

[76] Ibid. P.72

[77] Deci, E. L., & Ryan, R. M. (2017). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie canadienne*, 58(2), 95–102

# CHAPTER V

## CONCLUSION AND SUGGESTION

In this chapter, the researcher provides a summary and validation of the findings discussed in the previous chapter. Conclusions are drawn from the results of the data analysis, addressing the research questions. Additionally, this section offers suggestions for future researchers who may wish to explore this area more deeply

### 4.1 Conclusion

1. **Students' Writing Ability at SMA Negeri 8 Rejang Lebong**.

    Based on the research findings, it can be concluded that the writing ability of students at SMA Negeri 8 Rejang Lebong shows a significant area of concern. Out of 115 students, 50 students (approximately 48%) scored below the minimum passing grade (KKM) of 70, indicating that nearly half of the students face challenges in their writing skills, particularly in descriptive writing tasks.

2. **Students' Writing Obstacles that Students at SMA Negeri 8 Rejang Lebong Encounter in Their Writing tasks**

    In conclusion, students at SMA Negeri 8 Rejang Lebong face various obstacles in their writing tasks, ranging from cognitive challenges like organizing thoughts and generating ideas, to language proficiency issues, emotional barriers, and environmental factors. These findings underscore the need for a comprehensive approach to addressing students' writing difficulties. Teachers should focus on providing explicit instruction in the

writing process, grammar, vocabulary, and sentence structure. Additionally, creating opportunities for peer collaboration, providing effective feedback, and ensuring access to necessary resources will help students overcome these obstacles and improve their writing skills

3. **The Factor that Contributes to the Writing Obstacles Faced by the Students in Learning English at SMA Negeri 8 Rejang Lebong**

   In conclusion, the findings of this study suggest that students at SMA Negeri 8 Rejang Lebong face a range of factors that contribute to their writing obstacles. Individual factors such as lack of confidence, limited vocabulary, cognitive overload, and language proficiency play a substantial role in hindering students' writing abilities. Instructional factors like ineffective teaching strategies, insufficient feedback, and inadequate writing practice further exacerbate these challenges. Contextual factors, such as time limitations, curriculum constraints, and access to resources, also hinder students' ability to perform well in writing tasks. Lastly, emotional and psychological factors, particularly anxiety, stress, and motivational issues, significantly affect students' writing performance. Addressing these diverse factors requires a multifaceted approach, including effective teaching strategies, consistent practice, timely feedback, and a supportive learning environment.

## 4.2 Suggestion

   Finally, the suggestion for better research in the future is proposed by the researcher. The suggestions are;

1. To the school

The school should prioritize the provision of better writing resources to enhance students' writing abilities. This could include providing access to a variety of reference materials such as books, online resources, and writing software, which would support students in honing their skills. Additionally, the school should explore the possibility of creating a dedicated space or writing labs where students can focus on writing tasks in a quiet and conducive environment, free from distractions. Such spaces would allow students to practice their writing in an atmosphere that encourages concentration and reflection. Moreover, the school could organize professional development programs for teachers to stay updated with current best practices in teaching writing. These workshops could focus on effective strategies for engaging students in writing tasks, understanding their individual needs, and providing targeted support to help overcome writing obstacles.

2. The Teachers

Teachers at SMA Negeri 8 Rejang Lebong can play a pivotal role in addressing students' writing challenges by offering targeted and specific writing instruction. They should focus on key areas where students struggle the most, such as grammar, sentence structure, and mechanics, and provide clear explanations, examples, and practice exercises to reinforce these skills. Furthermore, teachers should prioritize providing detailed, constructive feedback on students' writing. Feedback should not be limited to grammar or spelling but should also consider content, organization, and overall coherence. This will help students refine their

writing skills and understand how to effectively communicate their ideas. Teachers should also encourage peer collaboration by facilitating peer review sessions, where students can give and receive feedback from their peers. Peer reviews help students gain new insights, learn from one another, and develop critical thinking about their own writing. Regular writing practice should also be incorporated into the curriculum, allowing students to write more frequently and build confidence in their writing abilities.

3. The students

Students at SMA Negeri 8 Rejang Lebong need to take proactive steps to improve their writing skills. One of the first areas to address is building confidence in their writing abilities. By recognizing their progress and setting achievable goals for each writing task, students can overcome feelings of self-doubt and develop greater motivation. Students should also focus on expanding their vocabulary to improve their ability to express ideas clearly and creatively. This can be done by reading a wider variety of texts and practicing new words in their writing. Moreover, students should develop a deeper understanding of the writing process, from planning and drafting to revising and editing. By breaking the writing process into manageable steps, students can overcome cognitive overload and better organize their ideas. Students who experience anxiety and stress in writing tasks should learn techniques for managing these emotions, such as practicing mindfulness or seeking support from teachers or counselors. Lastly, students should embrace feedback as a tool for improvement, using

it to revise and refine their work continuously. By taking an active role in their own learning and seeking support when needed, students can make significant strides in their writing development.

4. The others researcher.

Future researchers could look into several areas related to students' writing challenges. They could explore how technology, like writing tools or online platforms, helps improve writing skills. Another area to study is how cultural differences affect students' writing styles and struggles. Research could also focus on the impact of teacher-student relationships on writing, looking at how support from teachers boosts students' confidence. Long-term studies could track students' writing progress to find out what works best for improvement. Researchers could also investigate how writing anxiety affects performance and how to reduce it. Comparing different schools or educational systems could show what influences writing development. Finally, studying how parents help with writing at home could lead to better strategies for supporting students outside the classroom.

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# APPENDICES

# APPENDIX 1

# INTERVIEW TRANSCRIPT

**Transcript interview:**

**To Investigate what students' writing obstacles in learning English at SMA Negeri 8 Rejang Lebong**

Siswa 1: Aulia Rahma Yulia  (Kelas XI IPA)

1. Apakah kamu merasa kesulitan dalam mengorganisir ide saat menulis?

*Iya, kadang-kadang saya kesulitan mengorganisir ide saya dengan jelas. Saya sering memiliki banyak pikiran tetapi tidak tahu bagaimana menyusunnya dengan baik.*

2. Bagian mana dari menulis yang kamu anggap paling sulit (misalnya, merencanakan, menulis draf, merevisi)?

*Menurut saya, merencanakan itu yang paling sulit. Saya tidak selalu tahu bagaimana memulai atau poin-poin apa yang harus saya masukkan terlebih dahulu.*

3. Apakah kamu merasa kesulitan dalam memilih kata yang tepat saat menulis? Mengapa?

*Iya, karena saya tidak selalu tahu kata yang terbaik untuk digunakan. Kadang-kadang, saya merasa ragu tentang kosakata, terutama dalam topik yang lebih kompleks.*

4. Apakah kamu sering membuat kesalahan tata bahasa saat menulis? Bagaimana perasaanmu tentang itu?

*Iya, saya membuat kesalahan tata bahasa. Itu membuat saya frustrasi karena saya tahu aturannya, tetapi tetap saja saya lupa saat menulis.*

5. Apakah kamu terkadang menggunakan kata-kata sederhana karena kamu tidak yakin dengan kata yang lebih sulit?

*Iya, saya sering menggunakan kata-kata sederhana karena saya khawatir menggunakan kata yang lebih sulit dengan cara yang salah.*

6. Apakah kamu merasa gugup atau cemas saat menulis? Mengapa?

*Saya merasa cemas kadang-kadang, terutama saat tugas menulis dinilai. Saya khawatir membuat kesalahan dan mendapatkan nilai rendah.*

7. Apakah kamu khawatir mendapatkan nilai buruk pada tulisanmu? Bagaimana itu memengaruhi kamu?

*Iya, itu mempengaruhi saya. Ketika saya memikirkan untuk mendapatkan nilai buruk, itu membuat saya gugup dan memengaruhi kemampuan saya untuk fokus pada tugas.*

8. Apakah suasana hati kamu mempengaruhi seberapa baik kamu menulis? Bisa jelaskan?
*Iya, pasti. Jika saya merasa stres atau kesal, saya kesulitan menulis karena saya tidak bisa fokus dan pikiran saya terpecah.*

9. Apakah kamu merasa sulit untuk fokus saat menulis di kelas? Mengapa?
*Terkadang. Jika kelas terlalu bising atau ada gangguan, sulit untuk fokus saat menulis.*

