

**ENGLISH WRITING IN INDONESIAN ELT CONTEXT:
A META-ANALYSIS ON THE PROBLEMS AND
STRATEGIES
THESIS**

Submitted in partial fulfilment of the requirement for the degree of Sarjana
Pendidikan (S. Pd) in Teaching English



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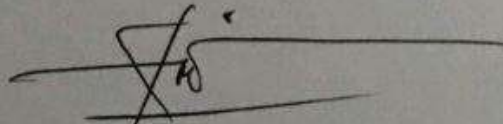

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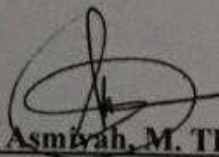
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ABSTRACT

Lutfiah, Huriyah. (2023). *English Writing in Indonesian ELT context: A Meta-Analysis on The Problems and Strategies*, UIN Sunan Ampel Surabaya. Advisor I: Prof. Dr. Mohammad Salik. M. Ag, Advisor II: Dr. Siti Asmiyah. M. TESOL.

Keywords: English Writing, Meta Analysis, ELT.

This thesis discussed about English writing in Indonesian ELT context. The research questions are: what are the problems in English writing in ELT context in Indonesia, and what are the strategies in English writing in ELT context in Indonesia. The type of this research used to analyzed data by discribing the data that has been collected as it is called descriptive quantitative. The method used was secondary data from about 30 journal articles related to problems and strategies of English writing in Indonesian ELT context. The findings showed for the problems in writing English in Indonesia in ELT context showed that there are six, namely: difficulty in choosing the right word, difficulty in constructing the idea, difficulty in organizing words, lack of motivation, lack of knowledge, and grammatical errors. The findings about strategies for wiritng English in Indonesian ELT context showed that there are six namely: (Pre-Write, Organize, Write, Edit, Revise and Share) strategy, collaborative technique, using storytelling, essay test technique, PLEASE strategy (Pick, List, Evaluate, Activate, Supply, End), and giving feedback.



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ABSTRAK

Lutfiah, Huriyah. (2023). *English Writing in Indonesian ELT context: A Meta-Analysis on The Problems and Strategies*, UIN Sunan Ampel Surabaya. Advisor I: Prof. Dr. Mohammad Salik. M. Ag, Advisor II: Dr. Siti Asmiyah. M. TESOL.

Kata Kunci: Menulis Bahasa Inggris, Meta Analisis, Pengajaran Bahasa Inggris.

Tesis ini membahas tentang penulisan bahasa Inggris di Indonesia dalam konteks ELT. Pertanyaan penelitian adalah apa saja permasalahan dalam penulisan bahasa Inggris dalam konteks ELT di Indonesia, dan apa saja strategi dalam penulisan bahasa Inggris dalam konteks ELT di Indonesia. Jenis penelitian ini digunakan untuk menganalisis data dengan cara mendeskripsikan data yang telah dikumpulkan yang disebut dengan deskriptif kuantitatif. Metode yang digunakan adalah data sekunder dari sekitar 30 artikel jurnal yang berkaitan dengan masalah dan strategi penulisan bahasa Inggris di Indonesia dalam konteks ELT. Penemuan untuk masalah dalam penulisan bahasa Inggris di Indonesia dalam konteks ELT menunjukkan ada enam yaitu: kesulitan dalam memilih kata yang tepat, kesulitan dalam membangun ide, kesulitan dalam mengatur kata-kata, kurangnya motivasi, kurangnya pengetahuan, dan kesalahan tata bahasa. Penemuan tentang strategi dalam menulis bahasa Inggris di Indonesia dalam konteks ELT menunjukkan ada yaitu: strategi POWERS (Pre-Write, Organize, Write, Edit, Revise and Share), teknik kolaboratif, menggunakan storytelling, teknik tes esai, strategi PLEASE (Pick, List, Evaluate, Activate, Supply, End), dan memberikan umpan balik.



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CHAPTER I

INTRODUCTION

This chapter explains the information that consists of six sections, (1) background of the research (2) research question (3) objective of the research (4) significance of the research (5) scope and limitation of the research (6) definition of key terms. The background is intended to explain the reasons why the problems are raised in the thesis. Then, the research question to help the researchers focus on the researcher's research, the objective of the research is to find out the answer of the research, the significance of the research is the function of holding a research, scope and limitation of the research is to find out the extent of the research carried out. The last one is the definition of key terms to clarify the terms of the keywords used in the research.

A. Background of the Research

Knowing the importance of the role of English today, Indonesia, as a developing country, sets English as a mandatory subject in formal school from junior high school to university. Students must master English communication skills, spoken and written. Listening, speaking, reading and writing are the four main language skills. Of all language skills, writing is a little tough for students' since it involves a high capacity to convey ideas, emotions, feelings and produce written texts. This is supported by Heaton. Heaton claims in Slamet that writing is a challenging and complex skill.

English teaching in Indonesia adheres to the teaching paradigm developed in western countries. Because Indonesia is only categorized as an English Foreign Language (EFL) country, the practice of English Language Teaching (ELT) in Indonesia is actually very important to rely on materials such as textbooks provided

by countries with native speakers. This is in line with Kirkpatrick which states that almost all developing countries use the native speaker model in teaching English.¹ To improve someone's life and exercise people's brain, it is no wonder that many people choose to learn English.

Despite being a foreign language in Indonesia, English plays a significant role in society's day-to-day operations. This is clearly seen in the world of education in Indonesia. From primary to tertiary levels, students are taught a variety of disciplines, including English. In Indonesia, learning English is because this language is one of the compulsory subjects for students, so whether they like it or not they have to take part in the lesson. Along with the times and the need for information, students and people have made English a necessity that cannot be ignored. Students can also take special courses or institutions to improve their English language skills.

English is referred to as a foreign language in Indonesia for a variety of reasons, one of which is that it is not used outside of the classroom. Huda stated that English is the main foreign language.² A foreign language is a language that is not utilized as a method of communication in the nation where it is taught. The term "foreign language" differs from "second language" in the field of language instruction. Although it is not the primary language, a second language is one that is spoken widely throughout a nation. In Indonesia, English has become a language encountered in everyday life, ranging from products, the name of places, song, travel, political terms, economic terms, even terms in education.

¹ Word Englishers: Implications for International Communication and English Language Teaching. Cambridge: Cambridge University Press

² Huda, N (2000). Kedudukan dan fungsi Bahasa asing (The Position of and Function of Foreign Language). In H. Alwi dan D. Sugono, Politik Bahasa: Risalah Seminar Politik Bahasa (Language Politics: Proceedings of the Seminar on Language Politics), 59-78. Jakarta: Pusat Bahasa dan Departemen Pendidikan Nasional

English is one of the international languages that is currently used everywhere. Starting from the world of education, working and in the world of friendship. However, until now Indonesia is still not understanding how to use English. Based on the English Proficiency Index (EPI) report in 2021, EF Education First notes that Indonesia's English proficiency was ranked 80 out of 112 countries in the world.³ Indonesian people's level of English proficiency is still relatively low. In fact, Indonesia's English Proficiency Index score is still below the global average of the English Proficiency Index. "Education First believes that English enables the exchange of information in order to create international collaboration with work relations and organizations around the world. Therefore, a good command of English will be able to accelerate economic growth, especially in countries with a demographic bonus such as Indonesia," said Johan Willhelmsson, Country Manager of EF Adults Indonesia.