10. Bagaimana suasana kelas memengaruhi konsentrasi kamu saat menulis?
*Suasana kelas sangat memengaruhi saya. Jika ruangannya tenang dan saya bisa konsentrasi, tulisan saya lebih baik. Tapi jika ada kebisingan atau gangguan, sulit untuk tetap fokus.*

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Siswa 2: Dito Aji (Kelas XI IPS)
1. Apakah kamu merasa kesulitan dalam mengorganisir ide saat menulis?
*Iya, terutama ketika topiknya sangat luas. Saya kadang bingung menentukan ide mana yang harus dimulai dan bagaimana menghubungkannya.*

2. Bagian mana dari menulis yang kamu anggap paling sulit (misalnya, merencanakan, menulis draf, merevisi)?
*Menurut saya, merevisi adalah yang paling sulit. Setelah saya menulis sesuatu, saya sering merasa ragu apakah itu sudah bagus atau perlu diubah.*

3. Apakah kamu merasa kesulitan dalam memilih kata yang tepat saat menulis? Mengapa?
*Iya, kadang saya kesulitan memilih kata yang tepat. Saya khawatir saya tidak mengekspresikan diri dengan benar atau menggunakan kata yang salah.*

4. Apakah kamu sering membuat kesalahan tata bahasa saat menulis? Bagaimana perasaanmu tentang itu?
*Iya, saya membuat kesalahan, terutama dengan tenses dan struktur kalimat. Itu membuat saya merasa tidak nyaman, tapi saya berusaha untuk memperbaikinya sebanyak mungkin.*

5. Apakah kamu terkadang menggunakan kata-kata sederhana karena kamu tidak yakin dengan kata yang lebih sulit?
*Iya, saya sering menggunakan kata-kata sederhana karena saya lebih percaya diri dengan itu, dan saya tidak ingin mengambil risiko dengan kata yang lebih rumit.*

6. Apakah kamu merasa gugup atau cemas saat menulis? Mengapa?
*Iya, saya merasa cemas, terutama ketika saya tahu tulisan itu akan dinilai. Saya khawatir tidak akan melakukannya dengan baik dan itu akan mempengaruhi nilai saya secara keseluruhan.*

7. Apakah kamu khawatir mendapatkan nilai buruk pada tulisanmu? Bagaimana itu memengaruhi kamu?

*Iya, itu mempengaruhi saya cukup banyak. Itu membuat saya meragukan ide-ide saya, dan kadang saya kehilangan kepercayaan diri pada apa yang sudah saya tulis.*

8. Apakah suasana hati kamu mempengaruhi seberapa baik kamu menulis? Bisa jelaskan?

*Iya, suasana hati saya sangat mempengaruhi. Jika saya merasa senang atau dalam mood yang baik, saya bisa menulis lebih lancar. Tapi kalau saya stres atau kesal, saya kesulitan mengeluarkan ide.*

9. Apakah kamu merasa sulit untuk fokus saat menulis di kelas? Mengapa?

*Iya, kadang saya merasa sulit fokus karena kebisingan atau saya terganggu oleh teman-teman yang berbicara.*

10. Bagaimana suasana kelas memengaruhi konsentrasi kamu saat menulis?

*Jika kelas tenang dan terkendali, saya bisa lebih fokus. Tetapi, jika ada banyak kebisingan atau gangguan, saya merasa sulit untuk berkonsentrasi.*

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Siswa 3: Rina mawar alexa(Kelas XI IPA)

1. Apakah kamu merasa kesulitan dalam mengorganisir ide saat menulis?

*Iya, terutama saat harus menulis banyak. Saya sering bingung bagaimana cara mengorganisir semuanya secara logis.*

2. Bagian mana dari menulis yang kamu anggap paling sulit (misalnya, merencanakan, menulis draf, merevisi)?

*Menurut saya, menulis draf adalah yang paling sulit karena saya sering tidak tahu bagaimana memulai tulisan saya. Saya lebih banyak berpikir tentang pendahuluannya dan terjebak di situ.*

3. Apakah kamu merasa kesulitan dalam memilih kata yang tepat saat menulis? Mengapa?

*Terkadang iya. Saya merasa tidak tahu cukup banyak kosakata untuk membuat tulisan saya terdengar baik, jadi saya hanya menggunakan kata-kata yang sederhana.*

4. Apakah kamu sering membuat kesalahan tata bahasa saat menulis? Bagaimana perasaanmu tentang itu?

*Iya, saya sering membuat kesalahan tata bahasa, terutama dengan tenses dan subjek-predikat. Itu membuat saya merasa kecewa karena saya tahu seharusnya saya bisa lebih baik.*

5. Apakah kamu terkadang menggunakan kata-kata sederhana karena kamu tidak yakin dengan kata yang lebih sulit?

*Iya, saya sering menggunakan kata-kata sederhana karena lebih percaya diri menggunakannya, dan saya tidak ingin menggunakan kata yang sulit dengan cara yang salah.*

6. Apakah kamu merasa gugup atau cemas saat menulis? Mengapa?
*Saya merasa cemas, terutama saat tahu itu adalah tugas yang akan dinilai. Saya khawatir saya tidak akan melakukan yang terbaik.*

7. Apakah kamu khawatir mendapatkan nilai buruk pada tulisanmu? Bagaimana itu memengaruhi kamu?
*Iya, saya khawatir. Itu membuat saya meragukan kemampuan saya dan terkadang membuat saya lebih gugup ketika menulis.*

8. Apakah suasana hati kamu mempengaruhi seberapa baik kamu menulis? Bisa jelaskan?
*Iya, jika saya dalam mood yang baik, saya bisa menulis dengan lebih lancar dan ide-ide saya lebih mudah keluar. Tapi kalau saya stres atau marah, saya kesulitan menulis.*

9. Apakah kamu merasa sulit untuk fokus saat menulis di kelas? Mengapa?
*Iya, kadang-kadang saya merasa sulit untuk fokus, terutama jika ada gangguan atau saya tidak merasa termotivasi.*

10. Bagaimana suasana kelas memengaruhi konsentrasi kamu saat menulis?
*Suasana kelas mempengaruhi saya. Jika kelasnya tenang, saya bisa konsentrasi dengan lebih baik. Namun jika ada kebisingan, saya sangat mudah teralihkan perhatian.*

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Siswa 4: M.Raffi Alkausar (Kelas XI IPS)
1. Apakah kamu merasa kesulitan dalam mengorganisir ide saat menulis?
*Iya, kadang-kadang saya tidak tahu bagaimana menyusun ide secara jelas, terutama jika topiknya sangat rumit.*

2. Bagian mana dari menulis yang kamu anggap paling sulit (misalnya, merencanakan, menulis draf, merevisi)?
*Merencanakan adalah bagian yang paling sulit, karena saya memiliki banyak ide, tetapi saya tidak tahu harus mulai dari mana atau bagaimana menyusunnya.*

3. Apakah kamu merasa kesulitan dalam memilih kata yang tepat saat menulis? Mengapa?
*Iya, saya sering merasa ragu dengan pilihan kata saya. Saya khawatir memilih kata yang salah atau tidak tepat.*

4. Apakah kamu sering membuat kesalahan tata bahasa saat menulis? Bagaimana perasaanmu tentang itu?

*Iya, saya sering membuat kesalahan, terutama dengan tenses dan artikel. Itu membuat saya frustrasi karena saya ingin menulis dengan benar, tapi kadang-kadang saya lupa aturan-aturannya.*

5. Apakah kamu terkadang menggunakan kata-kata sederhana karena kamu tidak yakin dengan kata yang lebih sulit?
*Iya, saya lebih suka menggunakan kata-kata sederhana karena lebih yakin dan saya tidak ingin membuat kesalahan dengan kata yang lebih sulit.*

6. Apakah kamu merasa gugup atau cemas saat menulis? Mengapa?
*Iya, saya merasa gugup, terutama jika saya tahu tulisan itu akan dinilai. Saya khawatir tidak akan berhasil dan itu mempengaruhi cara saya menulis.*

7. Apakah kamu khawatir mendapatkan nilai buruk pada tulisanmu? Bagaimana itu memengaruhi kamu?
*Iya, itu membuat saya merasa lebih cemas dan saya sering berpikir ulang tentang apa yang saya tulis, yang kadang membuat saya lebih lambat.*