To encourage the use of languages as a tool for communication, it is crucial for pupils to grasp one component of language proficiency: writing. Writing is a skill or a person's capacity for communicating ideas. Writing proficiency is the capacity to communicate ideas in writing to others. Writing in accordance with time, opportunities, education, training, and specific skills made someone a writer right away, demanding logical ideas, clearly expressed, and attractively laid out.⁴ English is often used to convey information and knowledge. Therefore, the Indonesian people will have broader insight if they can speak English regularly and seek the information.

In learning a language, a student must have good knowledge, as we know that in English writing is as easy as writing in general. It is not uncommon for someone to

³ English Proficiency Index (EPI) 2021 oleh EF Education First

⁴ Henry Guntur T, menulis sebagai Suatu Keterampilan Berbahasa, (Bandung: penerbit Angkasa, 2008), Cet II, hlm. 9

feel less confident when they have to write words in English. Writing skills generally have certain abilities. Like information on everything, be it facts, data or events. In addition, writing also aims to educate because through reading the results of writing one's knowledge will continue to increase. By writing an author can also persuade readers to support what is stated. Writing skills also have very good benefits for students, such as being able to increase word growth, and being able to encourage students to continue to develop to get the desired learning outcome, such as achieving goals in writing and getting the benefits of writing.

Burhan Nur states that writing is a productive activity, namely the activity of producing language.⁵ Writing skills are taught with the aim that students are able to write properly and correctly, therefore writing is called a productive activity and expressive. Writing skill is a very important skill in life, not only in educational life but also very important in people's lives because writing is a way of communicating indirectly or not face to face. With writing, someone can express the thoughts they have.

Nurjamal states that writing is a skill active in a person's peak ability to stay skilled in language because writing is a very complex activity and as a medium preserving and disseminating information and knowledge.⁶ This is because writing is a very complex skill, which is a developmental process which requires experience, time, agreement, practice and requires thinking regularly to express it in the form of language. Besides that, writing is also a medium to prevent and disseminate information and science. Writing skill can be mastered through a lot of practice or

⁵ Penilaian Dalam Pengajaran Bahasa dan Sastra. Yogyakarta: BPFE.

⁶ Nurjamal, Daeng, dkk. 2011. Terampil Berbahasa. Bandung: Alfabeta

regular practice.⁷ Wiyanto said that writing is expressing ideas written.⁸ People who carry out this activity are called writers and the result of their activities are in the form of writing. Writing is not only in the form of generating thoughts, but also the expression of ideas, knowledge and someone's life experience in written language. Therefore, writing is not a simple activity and does not need to be learned, but only mastered. It is clear that writing is not just writing down what was said.

Susanto states that writing requires special skills that must be studied and always trained.⁹ Writing requires additional skills and even additional motivation, this is not talent because not everyone is able to write. Required ability includes the ability to think in an orderly and logistical manner, the ability to express thoughts or ideas clearly, using effective language, and the ability to apply good writing rules. Thus, someone who is writing can express the results of his thoughts and feelings and ideas to achieve goals. Bram defines writing as an attempt to create or reproduce existing writing.

Based on the explanation above, the author interested in conducting research on writing English Indonesia with the title "English writing in Indonesian ELT Context: "A Meta analysis on the Problems and Strategies"

B. Research Question

1. What are the problems of writing English in ELT context in Indonesia?
2. What are the strategies of writing English in ELT context in Indonesia?

⁷ Sismulyasih Sb, N. S. S. (2015) 'Peningkatan Keterampilan Menulis Manuskrip Jurnal Ilmiah Menggunakan Strategi Synergetic Teaching Pada Mahasiswa Pgsd Unnes', Primary: Jurnal Pendidikan Guru Sekolah Dasar, 4(1), P. 64.

⁸ Wiyanto, A. (2006) Terampil Menulis Paragraf. Jakarta: Pt Gramedia Widiasarana Indonesia.

⁹ Susanto, Ahmad. 2011. Perkembangan Anak Usia Dini. Jakarta: Prenada Media Group.

C. Objective of the Research

Objective of the study or goal in this research is below.

1. To find out the problems of writing English in ELT context in Indonesia
2. To find out the strategies of writing English in ELT context in Indonesia

D. Significance of the Research

From the objective of the study written above, this study explores the problems and the strategies of English writing in the ELT context in Indonesia. For further research, this research can be a source related to English writing in the ELT context. This study also shows that writing English can improve students' vocabulary and can improve grammar. This research is also not only for other researchers but also for English teachers. This research can give them solutions that can improve students' writing skills. For students, this research will help students understand more about English lessons, especially on the problems and the strategies of English writing.

E. Scope and Limitation of the Research

This study focuses on writing English in the ELT context in Indonesia. Then, explore problems and strategies encountered when writing English. The researcher uses journals written by several Indonesian researchers related to English Writing in ELT for the last two years that the researcher can find.

F. Definition of Key Terms

1. English writing

Writing is the result of someone's activity placing something in an empty space dimension.¹⁰ While in the Oxford Dictionary, "writing is to produce something in written form so that people can read, perform or use it." If this

¹⁰ Resmini, N. (2006). *Pembinaan dan Pengembangan Pembelajaran Bahasa dan Sastra Indonesia*. Bandung: UPI Press.

writing is read by other people, it will give a certain message for people who read it. The message can be in the form of an idea, information, will, desire, or someone's feelings.

It can be concluded that writing is essentially knowledge, which is knowing what is in the mind and then pouring it into written form. Knowledge here is not only in the form of words or phrases but can also be in the form of images, a combination of ideas and images, and everything that is in the mind. A person's knowledge will become clearly visible after being poured into oral and written form. "Just as you may not know what you're going to say until you say it, so you may not know what you are going to write until you write it".¹¹ The statement confirms that writing is the path of knowledge.

2. English Language Teaching

Teaching English means referring to activities, practices and theories of learning and teaching English for the benefit of people who do not speak English as their first language.

3. Meta Analysis

With a meta-analysis research approach, this is research that will be carried out by researchers by combining research data searches, reviewing, and analyzing research data from the many findings that have existed before. Quantitative is an approach to meta-analytic research because there are many numerical calculations to create and extract information from a number of data that cannot be obtained using other methods.

¹¹ Cox, Carole. 1999. Teaching Language Arts: A Student and Response Centered Classroom. London: Allyn & Bacon.

4. Problem and Strategies

One of the skills that must be mastered by students is writing. As the English Graduate Competency Standards for Elementary School students according to Suyanto “writing words, expressions and functional texts very simple in correct spelling and punctuation”.¹² However the writing activity is considered a difficult skill if applied in elementary schools. As stated by Kasihani, writing skill is considered as the most important language skill difficult because it involves the ability or mastery of grammar, vocabulary and spelling. In addition, it requires the ability to think or logic as well as the skill of composing words into meaningful sentences.

From the explanation, it is clear that vocabulary is one of the most basic capitals in writing word skills. Student will not understand the language if you do not master the vocabulary contained in a communication in a certain language, especially if what he learns is a foreign language like English. If students have adequate vocabulary, it will better support the four skills of language, especially writing. According to Nurgiyantoro, there are three types of mastery in a word, one of which is mastery writing.¹³ Mastery is in the sense of mastering how to write vocabulary in accordance with the rules of the applicable language.

¹² Suyanto, K. (2007). *English for Young Learner*. Jakarta: Bumi Aksara

¹³ Nurgiyantoro, Burhan. 1995. *Teori Pengkajian Fiksi*. Yogyakarta: Gadjah Mada University Press.

CHAPTER II

LITERATURE REVIEW

This chapter the researcher consists of two sections, (1) theoretical review and (2) review of previous study.

A. Definition of Writing

Writing English is the most difficult thing for someone to do, because they have to write about what they think using the correct words. Writing can help someone express feelings and ideas that are in the mind in accordance with purpose and objectives. Gie argues that writing is an activity to express thoughts to be read by other people.¹⁴ Writing must be creative. A writer must have a strong language instinct to be able to use interesting language. With this ability, the writer can write clearly.

Someone's idea must be packaged properly in writing so that the idea is not lost and the readers are interested in reading it. Sofyan argues that a someone's idea and thoughts will be more durable, widespread, and can be learned again if poured into the form writing¹⁵. In this writing activity, someone must be skilled at using language and vocabulary structure.

With a good language structure and vocabulary, readers will be interested and easy to understand the content of writing. Writing is a language communication activity that uses language as the medium. The writing consists of a series of meaningful letters with all the completeness of the written symbols.¹⁶ Writing is also a thought process. Write and think are complete. Costa suggests that writing and

¹⁴ Gie. The liang. 2002. Terampil Mengarang. Yogyakarta: ANDI.

¹⁵ Sofyan, Ahmadi. 2006. Jangan Takut Menulis. Jakarta: Prestasi Pustaka Publisher.

¹⁶ Anwar Efendi, dkk, Bahasa dan Sastra dalam Berbagai Perspektif, (Yogyakarta: Tiara wacana, 2008), 327.

thinking are two activities that are carried out together and repeatedly.¹⁷ Writing is a container which is also the result of thought. Connection between writing and thinking that is through someone's writing activities too can communicate what is being thought. And through a person's thinking activities can improve the ability to write. In writing activities there is also a communication process. This process is done indirectly, not through face-to-face between the authors and readers. For the writing to work as expected by the author, the contents of the text and the graphic symbols used must be fully understood by both. Writing is a media communication that must be understood because of its broad benefits. So Writing is an activity to convey messages in written language as the media.

Widyamartaya states that composing or writing is a complex activity. Writing can be understood as a series of activities where a person expresses ideas and conveys them through written language to the reader to be understood exactly as the author intended.¹⁸ Akhadiyah said that the ability to write is a complex ability, which requires a certain amount of knowledge and skills.¹⁹ Suparno defines that writing as an activity delivery of message (communication) using written language as a tool or media.²⁰ Therefore, it can be concluded that writing is one of the ways in which humans communicate besides listening, reading, and speaking.

From the explanation above, it can be concluded that writing is a language skill used to express thoughts or ideas and to convey message (communication) through written language as a tool or media, so that it is easy for readers to understand.

¹⁷ Jauharoti Alfin, dkk, Bahasa Indonesia 1. (Surabaya: LAPIS-PGMI, 2008), Paket 10, 10.

¹⁸ Widyamartaya, Aloys. 2002. Kiat Menulis Deskripsi dan Narasi. Yogyakarta. Pustaka Widyatama.

¹⁹ Akhadiyah, Sabarti. 1988. Pembinaan Kemampuan Menulis Bahasa Indonesia. Jakarta: Erlangga.

²⁰ Suparno. 2007. Filsafat Penelitian Kuantitatif Kualitatif dan R&D. Bandung Alfabeta

B. Component of writing

According to Haris, there are five components of writing, namely content, form organization, grammar, style, and mechanics²¹

1. Content

Content is the ideas that the writer describes in writing. Content refers to a sentence that flows easily and is not too hard for readers to understand.

2. Form organization

The organization is arranged systematically to be cohesive. It contains reasonable sentences which support the topic of the writing. The ideas of the writer should be well organized, so that the reader can understand what the writer writes.

3. Grammar

Grammar is one of the most important aspects. According to Greenbaum & Nelson, grammar is a set of rules that allow the writer to combine words in our language into a larger unit.²² Hence, to make good writing, the writer should learn about grammar, because correct grammar makes the reader understand what the writer writes.

4. Style

The choice of lexical items and structures give particular tone of flavor to the writing. Style includes to precise vocabulary usage and the use of parallel structure. Vocabulary plays an important role in English. One of the basic things that should be owned by students is vocabulary. Thus, to make meaningful and interest writing, students should be able and have a large vocabulary.

5. Mechanics

²¹ David P. Harris. 1996. *Testing English as a Second Language*. New York: Me. GrawHill. P. 68-69

²² Greenbaum, S. & Nelson, G. 2002. *An Introduction to English Grammar*. 2 nd London. P.1

To make clear information by the reader, writing should use punctuation, spelling, capitalization, and etc. Therefore, the writers should understand the way and mechanics in writing.

Furthermore, according Brown in Rahmadi Maisal, Brown classifies the element of writing into 5 categories namely content, organization, grammar, mechanics, and vocabulary, namely:

1. Organization

In writing, the existence of organization is important due to it provides a framework which help the reader fulfill his expectations of the text. Thus, if a writer does not have good ability in organizing the text, the readers will be confused.

2. Content

In making a good paragraph, content is important criteria which obviously needed. Content is an element in writing is viewed as knowledge on how to develop a paragraph correctly and thoroughly. Thus, contents as one of aspect that a writer should master to compose a good writing in order to readers can read and understand the paragraph easily due to paragraph is well –arranged and clearly connected.

3. Grammar

Grammar is important aspect in language which has major function. Someone can understand what someone say due to they understand the pattern of the language, and the rules of the grammar in a certain language. Grammar as the use of sentence construction and structures including the correctness and accuracy in using number, tense, word order, articles, pronouns, agreement, and prepositions.