8. Apakah suasana hati kamu mempengaruhi seberapa baik kamu menulis? Bisa jelaskan?
*Iya, suasana hati saya sangat mempengaruhi. Jika saya merasa baik dan santai, saya bisa menulis lebih baik. Tapi jika saya stres atau khawatir, tulisan saya menjadi lebih buruk.*

9. Apakah kamu merasa sulit untuk fokus saat menulis di kelas? Mengapa?
*Iya, jika ada gangguan atau saya tidak merasa termotivasi, saya kesulitan untuk fokus saat menulis di kelas.*

10. Bagaimana suasana kelas memengaruhi konsentrasi kamu saat menulis?
*Suasana kelas sangat memengaruhi saya. Jika kelasnya tenang, saya bisa lebih fokus, tetapi jika ada kebisingan atau gangguan, saya sulit untuk berkonsentrasi.*

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Siswa 5: Lala dewi purbalingga (Kelas XI IPA)
1. Apakah kamu merasa kesulitan dalam mengorganisir ide saat menulis?
*Iya, saya merasa kesulitan mengorganisir ide, terutama ketika topiknya cukup sulit atau baru bagi saya.*

2. Bagian mana dari menulis yang kamu anggap paling sulit (misalnya, merencanakan, menulis draf, merevisi)?
*Menurut saya, menulis draf adalah bagian yang paling sulit karena saya sering merasa tidak tahu harus mulai dari mana.*

3. Apakah kamu merasa kesulitan dalam memilih kata yang tepat saat menulis? Mengapa?

*Iya, saya sering merasa ragu tentang kosakata saya. Saya takut menggunakan kata yang salah atau tidak tepat untuk situasi tertentu.*

4. Apakah kamu sering membuat kesalahan tata bahasa saat menulis? Bagaimana perasaanmu tentang itu?
*Iya, saya sering membuat kesalahan tata bahasa, terutama dengan kesalahan subjek-predikat. Itu membuat saya merasa kecewa dan ingin memperbaikinya.*

5. Apakah kamu terkadang menggunakan kata-kata sederhana karena kamu tidak yakin dengan kata yang lebih sulit?
*Iya, saya lebih sering menggunakan kata-kata sederhana karena lebih mudah dipahami dan saya tidak takut membuat kesalahan.*

6. Apakah kamu merasa gugup atau cemas saat menulis? Mengapa?
*Iya, saya merasa cemas ketika tahu tulisan saya akan dinilai. Itu membuat saya lebih khawatir tentang kesalahan yang bisa saya buat.*

7. Apakah kamu khawatir mendapatkan nilai buruk pada tulisanmu? Bagaimana itu memengaruhi kamu?
*Iya, itu membuat saya merasa sangat cemas dan mempengaruhi cara saya menulis. Saya cenderung terlalu memikirkan nilai dan tidak bisa fokus.*

8. Apakah suasana hati kamu mempengaruhi seberapa baik kamu menulis? Bisa jelaskan?
*Iya, suasana hati saya sangat mempengaruhi. Jika saya merasa senang dan santai, tulisan saya menjadi lebih baik. Tapi jika saya stres atau khawatir, saya kesulitan menulis.*

9. Apakah kamu merasa sulit untuk fokus saat menulis di kelas? Mengapa?
*Iya, terkadang saya merasa sulit untuk fokus terutama jika ada gangguan atau saya merasa tidak termotivasi.*

10. Bagaimana suasana kelas memengaruhi konsentrasi kamu saat menulis?
*Suasana kelas sangat berpengaruh. Jika kelasnya tenang, saya bisa lebih fokus, tetapi jika ada kebisingan, itu mengganggu konsentrasi saya.*

# APPENDIX 2

# INTERVIEW TRANSCRIPT

**Transkrip Wawancara: Hambatan dalam Menulis dan Pengaruhnya pada Siswa**

**Siswa 1: Adellia Anggraini(Kelas XI IPA)**

**1. Apakah kamu sering merasa ragu dengan kemampuan menulismu? Bagaimana hal ini memengaruhi pendekatanmu terhadap tugas menulis?**
*Iya, saya sering merasa ragu tentang kemampuan menulis saya, terutama ketika saya tidak yakin dengan ide atau tata bahasa yang saya gunakan. Ini membuat saya lebih berhati-hati saat mulai menulis dan kadang-kadang saya menunda-nunda pekerjaan.*

**2. Seberapa sering kamu merasa terhenti karena tidak tahu kata yang tepat untuk digunakan dalam tulisanmu?**
*Sering sekali. Terutama saat saya menulis topik yang lebih kompleks, saya kesulitan memilih kata-kata yang tepat dan itu menghambat alur tulisan saya.*

**3. Apakah kamu merasa kewalahan saat merencanakan atau mengorganisir tugas menulismu? Jika iya, apa yang membuatnya sulit?**
*Iya, saya merasa kewalahan saat merencanakan tulisan. Kadang-kadang saya tidak tahu bagaimana cara memulai atau menyusun ide-ide yang banyak menjadi tulisan yang koheren.*

**4. Bagaimana tantangan dalam grammar, ejaan, atau struktur kalimat mempengaruhi kemampuanmu menulis dalam bahasa Inggris?**
*Itu sangat mempengaruhi saya. Saya sering merasa tidak percaya diri karena saya tahu ada kesalahan grammar atau ejaan yang saya lakukan, dan itu membuat tulisan saya terlihat kurang baik.*

**5. Apakah kamu merasa metode pengajaran di kelas menulis memenuhi kebutuhanmu? Jika tidak, aspek apa yang tidak membantu?**
*Kadang saya merasa kurang. Pengajaran lebih sering berfokus pada teori dan tidak cukup pada praktek menulis yang lebih banyak, jadi saya merasa kurang terbantu dalam hal itu.*

**6. Seberapa sering kamu merasa tidak jelas tentang bagaimana memperbaiki tulisanmu karena kurangnya umpan balik?**
*Sering. Saya sering merasa bingung apakah saya sudah memperbaiki tulisan saya dengan cara yang benar karena umpan balik yang diberikan kurang mendalam.*

**7. Bagaimana penekanan pada akurasi teknis mempengaruhi kemampuanmu untuk mengekspresikan pemikiran?**

*Penekanan yang terlalu besar pada akurasi teknis kadang membuat saya merasa terhambat. Saya lebih fokus untuk membuat kalimat yang benar secara grammar daripada mengekspresikan ide saya dengan bebas.*

**8. Apakah kamu merasa tidak mendapat cukup kesempatan untuk berlatih menulis? Bagaimana hal ini mempengaruhi tugas menulismu?**

*Iya, saya merasa saya tidak cukup berlatih menulis. Kurangnya latihan ini membuat saya merasa tidak percaya diri saat diberikan tugas menulis yang lebih panjang.*

**9. Bagaimana kurikulum membatasi kemampuanmu untuk mengekspresikan ide dengan kreatif?**

*Kurikulum kadang membatasi kreativitas saya, terutama saat topik yang diberikan sangat kaku dan tidak memberi ruang untuk pengembangan ide yang lebih bebas.*

**10. Apakah kamu merasa waktu yang diberikan untuk tugas menulis terlalu singkat? Bagaimana hal ini memengaruhi kualitas tulisanmu?**

*Ya, saya merasa waktu yang diberikan seringkali terlalu singkat. Itu membuat saya terburu-buru dalam menyelesaikan tulisan dan kadang-kadang kualitasnya menurun.*

**11. Bagaimana komentar atau harapan dari teman atau keluarga memengaruhi rasa percaya diri atau motivasimu untuk menulis?**

*Komentar dari teman atau keluarga kadang membuat saya merasa lebih percaya diri, tapi jika komentar mereka negatif, saya jadi merasa kurang termotivasi untuk menulis.*

**12. Bagaimana ketersediaan sumber daya mempengaruhi kemampuanmu untuk menyelesaikan tugas menulis?**

*Ketersediaan sumber daya sangat memengaruhi saya. Jika saya tidak memiliki akses ke buku atau internet, saya kesulitan mencari referensi yang baik untuk mendukung tulisan saya.*