4. Vocabulary

Vocabulary is a crucial thing in writing. According Ur, vocabulary is the words in the foreign language.²³ Therefore, mastering vocabulary is a main requirement for language users in terms speaking, reading, listening, and writing. That is why vocabulary is important to learn and master.

5. Mechanics

Mechanics is important thing that cannot be separated in composing paragraph due to it contributed the specific judgment about the quality of certain writing. Kane in Rahmadi Maisa stated that mechanics refers to the appearance of words, to how they arranged on paper. Thus, mechanics in writing is about how a text is formed including about if a writer spells words properly, outs the correct capitalization, the correct places punctuation and other classification.

C. Problem in writing

According to Westwood in Hikmah, there are main problems in writing such as problems in content, process approach, mechanics, and spelling.

1. Content

The students have difficulty or problems in expressing their ideas in written form or producing longer written tests. Weak writers produce a much smaller amount of work than a proficient writer. Hess and Wheldall in Westwood said that weak writers spend or no time thinking and planning before they start to write. Thus, the lack of planning is one of the reasons why some students write very little.

2. Process approach

²³ Ur. Penny. 1991. *A Course in Language Teaching Practice and Theory*, New York: Cambridge University Press. p. 60

Weak writers are usually unwilling to review, edit, and polish a first draft. Graves in Westwood stated that process approach to writing can help young writers understand that a first attempt in writing rarely produces a high-quality finished product.²⁴ Therefore, it can be concluded that process approach is very important but some students don't aware about that so it makes their writing is poor.

3. Mechanics

Weak writer tends to be preoccupied with the mechanical aspects of writing. Graham and Harris in Westwood said that mechanics has been identified as one of characteristic of students with specific learning disability in writing.²⁵ Thus, it is also a common student's problem in writing.

4. Spelling

Many students have difficulties generating the correct spelling of the words. They invent things to use in their writing. Spelling difficulties are present not only in students who exhibit general problems in writing but also in some students who are otherwise very good readers or writers.

Meanwhile, Ngabut in Hikmah stated that the common problems appear in writing text in at least four areas namely content, organization, vocabulary, and grammar.²⁶

1. Content

When the students were faced with the problems of identifying main ideas and supporting sentences, they could not create an effective paragraph. This happens because they are not able to formulate it into a paragraph.

2. Organizing

²⁴ Westwood, P. (2008). *What teachers need to know about reading and writing difficulties*. Aust Council for Ed Research.

²⁵ Westwood, P. (2008). *What teachers need to know about reading and writing difficulties*. Aust Council for Ed Research.

²⁶ Ngabut, C. Y. (2003). *Instructional Material of Writing II*. Palangka Raya: The Faculty of Teacher Training and Education of University of Palangka Raya.

Good paragraph describes all the things in the paragraph clearly and easily to understand. The good paragraph of the text is viewed in the topic of the text and it is described specially in detail.

3. Vocabulary

To construct a good paragraph, vocabulary has an important role. By choosing appropriate words, the writer will be able to invent his/her ideas smoothly. The writer can deliver the ideas so gently to the readers by selecting appropriately.

4. Grammar

A correct grammar of the text describes the sentence structure comprehensively then covering the good order of the words and the pattern of sentence construction in sentence sequence.

From the explanation of experts above, the researcher will analyze four common problems in writing made by the students. They are content, organization, grammar, and vocabulary.

D. The causes of problem

Writing is a difficult activity for some people, because there are differences between mother tongue and foreign language. Bryne divided the causes of problem writing in three categories. The first is Psychological Problems, which focus on the writers' difficulty; there is no direct interaction and feedback from the reader when they are writing. The second is Linguistic Problems, which focus on grammar, vocabulary, language use, and choice of sentence in writing. The last is Cognitive

Problems, which focuses on how writers organize their ideas, and the writer has to think of a way to make the reader understand what he writes.²⁷

1. Psychological problem

Psychological problems including lack of motivation, lack of self-confidence, and writing anxiety. The first is lack of motivation, Davis in Dwi Warry Octaviana states that the students will be encouraged to write if writing tasks motivate them and keep them interested.²⁸ The desire of writers to communicate something is very important due to it being much more difficult for students to write about something they have no interest in. So then, the students' motivation is said to strongly relate to how the students acquire writing knowledge. Gardner in Dwi Warry Octaviana said that motivation has long been identified as one of the main factors that affect English language learning. If the students have intrinsic motivation, they have internal desire to learn then they do not have the need for external outcomes. Intrinsic motivation pushes the students to learn without rewards, because the need comes from inside or depends on their own will. Spolsky stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. It makes the students who are less motivated are likely to lose their attention. The other hand, the students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

After that, the students' lack of self-confidence, self-confidence can influence the students' writing skill. Self-confidence is a path where the students are brave to try and have belief that they are able to finish the task. Therefore, if students do not have self-confidence enough it makes students seldom participate in any

²⁷ Byrne, Donn. 1993. Teaching Writing Skill, Singapore: Longman Singapore Publishers Pte Ltd.p.1.

²⁸ Warry. Dwi Octaviana. The Causes of EFL Students' Difficulties in Writing English.

activities to promote critical thinking necessary in learning and makes it difficult for students to express ideas.

Writing anxiety is such as lack of written feedback, negative oral criticism, working under time pressure, and writing about difficult topics. The students often think that they do not have experience and expertise to offer valuable feedback. The students need positive effective feedback from their teacher as a psychological therapy to stimulate them to maintain their motivation to continue and develop their writing skill.

2. Linguistic problem

Linguistic problems are vital when one deals with students' writing quality. When writing in English, since the bulk of these students are still having trouble writing entire sentences, the writing assignments that they must complete are too challenging. Students frequently avoid writing and are hesitant to do so. Due to this, many students give up on their favorite subjects.

They are unable to effectively communicate in English. Students' inability to communicate and express their thoughts clearly due to poor English vocabulary and grammar has an impact on the caliber and substance of their writing.

3. Cognitive problem

The fact that writing is acquired through teaching presents a cognitive challenge. Learning particular linguistic patterns and mastering the written form of the language are required for efficient written communication.²⁹ The organization of paragraphs, challenges with the remaining word classes, getting lost in the general framework, coming to a conclusion, and punctuation placement are all cognitive issues. The causes of these cognitive issues have a few different

²⁹ Rahmatunnisa, 2014. Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay. Vol 3

explanations. Lack of significant reading is one of them. It would be improved for the students' writing tasks by thorough reading. The students also don't have access to writing materials. When giving students input, learning materials are crucial.

Meanwhile, Jordan in Dwi said writing is typically complex since it involves arranging terminology in an outline before putting words on paper, and editing for mechanical and grammatical faults is frequently involved.³⁰ The students had difficulty when making sentences based on correct sentence structure such as punctuation, identifying part of speech, and identifying the function of the words in the sentence.