**13. Apakah kamu merasa stres atau cemas saat memulai tugas menulis? Bagaimana hal ini memengaruhi pekerjaanmu?**

*Iya, saya sering merasa cemas sebelum memulai menulis, terutama jika saya merasa tugas itu sulit. Kecemasan ini membuat saya kesulitan memulai dan menunda-nunda.*

**14. Apakah kamu sering merasa tidak termotivasi untuk menulis? Apa yang menyebabkan kurangnya minat atau dorongan ini?**

*Kadang-kadang saya merasa tidak termotivasi, terutama jika saya merasa tugas*

*menulis itu tidak menarik atau terlalu sulit. Kurangnya minat pada topik juga membuat saya enggan untuk menulis.*

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**Siswa 2: Kevin Revaldo (Kelas XI IPS)**

**1. Apakah kamu sering merasa ragu dengan kemampuan menulismu? Bagaimana hal ini memengaruhi pendekatanmu terhadap tugas menulis?**
*Sering. Saya merasa kemampuan menulis saya tidak sebaik teman-teman saya. Ini membuat saya ragu dan kadang menunda-nunda tugas menulis.*

**2. Seberapa sering kamu merasa terhenti karena tidak tahu kata yang tepat untuk digunakan dalam tulisanmu?**
*Sering, terutama saat saya mencoba menulis lebih formal atau kompleks. Saya merasa kesulitan menemukan kata yang pas.*

**3. Apakah kamu merasa kewalahan saat merencanakan atau mengorganisir tugas menulismu? Jika iya, apa yang membuatnya sulit?**
*Ya, saya merasa kewalahan. Saya tidak selalu tahu bagaimana menyusun ide yang ada di kepala saya agar menjadi tulisan yang terstruktur dengan baik.*

**4. Bagaimana tantangan dalam grammar, ejaan, atau struktur kalimat mempengaruhi kemampuanmu menulis dalam bahasa Inggris?**
*Tantangan itu sangat memengaruhi saya. Saya merasa tidak yakin jika ada kesalahan grammar atau ejaan, itu membuat saya merasa tidak yakin dengan tulisan saya.*

**5. Apakah kamu merasa metode pengajaran di kelas menulis memenuhi kebutuhanmu? Jika tidak, aspek apa yang tidak membantu?**
*Kadang saya merasa tidak cukup diberikan praktek menulis. Terkadang pengajaran lebih banyak ke teori daripada langsung menulis.*

**6. Seberapa sering kamu merasa tidak jelas tentang bagaimana memperbaiki tulisanmu karena kurangnya umpan balik?**
*Saya sering merasa tidak jelas karena umpan balik yang diberikan terlalu umum dan tidak memberi petunjuk konkret untuk memperbaiki tulisan saya.*

**7. Bagaimana penekanan pada akurasi teknis mempengaruhi kemampuanmu untuk mengekspresikan pemikiran?**
*Saya merasa terhambat, karena terlalu fokus pada grammar dan ejaan, saya jadi kurang fokus pada ide yang ingin saya sampaikan.*

**8. Apakah kamu merasa tidak mendapat cukup kesempatan untuk berlatih menulis? Bagaimana hal ini mempengaruhi tugas menulismu?**
*Iya, saya merasa kurang berlatih menulis. Hal ini membuat saya kurang siap untuk mengerjakan tugas menulis yang lebih panjang atau lebih sulit.*

**9. Bagaimana kurikulum membatasi kemampuanmu untuk mengekspresikan ide dengan kreatif?**

*Kurikulum terkadang terlalu fokus pada struktur dan format, yang membatasi kebebasan untuk mengekspresikan ide secara kreatif.*

**10. Apakah kamu merasa waktu yang diberikan untuk tugas menulis terlalu singkat? Bagaimana hal ini memengaruhi kualitas tulisanmu?**

*Ya, saya merasa waktu seringkali terbatas dan saya terburu-buru dalam menulis, sehingga kualitas tulisan saya bisa menurun.*

**11. Bagaimana komentar atau harapan dari teman atau keluarga memengaruhi rasa percaya diri atau motivasimu untuk menulis?**

*Komentar dari teman atau keluarga bisa memengaruhi saya. Jika mereka memberikan komentar positif, saya merasa lebih termotivasi, tapi jika negatif, saya merasa kurang percaya diri.*

**12. Bagaimana ketersediaan sumber daya mempengaruhi kemampuanmu untuk menyelesaikan tugas menulis?**

*Sumber daya sangat penting. Tanpa akses ke referensi yang memadai, saya kesulitan menemukan ide dan informasi yang tepat untuk tulisan saya.*

**13. Apakah kamu merasa stres atau cemas saat memulai tugas menulis? Bagaimana hal ini memengaruhi pekerjaanmu?**

*Iya, saya sering merasa stres atau cemas, terutama saat deadline semakin dekat. Ini membuat saya kesulitan untuk fokus dan saya jadi terburu-buru menulis.*

**14. Apakah kamu sering merasa tidak termotivasi untuk menulis? Apa yang menyebabkan kurangnya minat atau dorongan ini?**

*Saya kadang merasa tidak termotivasi jika topiknya tidak menarik bagi saya atau jika saya merasa tugas itu sangat sulit untuk diselesaikan.*

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**Siswa 3: ayu fanni amelia(Kelas XI IPA)**

**1. Apakah kamu sering merasa ragu dengan kemampuan menulismu? Bagaimana hal ini memengaruhi pendekatanmu terhadap tugas menulis?**

*Sering merasa ragu, terutama saat menulis tugas yang panjang. Rasa ragu membuat saya sering menunda-nunda dan merasa tidak yakin apakah tulisan saya akan bagus.*

**2. Seberapa sering kamu merasa terhenti karena tidak tahu kata yang tepat untuk digunakan dalam tulisanmu?**

*Sering. Kadang-kadang saya terhenti karena saya tidak yakin kata yang tepat untuk menyampaikan maksud saya.*

**3. Apakah kamu merasa kewalahan saat merencanakan atau mengorganisir tugas menulismu? Jika iya, apa yang membuatnya sulit?**
*Ya, saya merasa sulit merencanakan, terutama untuk tulisan yang membutuhkan banyak informasi. Saya kesulitan memilih informasi yang relevan dan mengorganisasinya dengan baik.*

**4. Bagaimana tantangan dalam grammar, ejaan, atau struktur kalimat mempengaruhi kemampuanmu menulis dalam bahasa Inggris?**
*Saya merasa itu sangat memengaruhi kemampuan saya. Saya merasa kurang percaya diri jika saya ragu tentang grammar atau ejaan yang saya gunakan.*

**5. Apakah kamu merasa metode pengajaran di kelas menulis memenuhi kebutuhanmu? Jika tidak, aspek apa yang tidak membantu?**
*Kadang saya merasa metode pengajaran tidak cukup memberi ruang bagi kami untuk bereksperimen dengan gaya penulisan yang berbeda. Lebih banyak praktek akan sangat membantu.*

**6. Seberapa sering kamu merasa tidak jelas tentang bagaimana memperbaiki tulisanmu karena kurangnya umpan balik?**
*Sering. Umpan balik yang kurang spesifik sering membuat saya bingung tentang apa yang perlu diperbaiki dalam tulisan saya.*

**7. Bagaimana penekanan pada akurasi teknis mempengaruhi kemampuanmu untuk mengekspresikan pemikiran?**
*Kadang penekanan pada akurasi teknis membuat saya fokus pada kesalahan teknis dan melupakan ide utama yang ingin saya sampaikan.*

**8. Apakah kamu merasa tidak mendapat cukup kesempatan untuk berlatih menulis? Bagaimana hal ini mempengaruhi tugas menulismu?**
*Iya, saya merasa tidak cukup berlatih menulis. Itu membuat saya kesulitan saat mendapatkan tugas yang lebih sulit.*

**9. Bagaimana kurikulum membatasi kemampuanmu untuk mengekspresikan ide dengan kreatif?**
*Kurikulum kadang terlalu fokus pada format dan struktur yang kaku, sehingga saya merasa kurang bebas dalam mengekspresikan ide saya.*

**10. Apakah kamu merasa waktu yang diberikan untuk tugas menulis terlalu singkat? Bagaimana hal ini memengaruhi kualitas tulisanmu?**
*Ya, saya merasa waktu terlalu singkat. Saya sering terburu-buru dan kualitas tulisan saya jadi tidak maksimal.*