Furthermore, in writing, students frequently have brief thoughts. They frequently ramble and struggle to form whole phrases. This results from a lack of practice at home and in school. Then, due to the limited vocabulary of students, it is difficult to write and expand their ideas, because English is different from our mother tongue.

Meanwhile, according to Huwan and Fadi in Diana, writing is weak for four reasons such as poor grammar, lack of information and understanding, insufficient practice, and educational background.³¹ Grammatical weakness is the inability of the students to write a brief paragraph, article, or passage without making several grammatical errors. It indicates that the students' understanding of the sentence structure and tenses utilized in writing is still lacking. Students' lack of comprehension of the necessity of writing is referred to as knowledge and understanding. It entails comprehending the writing process and coming up with

³⁰ Jordan, R. R. 1997. *English for Academic Purpose*. Cambridge University Press

³¹ Lisa, Diana. 2017. *An Investigation of Students' Problem in Writing Recount Text at The First Semester of The Eighth Grade of SMPN 4 Bandar Lampung in The Academic Year of 2016/2017*. Unpublished Thesis. Raden Intan Lampung.

thoughts that are appropriate for the subject. Because they don't write as much, students have less opportunity to develop the writing skills necessary for quality English writing. The final factor, the teacher's educational background, has to do with how they present content in class. Whether or not the teacher explains writing correctly to the students can have an impact.

E. Students' difficulties in writing

The students' writing abilities vary since the majority of them struggle to grasp English skill, particular writing skills. Use of grammatical rules is one of the students' writing skills' issues.³² Students' writing frequently violates the laws of grammar, particularly when it comes to part of speech use. The students' singular and plural noun use was incorrect. The proper verb tenses are still a challenge for many students to apply to their sentences. There have been many errors in grammar rules in students' writing, especially in using part of speech. The students made errors in singular and plural nouns. Many students still have problems in determining appropriate verbs in their sentences (application of tenses).

The students then struggled with paragraph arrangement.³³ Writing is the act of arranging and expressing one's thoughts in the form of a written output, as demonstrated in the previous lesson. Different types and methods are used to elaborate the theme in each paragraph. In order for their ideas to be clearly structured and accessible to readers, students need to know how to build the notion of a certain genre of written material. In actuality, the students' struggled greatly to compose

³² Dini Hadiani. *The Students' Difficulties in Writing Thesis Statement*, Semantik-Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia, Bandung, 2017, P. 82.

³³ A. Ariyanti and Rinda Fitriana. *EFL Students' Difficulties and Needs in Essay Writing*, Atlantis Press- Advances in Social Science, Education and Humanities Research (ASSEHR), volume 158 International Conference on Teacher Training and Education 2017 (ICTTE 2017) P. 116.

coherent paragraphs from their concepts. As a result, the readers will likewise have a hard time grasping the writers' thoughts.

Additionally, students experienced issues with consistency and continuity while writing essays.³⁴ The students' writing product in this instance lacked the necessary cohesiveness to connect each sentence they utilized in their essay. As a result, there is no connection between the paragraphs in the composition. It will deceive the readers when they read it. In order to link the phrases effectively for the readers' understanding, students should take coherence carefully.

The issues mentioned above occurred for many causes. According to Belkhir and Benyelles, the students' difficulties with reading are a result of their poor motivation, inadequate reading, and inadequate writing practice.³⁵ Motivation is crucial for any success that is required. Additionally, mastering a language is necessary, especially writing abilities. Students who lack motivation do nothing. It makes them unsuccessful. So, it stands to reason that good readers also become good writers. The exposure to the language used in generating written content in writing class will be much enhanced by skilled readers. The words require work in every area. Therefore, without consistent practice, everyone will struggle to learn.

The application of grammatical rules, paragraph organization, and the use of cohesiveness and coherence in writing are some key issues students have while writing essays, as may be seen from the description provided above. Low motivation, a lack of reading, and inadequate writing practice all contributed to those issues. In other words, by increasing students' willingness to study writing and engaging in as

³⁴ Kanyakorn Sermsook, Jiraporn Liamnimitr , & Rattaneekorn Pochakorn. An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students, *English Language Teaching*; Vol. 10, No. 3; 2017, P. 103.

³⁵ Asma Belkhir and Radia Benyelles. Identifying EFL Learners Essay Writing Difficulties and Sources: A Move towards Solution the Case of Second Year EFL Learners at Tlemcen University, *International Journal of Learning, Teaching and Educational Research* Vol. 16, No. 6, pp. 80-88, June 2011, p. 80-82

much writing practice as possible, the aforementioned student challenges may be solved.

F. The Purpose of writing

A writer, before starting to write. The first thing they have to do is determine the means and goals to be achieved from the result of their writing. Each writer must have a different view of others. The goal of writing is to convey information, whether it be facts or events that include opinions about the facts, so that readers gain new knowledge about things that happen in this world. Writing is also able to persuade, through writing a writer hopes that the reader can determine someone's attitude, whether to agree or support what someone's stated

Next is educating is one of the goals of communication through writing. Through reading the writings, insight into someone's knowledge will increase, and will eventually determine someone's behaviour. Entertaining is one of the purposes of writing, not just mass media, radio, television, but print media can also play a role in entertaining the reader.

Writing not only has a function that is beneficial to the process in education, writing also has a very important purpose for the writing process. Hartig mentions some of the purposes of writing there are : (1) Assignment purpose means the author writes something because of assignment, not for someone's own volition (e.g. students who are required to write a report summarizing the assignment book, (2) Altruistic purpose means the author aims to please the readers, avoid the grief of the readers, want to help the reader understand, appreciate the reader's feeling, and reasoning, and want to make readers easier to read and have more fun with the work, (3) Writing with a persuasive intent tries to persuade the reader that the ideas it

expresses are true, (4) Writing with an informational purpose strives to provide readers with information or an explanation, (5) Writing with a self-expression goal seeks to introduce the author to readers, (6) Creative purpose: this goal is closely related to self-statement. But “creative desire” here goes beyond self declaration and involves the writer with the desire to achieve artistic norms, or arts that idea and art. Writing that aims to achieve artistic values, (7) The author's goal in answering the problem is to meticulously explain, clarify, and examine their own ideas and views so that the reader will understand and accept them.³⁶ Writing can recognize the potential that exists within you in a way that develops ideas that require structured reasoning systematically.

“Writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people”³⁷

Writing is used by writers to express their ideas into words, so that they can convey their ideas to other people. According to Richards, mastering writing is the most challenging ability for L2 learners. The challenges lay not just in coming up with and organizing ideas, but also in turning these concepts into writing that can be understood. Writing requires a wide range of very sophisticated talents. L2 writers must focus on both higher-level planning and organizing abilities as well as lower-level spelling, grammar, word choice, and other writing abilities. If their language skills are poor, the challenge is even more evident. Dalman said in most written communication there are four elements involved, namely: (1) the author as a delivery of message (writers), (2) messages or writings, (3) channel or media in the form of

³⁶ Henry Guntur Tarigan, *Menulis sebagai Suatu Keterampilan Berbahasa*, (Bandung: Penerbit Angkasa, 2013), Edisi Revisi, hlm 22-26

³⁷ Naomi Flynn dan Rhona Stainthorp, *The Learning a Teaching of Reading and Writing*, (WEST Sussex: Whurr Publishers Limited, 2006), hlm.34.

writing, and (4) the reader as the receipt of the message.³⁸ That is an element that can be used as a standard when someone wants to write something.

Effective writing includes several aspects, such as content, values and norms, research methods and writing methods, language presentation and appearance. On the other hand, it is effective for readers, namely providing benefits in increasing knowledge, insight, experience, and entertainment.³⁹ Therefore, the habit of reading must continue to be applied in learning.

G. Benefits of Writing

Many benefits can be obtained from writing activities. By writing someone will gain knowledge that is very useful for someone's social growth, reasoning, and emotional. Without having adequate writing skills, any knowledge obtained will be useless. Therefore, writing skills are very necessary and must be taught from an early age in order to increase the power of growth and development.

Akhadhiah suggest that the benefits of writing amongst: by writing we can better recognize our abilities and potential ourselves, through writing activities we develop various ideas, writing activities force us to absorb, seek, and mastering related to the topic we write, writing means organize ideas systematically and express it explicitly, through writing we will be able to review and assess ourselves idea objectively, by writing on paper we will be more easy to solve the problem, planned writing activities familiarize us to think and speak in an orderly manner.⁴⁰ According to Tarigan, writing is a language skill that is used to communicate indirectly, not face

³⁸ Dalman, Keterampilan Menulis, (Jakarta: PT Raja Grafindo Persada, 2016), Cet. Ke-5 hlm. 8

³⁹ Sunarto NS, Menulis yang Efektif, (Jakarta: Sagung Seto, 2008), hlm. 11

⁴⁰ Akhadhiah, Sabarti, dkk. (1998). Pembinaan kemampuan Menulis Bahasa Indonesia. Jakarta: Erlangga.

to face with others.⁴¹ It can be said that writing is an indirect communication which is the transfer of someone's thoughts or feelings.

The ability to write provides several advantages for writers such as: (1) By writing, we can better recognize our abilities and potential ourselves and to know to what extent the knowledge of a topic. To develop this topic, we are forced to think, explore knowledge and experiences that are sometimes stored in the subconscious, (2) Through our writing activities we can develop various ideas. We have a reason to connect as well, comparing facts we may never do if not write, (3) Writing activities force us to absorb, seek, and master information related to the topics we write about. Thus, writing activities broaden horizons both physically and mentally theoretical as well as the facts concerned, (4) Writing means organizing ideas systematically and expressly. Thus, we can explain the problem that was originally still the same for us alone, (5) Through writing we will be able to review and assess our ideas itself is more objective, (6) By writing on paper we will more easily solve problem, namely by analysing it explicitly in more concrete context, (7) Writing assignments on a topic encourage us to learn active. We must be inventors as well as problem solvers. Not just being a tapper for information from other people, (8) Planned writing activities will get us used to thinking and speaking in an orderly manner".⁴²

In addition, the benefits of writing are benefits for the author's which include: (1) By writing, the author can find out the abilities and author's potential, (2) The author can develop various ideas, (3) The author can absorb more, search, and inform with respect to the topic written, (4) Writers can be trained in systematically

⁴¹ Tarigan, Henry Guntur. 2008. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

⁴² Budi Nuryanta Y, Kasuriyanta, dan Imam Koemen, *Pengajaran Keterampilan Bahasa*, (Jakarta: Universitas Terbuka, 2008), Cet. II, h. 12.2-12.3

organizing and expressly express, (5) The author easily solves the problem, (6) Writers are encouraged to continue to learn actively, (7) The author becomes accustomed to thinking and speaking in an orderly and orderly manner regular.⁴³ Writing ability is the ability, the power to express the intellect of thought through writing so that it can be understood by the reader and the writer.

The benefits of writing first is to raise curiosity and practice natural sensitivity to see reality around. Second, encourage us to find references such as books, magazines, newspapers, journals, and so on. Third, we are trained to organize our thoughts and arguments coherently, systematically and logically. Fourth, psychologically it will reduce the level of our tension and stress. Fifth, the results of our writings are published by the mass media or published by a publisher and the result we get satisfaction inwardly because our writings are considered useful for others. Sixth, our writing will be read by many people and make the author popular and well known by the public.

Based on some of the opinions above, it can be concluded that writing has many benefits, such as to convey information, express feelings and develop self-ability.

H. Steps of Writing

There are four steps in writing stated by Farmer, those are: (1) prewriting, (2) organizing, (3) writing, (4) revising.⁴⁴ In this step there are some activities for the writer before doing the writing process. It includes greeting ideas, making a plan of what to write. Organizing, making a draft or determining ideas in sequence. Writing

⁴³ <http://weruh-weruh.blogspot.com/2011/04/manfaat-menulis.html>

⁴⁴ Farmer, M. et al. (1993) *Composition and Grammar: Steps in the Writing Process*. Chicago: Laidlaw Brothers. Accessed on Friday, January 12th 2018, 01.25 PM

step is the author pouring all ideas, thoughts, and everything that is on the author's mind. And the last is revising means to correct the writing to make it more perfect and understandable.

D'Arey identified "a number of ways that can be done" in a writing teaching program that invites students to do some things in the writing process. Steps to be taken by students related to the writing process are: (1) store memories from the world of experience, (2) collect return the memory or experience, (3) recreate the memory and first experience, (4) rearranging ideas with presenting the perception of the experience of both, and (5) displaying back things that were known now that were previously known in various ways.⁴⁵ Writing is a creative process that must be done with confidence and motivation. Everyone can write, but not everyone can write well. Therefore, every writer must know the steps to write properly and correctly so that the results of someone writing are of high quality and acceptable.