**11. Bagaimana komentar atau harapan dari teman atau keluarga memengaruhi rasa percaya diri atau motivasimu untuk menulis?**
*Jika mereka memberikan komentar positif, saya merasa lebih percaya diri dan termotivasi. Tetapi jika komentar mereka negatif, saya jadi merasa lebih cemas.*

**12. Bagaimana ketersediaan sumber daya mempengaruhi kemampuanmu untuk menyelesaikan tugas menulis?**
*Sumber daya yang cukup sangat membantu. Jika saya tidak punya akses ke referensi atau buku, saya kesulitan dalam menulis dengan baik.*

**13. Apakah kamu merasa stres atau cemas saat memulai tugas menulis? Bagaimana hal ini memengaruhi pekerjaanmu?**
*Sering merasa cemas. Itu membuat saya terhambat saat memulai dan kadang-kadang menunda-nunda hingga batas waktu mendekat.*

**14. Apakah kamu sering merasa tidak termotivasi untuk menulis? Apa yang menyebabkan kurangnya minat atau dorongan ini?**
*Kadang-kadang saya merasa tidak termotivasi jika topiknya tidak menarik bagi saya atau jika saya merasa tugas tersebut sangat menantang dan sulit.*

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**Siswa 4: Friski dwi putra (Kelas XI IPS)**

**1. Apakah kamu sering merasa ragu dengan kemampuan menulismu? Bagaimana hal ini memengaruhi pendekatanmu terhadap tugas menulis?**
*Ya, saya merasa ragu, terutama dalam tugas yang besar. Itu membuat saya menunda dan tidak memulai menulis lebih awal.*

**2. Seberapa sering kamu merasa terhenti karena tidak tahu kata yang tepat untuk digunakan dalam tulisanmu?**
*Sering. Kadang saya merasa sulit menemukan kata yang tepat dan itu membuat saya terhenti dalam menulis.*

**3. Apakah kamu merasa kewalahan saat merencanakan atau mengorganisir tugas menulismu? Jika iya, apa yang membuatnya sulit?**
*Iya, terutama saat menulis yang membutuhkan banyak data atau informasi. Saya kesulitan mengorganisasi ide saya dengan baik.*

**4. Bagaimana tantangan dalam grammar, ejaan, atau struktur kalimat mempengaruhi kemampuanmu menulis dalam bahasa Inggris?**
*Itu sangat memengaruhi saya. Saya merasa cemas jika ada kesalahan grammar atau ejaan, yang bisa mengurangi nilai tulisan saya.*

**5. Apakah kamu merasa metode pengajaran di kelas menulis memenuhi kebutuhanmu? Jika tidak, aspek apa yang tidak membantu?**
*Pengajaran lebih fokus pada teori daripada praktek menulis, yang membuat saya merasa kurang siap dalam tugas menulis.*

**6. Seberapa sering kamu merasa tidak jelas tentang bagaimana memperbaiki tulisanmu karena kurangnya umpan balik?**

*Sering, umpan balik yang diberikan sangat umum dan tidak cukup membantu untuk memperbaiki kesalahan spesifik dalam tulisan saya.*

**7. Bagaimana penekanan pada akurasi teknis mempengaruhi kemampuanmu untuk mengekspresikan pemikiran?**

*Penekanan pada akurasi teknis kadang membuat saya terhambat dan lebih fokus pada detail daripada menyampaikan ide utama saya.*

**8. Apakah kamu merasa tidak mendapat cukup kesempatan untuk berlatih menulis? Bagaimana hal ini mempengaruhi tugas menulismu?**

*Iya, saya merasa kurang berlatih. Akibatnya, saya merasa tidak percaya diri dan kesulitan dalam menyelesaikan tugas menulis.*

**9. Bagaimana kurikulum membatasi kemampuanmu untuk mengekspresikan ide dengan kreatif?**

*Kurangnya kebebasan dalam memilih topik atau pendekatan membuat saya merasa kurang bisa mengekspresikan ide dengan bebas.*

**10. Apakah kamu merasa waktu yang diberikan untuk tugas menulis terlalu singkat? Bagaimana hal ini memengaruhi kualitas tulisanmu?**

*Ya, waktu yang singkat seringkali membuat saya terburu-buru, yang mengurangi kualitas tulisan saya.*

**11. Bagaimana komentar atau harapan dari teman atau keluarga memengaruhi rasa percaya diri atau motivasimu untuk menulis?**

*Jika mereka mendukung saya, saya merasa lebih percaya diri. Namun, jika mereka meremehkan, saya jadi merasa kurang termotivasi.*

**12. Bagaimana ketersediaan sumber daya mempengaruhi kemampuanmu untuk menyelesaikan tugas menulis?**

*Saya merasa jika sumber daya tersedia, saya bisa menyelesaikan tugas menulis lebih baik. Tanpa akses yang cukup, saya kesulitan.*

**13. Apakah kamu merasa stres atau cemas saat memulai tugas menulis? Bagaimana hal ini memengaruhi pekerjaanmu?**

*Ya, saya sering merasa stres, yang membuat saya kesulitan memulai tugas dan kadang menunda-nunda.*

**14. Apakah kamu sering merasa tidak termotivasi untuk menulis? Apa yang menyebabkan kurangnya minat atau dorongan ini?**

*Jika tugas menulis terasa terlalu sulit atau tidak menarik, saya sering merasa tidak termotivasi untuk memulai.*

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**Siswa 5: Nadia selfie dewi (Kelas XI IPA)**

**1. Apakah kamu sering merasa ragu dengan kemampuan menulismu? Bagaimana hal ini memengaruhi pendekatanmu terhadap tugas menulis?**
*Ya, saya sering merasa ragu. Ini membuat saya lebih berhati-hati dan kadang menunda tugas menulis.*

**2. Seberapa sering kamu merasa terhenti karena tidak tahu kata yang tepat untuk digunakan dalam tulisanmu?**
*Sering. Saya kadang merasa terhenti ketika mencoba memilih kata yang tepat untuk menjelaskan sesuatu.*

**3. Apakah kamu merasa kewalahan saat merencanakan atau mengorganisir tugas menulismu? Jika iya, apa yang membuatnya sulit?**
*Iya, saya merasa kesulitan mengorganisir ide, terutama saat harus menulis banyak tentang suatu topik yang kompleks.*

**4. Bagaimana tantangan dalam grammar, ejaan, atau struktur kalimat mempengaruhi kemampuanmu menulis dalam bahasa Inggris?**
*Itu sangat mempengaruhi saya. Saya merasa tidak percaya diri jika ada kesalahan, yang menghambat proses menulis.*

**5. Apakah kamu merasa metode pengajaran di kelas menulis memenuhi kebutuhanmu? Jika tidak, aspek apa yang tidak membantu?**
*Saya rasa metode pengajaran belum sepenuhnya membantu. Kurangnya kesempatan praktek menulis membuat saya merasa kurang siap.*

**6. Seberapa sering kamu merasa tidak jelas tentang bagaimana memperbaiki tulisanmu karena kurangnya umpan balik?**
*Sering, saya merasa bingung tentang apa yang perlu diperbaiki dalam tulisan saya karena umpan balik yang diberikan terlalu umum.*

**7. Bagaimana penekanan pada akurasi teknis mempengaruhi kemampuanmu untuk mengekspresikan pemikiran?**
*Terfokus pada akurasi teknis kadang menghalangi saya untuk lebih bebas mengekspresikan ide.*

**8. Apakah kamu merasa tidak mendapat cukup kesempatan untuk berlatih menulis? Bagaimana hal ini mempengaruhi tugas menulismu?**
*Iya, saya merasa kurang berlatih. Hal ini membuat saya kesulitan dalam tugas menulis yang lebih besar.*

**9. Bagaimana kurikulum membatasi kemampuanmu untuk mengekspresikan ide dengan kreatif?**
*Kurikulum sering kali terlalu kaku dan tidak memberi ruang untuk kebebasan dalam mengekspresikan ide saya.*

**10. Apakah kamu merasa waktu yang diberikan untuk tugas menulis terlalu singkat? Bagaimana hal ini memengaruhi kualitas tulisanmu?**

*Ya, saya merasa waktu sering kali terlalu singkat, yang mengurangi kualitas tulisan saya karena terburu-buru.*

**11. Bagaimana komentar atau harapan dari teman atau keluarga memengaruhi rasa percaya diri atau motivasimu untuk menulis?**
*Komentar positif membuat saya lebih percaya diri, namun komentar negatif membuat saya merasa kurang motivasi.*

**12. Bagaimana ketersediaan sumber daya mempengaruhi kemampuanmu untuk menyelesaikan tugas menulis?**
*Jika sumber daya tidak tersedia, saya merasa kesulitan menemukan ide dan informasi untuk mendukung tulisan saya.*

**13. Apakah kamu merasa stres atau cemas saat memulai tugas menulis? Bagaimana hal ini memengaruhi pekerjaanmu?**
*Sering. Stres membuat saya kesulitan memulai, dan kadang saya menunda-nunda sampai deadline mendekat.*

**14. Apakah kamu sering merasa tidak termotivasi untuk menulis? Apa yang menyebabkan kurangnya minat atau dorongan ini?**
*Kadang-kadang saya merasa tidak termotivasi, terutama jika tugasnya terasa sangat sulit atau topiknya kurang menarik.*

# STUDENTS' ASSESSMENT OF WRITING DESCRIPTIVE TEXT

Kelas : IPA 1

| Students' Number | Assessment of Student's Writing Descriptive Text | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | C | | V | | G | | M | |
| | Score | Errors | Score | Errors | Score | Errors | Score | Errors |
| *S1* | 30 | - | 20 | 1 | 2 | 42 | 88 | 51 |
| *S2* | 27 | - | 18 | 2 | 2 | 25 | 83 | 37 |
| *S3* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 |
| *S4* | 22 | - | 14 | 6 | 2 | 16 | 72 | 32 |
| *S5* | 23 | - | 15 | 5 | 2 | 34 | 70 | 49 |
| *S6* | 26 | - | 17 | 2 | 3 | 13 | 83 | 25 |
| *S7* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 |
| *S8* | 29 | - | 19 | 1 | 2 | 17 | 88 | 24 |
| *S9* | 30 | - | 20 | 2 | 4 | 9 | 90 | 23 |
| *S10* | 27 | - | 18 | 1 | 5 | 1 | 85 | 9 |
| *S11* | 21 | - | 13 | 1 | 2 | 38 | 70 | 45 |
| *S12* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 |
| *S13* | 30 | - | 20 | 3 | 3 | 10 | 94 | 17 |
| *S14* | 22 | - | 14 | 1 | 2 | 31 | 76 | 34 |
| *S15* | 29 | - | 19 | 6 | 2 | 16 | 85 | 28 |
| *S16* | 27 | - | 18 | 5 | 2 | 33 | 71 | 59 |
| *S17* | 27 | - | 18 | 3 | 2 | 47 | 66 | 80 |
| *S18* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 |
| *S19* | 30 | - | 20 | - | 2 | 51 | 86 | 57 |
| *S20* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 |
| *S21* | 22 | - | 14 | 5 | 2 | 21 | 75 | 29 |
| *S22* | 30 | - | 20 | - | 2 | 63 | 88 | 69 |
| *S23* | 30 | - | 20 | 3 | 2 | 91 | 91 | 101 |
| *S24* | 24 | - | 16 | 3 | 2 | 28 | 75 | 41 |
| *S25* | 21 | - | 13 | 3 | 2 | 21 | 71 | 42 |
| *S26* | 27 | - | 18 | 3 | 3 | 13 | 89 | 21 |
| *S27* | 24 | - | 16 | 9 | 2 | 37 | 61 | 69 |
| *S28* | 27 | - | 18 | 3 | 4 | 10 | 93 | 14 |
| *S29* | 21 | - | 13 | 3 | 2 | 30 | 65 | 46 |
| TOTAL | 912 | 1 | 604 | 132 | 88 | 1085 | 2794 | 1592 |
| AVERAGE | 25,3 | - | 16,8 | 4 | 2,4 | 30 | 77,6 | 44 |

**Notes:**

**C = Content**
**V = Vocabulary**
**G = Grammar Use**

**M = Mechanics**

# STUDENTS' ASSESSMENT OF WRITING DESCRIPTIVE TEXT

Kelas: IPA 2

| Students' Number | Assessment of Student's Writing Descriptive Text | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Score | Errors | Score | Errors | Score | Errors | Score | Errors |
| S1 | 30 | - | 20 | 1 | 2 | 42 | 88 | 51 |
| S2 | 27 | - | 18 | 2 | 2 | 25 | 83 | 37 |
| S3 | 25 | - | 17 | 1 | 2 | 19 | 85 | 12 |
| S4 | 22 | - | 14 | 6 | 2 | 16 | 72 | 32 |
| S5 | 23 | - | 15 | 5 | 2 | 34 | 70 | 49 |
| S6 | 26 | - | 17 | 2 | 3 | 13 | 83 | 25 |
| S7 | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 |
| S8 | 29 | - | 19 | 1 | 2 | 17 | 88 | 24 |
| S9 | 30 | - | 20 | 2 | 4 | 9 | 90 | 23 |
| S10 | 27 | - | 18 | 1 | 5 | 1 | 85 | 9 |
| S11 | 21 | - | 13 | 1 | 2 | 38 | 70 | 45 |
| S12 | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 |
| S13 | 30 | - | 20 | 3 | 3 | 10 | 94 | 17 |
| S14 | 22 | - | 14 | 1 | 2 | 31 | 76 | 34 |
| S15 | 29 | - | 19 | 6 | 2 | 16 | 85 | 28 |
| S16 | 27 | - | 18 | 5 | 2 | 33 | 71 | 59 |
| S17 | 27 | - | 18 | 3 | 2 | 47 | 66 | 80 |
| S18 | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 |
| S19 | 30 | - | 20 | - | 2 | 51 | 86 | 57 |
| S20 | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 |
| S21 | 22 | - | 14 | 5 | 2 | 21 | 75 | 29 |
| S22 | 30 | - | 20 | - | 2 | 63 | 88 | 69 |
| S23 | 30 | - | 20 | 3 | 2 | 91 | 91 | 101 |
| S24 | 24 | - | 16 | 3 | 2 | 28 | 75 | 41 |
| S25 | 21 | - | 13 | 3 | 2 | 21 | 71 | 42 |
| S26 | 27 | - | 18 | 3 | 3 | 13 | 89 | 21 |
| S27 | 24 | - | 16 | 9 | 2 | 37 | 61 | 69 |
| S28 | 27 | - | 18 | 3 | 4 | 10 | 93 | 14 |
| S29 | 21 | - | 13 | 3 | 2 | 30 | 65 | 46 |
| TOTAL | 912 | 1 | 604 | 132 | 88 | 1085 | 2794 | 1592 |
| AVERAGE | 25,3 | - | 16,8 | 4 | 2,4 | 30 | 77,6 | 44 |