I. The strategy of English writing

There are several strategy theories to improve English writing skills put forward by experts. The first is the theory of POWERS (Pre-Write, Organize, Write, Edit, Revise and Share) and PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy. According to Niopani, it aims to improve pre-writing preparation, composition, and paragraph revision abilities.⁴⁶ Students are given the opportunity to use this technique to produce succinct, straightforward declarative subject sentences that will "activate" the written concept for the reader. The students can compose a single statement based on one item from their list and include the supporting phrases

⁴⁵ Novi Rusmini dan Dadan Juanda, Pendidikan Bahasa Indonesia dan Sastra Indonesia di Kelas Tinggi. (Bandung: UPI Press, 2007), Cet. I, h. 115

⁴⁶ Niopani, Made Irse. (2017). Ethnography of students' writing: its implication on teaching writing to the eighth-grade students of SMP Laboratorium Undiksha, June 2017.

as well. This method helps the students learn and aims to create a classroom language learning environment that stresses the need for the students to be able to create their own knowledge. According to Robert, the POWERS approach is a learning technique that can aid students in their quest for knowledge and in problem-solving.⁴⁷ When writing, this technique not only helps students construct what they want to write in their draft but also helps them preserve data in chronological order. Additionally, the students have extra time to review or edit their written work for proper grammar use, word choice, punctuation, mechanics, etc. The currently stated research on PLEASE and POWERS is still mostly fascinating. Liza researched using the PLEASE technique while instructing students to create a descriptive narrative.⁴⁸ The impact of Power and 3-2-1 teaching styles and learning style on students' writing achievement in vocational high school were the subject of another study by Husein, et al.⁴⁹ Large disparities in theoretical foundations, methodological underpinnings, and findings on readers may be explained by that research, and they may also express as such. Additionally, as you write more, your vision and thought processes will become more adaptable to the needs and wants of the students.

The second is the theory of collaborative technique strategy. Cooperative learning and writing techniques are used to form the collaborative writing strategy (CWS). According to Diaz et al., collaborative learning is a collection of techniques that groups students for the same primary objective or activity.⁵⁰ According to Srinivas, collaborative learning is a teaching and learning strategy in which groups of

⁴⁷ Feldman, R. S. (2000). *Power learning: Strategies for success in college and life* (No. 378.198/F312). McGraw-Hill.

⁴⁸ Liza, M., & Refnaldi, R. (2013). Using PLEASE strategy in teaching writing a descriptive text. *Journal of English Language Teaching*, 1(2), 436-444.

⁴⁹ Susiasih, S., Husein, R., & Dirgeyasa, I. W. (2017, October). The Effect of POWER and 3-2-1 Teaching Strategies and Learning Style on Students' Writing Achievement. In *2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2017)* (pp. 364-368). Atlantis Press.

⁵⁰ Diaz, V., Golas, J., & Gautsch, S. (2010). Privacy considerations in cloud-based teaching and learning environments. *EDUCAUSE ELI Paper. Anaheim*, 3.

students cooperate to solve a problem, accomplish a task, or produce a piece of art.⁵¹ Additionally, according to Lee, a system for English language learners with varying levels of capacity, including those who have learning difficulties, includes a set of writing skills called collaborative writing.⁵² It provides a real-world learning setting where students may hone their writing, critical-thinking, and decision-making abilities.

The third is the theory of using storytelling strategy. Due to the limitations of script writing and digital display, digital storytelling encourages students to locate, use, study, and share a variety of terminology with one another as well as to think critically.⁵³ DST is a useful method for teaching writing and visual memory to pupils. It may also be used to assist students develop their writing and visual memory abilities.⁵⁴ According to certain academics, digital storytelling has a favorable impact on students.

The fourth is the theory of the giving feedback strategy. One of the components of the teaching and learning process that both teachers and students may use to enhance the process' quality is feedback. Hattie said that one of the most significant effects on success has feedback.⁵⁵ So, teachers should see feedback as a crucial component of their instruction.⁵⁶ Shadiev and Yang claim that feedback is information that a learner gets on their language learning and that it most frequently

⁵¹ Srinivas, H. (2011). What is Collaborative Learning? The Global Development Research Center, 2(12), 491-495.

⁵² Lee, M. (2011). Decision-Making in a Collaborative Writing Task. *Global Perspectives, Local Initiatives*, 159-168.

⁵³ Tajeri, M., Syal, P., & Marzban, S. (2017). Enhancing Vocabulary and Writing Skills through Digital Storytelling in Higher Education. *Journal of Educational Technology*, 14(3), 40-48.

⁵⁴ Sarica, H. Ç., & Usluel, Y. K. (2016). The effect of digital storytelling on visual memory and writing skills. *Computers & Education*, 94, 298-309.

⁵⁵ Hattie, J. A. C. (2009). Visible learning. A synthesis of over 800 meta-analyses relating to achievement. In Routledge.

⁵⁶ van der Kleij, F. M. (2019). Comparison of teacher and student perceptions of formative assessment feedback practices and association with individual student characteristics. *Teaching and Teacher Education*, 85, 175-189.

relates to information about their language production (speaking and writing), though it may also involve reading and listening, study abilities, attitudes, effort, and other things.⁵⁷ It ought to detail the students' accomplishments in relation to the learning objectives. As a result, it is intended that the students would be aware of their areas for improvement and exert effort to meet the learning objectives. Prior Junining's study, which concentrated on formative feedback in writing, noted that in present practice, providing feedback in writing classes tended to be conventional, such as correcting grammar, spelling, and editing instead of placing greater attention on the goal, audience, and text type. She emphasized that the ideal type of feedback for students' work would be formative feedback. On the other side, the researcher observes that writing talent also benefits from corrective feedback.⁵⁸ Both the content and the technique of writing are crucial. But even while writing their ideas in accordance with proper and appropriate English grammar rules, pupils sometimes make blunders.

J. Definition of Meta Analysis

This meta-analysis is quantitative because it uses numbers and statistics to find practicality, that is by compiling and extracting information from large amounts of data, which is not possible with another method.⁵⁹ Meta-Analytic Research is a data collection activity carried out to solve a problem by conducting an investigation of existing research and examining the relationship between each study to obtain conclusions about the research.

⁵⁷ Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, 12(2), 524.

⁵⁸ Junining, E. (2014). A Critique on Giving Feedback for English as a Foreign Language (EFL) Students' Writing. *Asian Journal of Education and E-Learning*, 2(1).

⁵⁹ Glass, G.V., McGaw B., & Smith, M.L. 1981. *Meta-Analysis in Social Research*. Sage Publications. London: Sage Publications.

Meta analysis as an attempt summarizes various research results quantitatively.⁶⁰ There are several opinions as stated by Sugiyanto that meta-analysis is a study by analysing data from primary studies. The results of the primary study analysis are used as the basis for accepting or supporting the hypothesis. Barbora concludes that meta-analysis is a technique used to summarize various research results quantitatively by finding the value of the effect size.

K. Advantage of Meta Analysis

The advantage of meta-analysis according to King and Jun He (2005) there are : (1) meta-analysis allows combining various research in a quantitative, (2) able to describe the relationship between research will also as to overcome the differences in result between studies, (3) meta-analysis is more objective because it focuses on data whereas other literature reviews (such as narrative methods) focus on conclusion form a wide variety of studies, (4) meta-analysis focus on effect size, (5) meta-analysis is conducted quantitatively making it easier to do.⁶¹ Meta-analysis provides answers to problems in various discoveries and similar studies

L. English Language Teaching (ELT)

Language is the main communication tool in human life in this world either in writing, orally, or in the form of certain symbols. Without language humans can't communicate because humans are social humans who like it or do not want to have to interact with other humans.⁶² According to Kasihani, English is the first foreign language that is regarded as significant for the purpose of access to information,

⁶⁰ Sutjipto, H.P. (1995). Aplikasi Meta-Analisis dalam Pengujian Validitas Aitem. Buletin Psikologi, 3(2): 20-28.