**Notes:**

**C = Content**
**V = Vocabulary**

**G = Grammar Use**
**M = Mechanics**

# STUDENTS' ASSESSMENT OF WRITING DESCRIPTIVE TEXT

Kelas: IPS 1

| Students' Number | Assessment of Student's Writing Descriptive Text | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Score | Errors | Score | Errors | Score | Errors | Score | Errors |
| *S1* | 30 | - | 20 | 1 | 2 | 42 | 88 | 51 |
| *S2* | 27 | - | 18 | 2 | 2 | 25 | 83 | 37 |
| *S3* | 25 | - | 17 | 1 | 2 | 19 | 85 | 12 |
| *S4* | 22 | - | 14 | 6 | 2 | 16 | 72 | 32 |
| *S5* | 23 | - | 15 | 5 | 2 | 34 | 70 | 49 |
| *S6* | 26 | - | 17 | 2 | 3 | 13 | 83 | 25 |
| *S7* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 |
| *S8* | 29 | - | 19 | 1 | 2 | 17 | 88 | 24 |
| *S9* | 30 | - | 20 | 2 | 4 | 9 | 90 | 23 |
| *S10* | 27 | - | 18 | 1 | 5 | 1 | 85 | 9 |
| *S11* | 21 | - | 13 | 1 | 2 | 38 | 70 | 45 |
| *S12* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 |
| *S13* | 30 | - | 20 | 3 | 3 | 10 | 94 | 17 |
| *S14* | 22 | - | 14 | 1 | 2 | 31 | 76 | 34 |
| *S15* | 29 | - | 19 | 6 | 2 | 16 | 85 | 28 |
| *S16* | 27 | - | 18 | 5 | 2 | 33 | 71 | 59 |
| *S17* | 27 | - | 18 | 3 | 2 | 47 | 66 | 80 |
| *S18* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 |
| *S19* | 30 | - | 20 | - | 2 | 51 | 86 | 57 |
| *S20* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 |
| *S21* | 22 | - | 14 | 5 | 2 | 21 | 75 | 29 |
| *S22* | 30 | - | 20 | - | 2 | 63 | 88 | 69 |
| *S23* | 30 | - | 20 | 3 | 2 | 91 | 91 | 101 |
| *S24* | 24 | - | 16 | 3 | 2 | 28 | 75 | 41 |
| *S25* | 21 | - | 13 | 3 | 2 | 21 | 71 | 42 |
| *S26* | 27 | - | 18 | 3 | 3 | 13 | 89 | 21 |
| *S27* | 24 | - | 16 | 9 | 2 | 37 | 61 | 69 |
| *S28* | 27 | - | 18 | 3 | 4 | 10 | 93 | 14 |
| *S29* | 21 | - | 13 | 3 | 2 | 30 | 65 | 46 |
| **TOTAL** | **912** | **1** | **604** | **132** | **88** | **1085** | **2794** | **1592** |
| **AVERAGE** | **25,3** | **-** | **16,8** | **4** | **2,4** | **30** | **77,6** | **44** |

**Notes:**

**C = Content**
**V = Vocabulary**
**G = Grammar Use**
**M = Mechanics**

# STUDENTS' ASSESSMENT OF WRITING DESCRIPTIVE TEXT

Kelas: IPS 2

| Students' Number | Assessment of Student's Writing Descriptive Text | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Score | Errors | Score | Errors | Score | Errors | Score | Errors |
| *S1* | 30 | - | 20 | 1 | 2 | 42 | 88 | 51 |
| *S2* | 27 | - | 18 | 2 | 2 | 25 | 83 | 37 |
| *S3* | 25 | - | 17 | 1 | 2 | 19 | 85 | 12 |
| *S4* | 22 | - | 14 | 6 | 2 | 16 | 72 | 32 |
| *S5* | 23 | - | 15 | 5 | 2 | 34 | 70 | 49 |
| *S6* | 26 | - | 17 | 2 | 3 | 13 | 83 | 25 |
| *S7* | 21 | - | 13 | 6 | 2 | 24 | 57 | 49 |
| *S8* | 29 | - | 19 | 1 | 2 | 17 | 88 | 24 |
| *S9* | 30 | - | 20 | 2 | 4 | 9 | 90 | 23 |
| *S10* | 27 | - | 18 | 1 | 5 | 1 | 85 | 9 |
| *S11* | 21 | - | 13 | 1 | 2 | 38 | 70 | 45 |
| *S12* | 28 | - | 18 | 12 | 2 | 26 | 64 | 69 |
| *S13* | 30 | - | 20 | 3 | 3 | 10 | 94 | 17 |
| *S14* | 22 | - | 14 | 1 | 2 | 31 | 76 | 34 |
| *S15* | 29 | - | 19 | 6 | 2 | 16 | 85 | 28 |
| *S16* | 27 | - | 18 | 5 | 2 | 33 | 71 | 59 |
| *S17* | 27 | - | 18 | 3 | 2 | 47 | 66 | 80 |
| *S18* | 16 | 1 | 17 | 14 | 2 | 57 | 62 | 82 |
| *S19* | 30 | - | 20 | - | 2 | 51 | 86 | 57 |
| *S20* | 16 | - | 9 | 4 | 4 | 9 | 52 | 27 |
| *S21* | 22 | - | 14 | 5 | 2 | 21 | 75 | 29 |
| *S22* | 30 | - | 20 | - | 2 | 63 | 88 | 69 |
| *S23* | 30 | - | 20 | 3 | 2 | 91 | 91 | 101 |
| *S24* | 24 | - | 16 | 3 | 2 | 28 | 75 | 41 |
| *S25* | 21 | - | 13 | 3 | 2 | 21 | 71 | 42 |
| *S26* | 27 | - | 18 | 3 | 3 | 13 | 89 | 21 |
| *S27* | 24 | - | 16 | 9 | 2 | 37 | 61 | 69 |
| *S28* | 27 | - | 18 | 3 | 4 | 10 | 93 | 14 |
| *S29* | 21 | - | 13 | 3 | 2 | 30 | 65 | 46 |
| TOTAL | 912 | 1 | 604 | 132 | 88 | 1085 | 2794 | 1592 |
| AVERAGE | 25,3 | - | 16,8 | 4 | 2,4 | 30 | 77,6 | 44 |

**Notes:**

**C = Content**
**V = Vocabulary**
**G = Grammar Use**
**M = Mechanics**

# APPENDIX 4

**Interview Guide Blueprint Adapted from Hyland K's Theory**

**Interview objective:** To investigate what students' writing obstacles are in learning English at SMA Negeri 8 Rejang Lebong

| Aspect | Indicators | Sub Indicators | Questions |
|---|---|---|---|
| Students' writing obstacles in learning English | 1. Cognitive Challenges | 1. Difficulty in organizing thoughts and ideas. | 13. What difficulties do you face in organizing your thoughts when writing? Can you describe a specific time when this happened? |
| | | 2. Struggles with idea generation, leading to writer's block. | 14. Do you often struggle to come up with ideas for your writing tasks? Can you share an example of when you felt stuck? |
| | | 3. Lack of understanding of the writing process (planning, drafting, revising). | 15. Is there a particular part of the writing process (planning, drafting, or revising) that you find especially difficult? Can you recall a specific instance? |
| | 4. Language Proficiency | 4. Limited vocabulary, hindering clear expression of thoughts. | 16. Do you feel limited by your vocabulary when trying to express your thoughts in writing? Can you give an example of a situation where this was a problem? |
| | | 5. Inadequate grammar skills, leading to unclear sentences. | 17. What specific grammar challenges do you face when writing? Can you describe a time when grammar issues affected your work? |
| | | 6. Challenges with sentence structure and coherence. | 18. Do you find it hard to create sentences that are clear and coherent? Can you share an example of a sentence or paragraph that was challenging for you to write? |
| | 7. Emotional | 7. Insufficient or | 19. Do you feel that feedback |

| | | Factors | | ineffective feedback from teachers or peers, hindering improvement. | | from teachers or peers is insufficient or unclear? Can you recall a specific instance where this impacted your writing? |
|---|---|---|---|---|---|---|
| | | | 8. | Lack of guidance on writing techniques and strategies. | 20. | Do you often lack guidance on how to approach writing tasks or use effective writing strategies? Can you describe a time when you felt unsure about how to proceed? |
| | | | 9. | Limited opportunities for peer collaboration or discussion. | 21. | Have you experienced a lack of opportunities to collaborate or discuss writing with peers? Can you share a specific moment when this was an issue? |
| | 10. | Environmental Factors | 10. | Distractions in the writing environment, such as noise or interruptions. | 22. | Are there distractions in your environment that make it hard to focus on writing? Can you provide an example of when this affected your work? |
| | | | 11. | Large class sizes, limiting individual attention from teachers. | 23. | Do large class sizes make it difficult for you to get enough attention or support from your teacher? Can you recall a situation where this was a problem? |

| | | 12. Inadequate resources, such as access to writing materials or technology. | 24. Do you feel you have limited access to resources, such as writing materials or technology, that would help with your writing tasks? Can you describe a specific instance where this was a challenge? |
|---|---|---|---|

**Validation Notes:**
- **Addition of Sub Indicators:** The validated version breaks down indicators into finer components, allowing for more precise data collection.
- **Example-Driven Questions:** Questions prompt respondents to provide specific instances, leading to richer, more actionable data.
- **Clarity and Depth:** The validated version adds clarity to the questions and increases the depth of the inquiry.

Curup, November 16, 2024

**Validator**

**Rizki Indra Guci, M.Pd.**

# APPENDIX 5

**Interview Guide Blueprint Adapted from Bai. Y's Theory**

**Interview Objective**: to answer the third research question; the factors that contribute to the writing obstacles faced by the students in learning English at SMA Negeri 8 Rejang Lebong

| Aspect | Indicators | Sub Indicators | Questions |
|---|---|---|---|
| Factors of students' writing obstacles in learning English | Individual Factors | Lack of Confidence | 1. Do you often feel unsure about your writing abilities? How does this affect your approach to writing tasks? |
| | | Limited Vocabulary | 2. How often do you feel stuck because you don't know the right words to use in your writing? |
| | | Cognitive Overload | 3. Do you feel overwhelmed when planning or organizing your writing tasks? If yes, what makes it difficult? |
| | | Language Proficiency | 4. How do grammar, spelling, or sentence structure challenges affect your ability to write in English? |
| | Instructional Factors | Ineffective Teaching Strategies | 5. Do you feel the teaching methods in your writing class meet your needs? If not, what aspects are unhelpful? |
| | | Insufficient Feedback | 6. How often do you feel unclear about how to improve your writing because of a lack of feedback? |
| | | Focus on Mechanics Over Content | 7. How does the emphasis on technical accuracy affect your ability to express your thoughts? |
| | | Inadequate Writing Practice | 8. Do you feel you don't get enough opportunities to practice writing? How does this affect your writing tasks? |
| | Contextual Factors | Curriculum Constraints | 9. How does the curriculum limit your ability to express your ideas creatively? |
| | | Time | 10. Do you feel the time allowed for |

| | | Limitations | writing tasks is too short? How does this impact the quality of your writing? |
|---|---|---|---|
| | | Peer and Parental Influences | 11. How do comments or expectations from peers or family affect your confidence or motivation to write? |
| | | Access to Resources | 12. How does the availability of resources impact your ability to complete writing tasks? |
| | Emotional and Psychological Factors | Anxiety and Stress | 13. Do you feel stressed or anxious when starting a writing assignment? How does this impact your work? |
| | | Motivational Issues | 14. Do you often feel unmotivated to write? What causes this lack of interest or drive? |

**Validation Notes:**

- Improved Clarity and Precision: Rephrased questions to be more concise and focused on eliciting specific, unbiased responses.
- Structured Organization: Enhanced categorization with "Aspect," "Indicators," and "Sub Indicators" replacing the less structured "Category" and "Factors" format in the draft.
- Theoretical Alignment: Adherence to theoretical grounding by systematically breaking down aspects and linking questions to specific indicators.
- Readability and Accessibility: Simplified question phrasing for easier comprehension by respondents without losing depth.

Curup, November 16, 2024

**Validator**

**Rizki Indra Guci, M.Pd.**

# APPENDIX 6

## Scoring Rubric of Writing Adapted from Brown (2007)

| Writing Component | Score | Level | Indicator | Weight~~ing~~ |
|---|---|---|---|---|
| Content (C) | 4 | Very good | Present~~s~~ ~~the~~ information with well-chosen details throughout the paragraphs | 3 |
| | 3 | Good | Present~~s~~ ~~the~~ information with adequate ~~in~~ detail~~s~~ in paragraphs | |
| | 2 | Fair | Present~~s~~ ~~the~~ information with minimal ~~some~~ detail | |
| | 1~~2~~ | Poor | Fails to ~~Does not~~ present clear or relevant information | |
| Vocabulary (V) | 4 | Very good | Demonstrates excellent ~~Good in~~ vocabulary choice~~s~~ with no errors | 2.5 |
| | 3 | Good | Contains few errors in vocabulary ~~selection are few and~~ that do not interfere with understanding | |
| | 2 | Fair | Contains errors in vocabulary that occasionally ~~selection and sometimes~~ interfere with understanding | |
| | 1 | Poor | Contains frequent ~~There are many~~ errors in vocabulary ~~selection~~ that significantly interfere with understanding | |
| Grammar (G) | 4 | Very good | Displays excellent ~~Good at~~ grammar usage with no significant errors | 2.5 |
| | 3 | Good | Contains few grammatical errors ~~in grammatical choices are few and~~ that do not interfere with understanding | |
| | 2 | Fair | Contains grammatical errors ~~in choosing grammar~~ that often interfere with understanding | |
| | 1 | Poor | Contains frequent grammatical ~~Many~~ errors that significantly ~~in grammatical choices~~ interfere with understanding | |
| Mechanic~~s~~ (M~~L~~) | 4 | Very good | Demonstrates mastery of ~~Good at~~ spelling, punctuation, and capitalization with no errors | 2 |
| | 3 | Good | Contains few errors in spelling, punctuation, ~~and~~ or capitalization ~~errors are few~~ | |
| | 2 | Fair | Contains errors in spelling, | |

| | | | punctuation, and capitalization that ~~use of capital letters, and~~ sometimes interfere with understanding | |
|---|---|---|---|---|
| | 1 | Poor | Contains frequent errors in spelling, punctuation, and capitalization ~~errors~~ that significantly ~~greatly~~ interfere with understanding | |

**Test Objective: To assess students' writing abilities**

## Writing Test Blueprint

| Test Component | Task | Instructions/Criteria |
|---|---|---|
| Part 1: Descriptive Essay | Write a descriptive essay about your favorite place or person | 1. Write a minimum of 250 words. 2. Use vivid and descriptive language to describe the subject in detail. 3. Ensure proper organization and coherence throughout the essay. 4. Pay attention to grammar, spelling, and punctuation |

<u>**Validation Notes:**</u>

Key improvements made to the rubric include ensuring consistent phrasing and structure across all scoring levels, enhancing clarity in the descriptions of each performance level, correcting terminology (e.g., changing "Mechanic" to "Mechanics"), and improving formatting for readability with structured tables and uniform language. These refinements aim to make the rubric more precise, user-friendly, and effective in assessing writing.

Curup, November 16, 2024

**Validator**

Rizki Indra Guci, M.Pd.

## RATER LETTER

After verifying the Rubric for Assessing Writing Descriptive Text that will be used in the research entitled **"ANALYSIS OF STUDENTS WRITING ABILITY IN SENIOR HIGH SCHOOL"** arranged by:

Name           : Meilandia Anggraini

NIM            : 20551033

Program        : English Tadris Study Program (TBI)

Faculty         : Tarbiyah

With my undersigned:

Name           : Sarwo Edy, M.Pd

Iinstitution      : IAIN Curup

Position         : Lecturer IAIN Curup

Confirmed that the Rubric is correctly used to check students' writing descriptive text and the assessment results can be reliably accounted for.

Curup, 20 Desember 2024

Rater

**Sarwo Edy, M.Pd**
**NIP. 198106072023211011**

# RATER LETTER

After verifying the Rubric for Assessing Writing Descriptive Text that will be used in the research entitled "**ANALYSIS OF STUDENTS WRITING ABILITY IN SENIOR HIGH SCHOOL**" arranged by:

|  |  |
|---|---|
| Name | : Meilandia Anggraini |
| NIM | : 20551033 |
| Program | : English Tadris Study Program (TBI) |
| Faculty | : Tarbiyah |

With my undersigned:

|  |  |
|---|---|
| Name | : Efry Wijayanto , S.Pd |
| Iinstitution | : SMA N 8 Rejang Lebong |
| Position | : Guru bahasa Inggris |

Confirmed that the Rubric is correctly used to check students' writing descriptive text and the assessment results can be reliably accounted for.

Curup, 15 Desember 2024

Rater

**Efri Wijayanto,S.Pd**

# RATER LETTER

After verifying the Rubric for Assessing Writing Descriptive Text that will be used in the research entitled "**ANALYSIS OF STUDENTS WRITING ABILITY IN SENIOR HIGH SCHOOL**" arranged by:

Name                    : Meilandia Anggraini

NIM                   : 20551033

Program            : English Tadris Study Program (TBI)

Faculty       : Tarbiyah

With my undersigned:

Name                    : Meilandia Anggraini

Iinstitution       : IAIN Curup

Position           : Researcher

Confirmed that the Rubric is correctly used to check students' writing descriptive text and the assessment results can be reliably accounted for.

Curup, 20 Desember 2024

Rater

**Meilandia Anggraini**

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