⁶¹ King, William R. and Jun He. 2005. Understanding the Role and Methods of Meta-Analysis in IS Research. Communications of the Association for Information Systems: Vol. 16, pp. 665-686.

⁶² Arsanti, Meilan, Pemerolehan Bahasa Pada Anak (Kajian Psikolinguistik), Jurnal PBSI Vol.3 No.2, 2014 hlm. 24

absorption and development of science, technology, art culture and developing contacts with other nations.⁶³ So, that's why it is very important to learn English in order to know and understand more about the English language.

Wahyono contends that language serves as the primary means of communication, making linguistic proficiency crucial in everyday life. Language has a significant influence in many facets of daily life. One may transmit meaning and purpose through language, ensuring that information and messages are effectively related to others or the community. Someone can transmit a purpose through language, ensuring that messages and information are appropriately communicated to others.

Abraham Oomen said "the importance of English as a global language is unquestionable and to become a competent user of this language is demand of the time".⁶⁴ So that English is very important because it makes it easier to communicate with other people. Because English is universal, English is the language most widely used by people in the world. From the statement above, it can be concluded that in learning language, whether first, second, or foreign language, teaching the language component is part of the language program.

In general, the language component consists of three, namely grammar, Vocabulary and Pronunciation. In language learning, teaching the language component is part of the language program. The components of language according to Kasihani, is: 1) Grammar or language rules are patterns and rules that must be followed if we want to learn a language properly. In learning English, the first component that is often used is the term structure or grammar.

⁶³ Kasihani Kasbolah. 2001. Keterampilan belajar. Jakarta: Gramedia

⁶⁴ Oomen, Abraham, Teaching Global English- A Shift of Focus on Language Skills, The International Journal of Language Learning and Applied Linguistics World (IJLLALW), Volume 1 (1), ISSN: 2289-273, 2012, hlm.10

M. Writing in English Language Teaching (ELT)

Communication is not only meant to be done verbally, but expressly it can be said to communicate. Therefore, in addition to speaking skills, it is necessary to have mastery of writing skill. As stated by Byrne, “writing is transforming our thoughts into language and it is a very complex skill that requires both physical and mental activity. Moreover, writing is not easy nor spontaneous; it requires mental effort. Then he divides the problems that make writing difficult into three categories. The first category is psychological problems, caused by lack of interaction and feedback between reader and writer. The second category is the linguistic problem which occurs because in writing one has to keep communication open through one's own efforts and to ensure the choice of sentence structure in order the text can be understood. The third category is cognitive problems since writing has to be taught through formal instruction”.⁶⁵ Therefore, writing is a complex skill because writing requires mastery of various written linguistic elements so students must have a range of language skills which include mastery of grammar, development of ideas, critical thinking skills in solving problems.

Writing also requires a learning process and practice because writing is a reflection of students' knowledge in mastering other skills including speaking, listening and reading. Raimes states that writing usually requires conscious effort because the writer thinks about how to combine and arrange sentences and re-read what is written. Another statement given by Raimes' writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express ideas that will use knowledge of structure and vocabulary to express ideas in written

⁶⁵ Byrne, Donn. 1982. *Teaching Writing Skills*. London: Longman

form.⁶⁶ Kasno explained that vocabulary mastery will affect students' way of thinking and creativity in the process of learning so that vocabulary mastery can determine the quality of students. Desiana explained that vocabulary mastery is the activity of mastering or the ability to understand and use words in a language, both spoken and written language. Vocabulary mastery will greatly affect aspects of language skills, listening, speaking, reading and writing. Associated with mastery of the vocabulary, the higher the level of education the higher the level vocabulary mastery. Roberts states that vocabulary mastery children will be tiered according to their age level of development. The richer the vocabulary owned by someone, the greater the possibility that someone is skilled at speaking or writing. So, in writing, the writer needs some other skills such as the ability to choose appropriate words and ability to arrange words to be a good sentence and someone must know how to use grammar in making a good text or sentences and should master vocabulary.

A good learning management process can develop the potential / writing skills that exist in students. Education taken through the process of learning cannot be separated from the role of teachers as professionals who have high professional competence. According to Hornby in the Oxford dictionary it is "to show somebody how to do something so that they will be able to do it themselves, to give somebody information about a particular subject, to help somebody learn something". The teacher shows someone how to do something so that he can do it himself, gives someone information about a particular field, helps someone learn something.

⁶⁶ Raimes, Ann. 1983. *Technique in Teaching Writing*. New York: Oxford

N. Curriculum in Indonesian ELT

In the learning process and teaching at all levels of education, the curriculum is a must because the curriculum serves as a blueprint for achieving institutional and national educational goals. Curriculum comes from the Latin verb literally, *currere*, which means "to run".⁶⁷ Curriculum, in the old terminological definition, as described by Dewey as a continuous reconstruction, starting from the experience of a child into an organized collection of truths which we call study.⁶⁸ Meanwhile, Gagne provides a more comprehensive definition, "The curriculum is a sequence of content units arranged in such a way that the learning of each unit can be achieved as a single action with the prerequisite skills described in the previous unit being mastered by the learner."⁶⁹ Therefore, basically the curriculum can be interpreted as a set of goals, approaches, and materials that will be studied and or achieved in the learning process and teaching process.

In Indonesia, many curriculums have been implemented since independence in 1945. At least, there are nine applicable curricula, namely Rentjana Pembelajaran 1947, Rencana Pembelajaran 1964, curriculum 1968, curriculum 1975, curriculum 1984, curriculum 1994, Kurikulum Berbasis Kompetensi (KBK) 2004, Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, and curriculum 2013.⁷⁰ Indonesia has become an important market for teaching English. In addition, Indonesia holds an important position in the ASEAN community where English has become a driving force of globalization with wide influence not only in the linguistic

⁶⁷ Bandi, & Wales. (2005). Curriculum development.

⁶⁸ Dewey, J. (1902). *The child and the curriculum*. Chicago, IL: University of Chicago Press

⁶⁹ Gagne, R. W. (1967). Curriculum research and the promotion of learning. In R. W. Tyler, R. M. Gagne, & M. Scriven (Eds.), *Perspectives of curricular evaluation*. Chicago, IL: Rand McNally

⁷⁰ Hidayat, R., Siswanto, A., & Bangun, B. N. (Eds.). (2017). *Dinamika perkembangan kurikulum di Indonesia: Rentjana Pembelajaran 1947 hingga Kurikulum 2013*. Jakarta: Labsos UNJ.

sphere, but also in economics, politics, culture and ideology.⁷¹ The demand for using English in transacting and communicating with neighbouring countries, such as Singapore, Malaysia, and other countries, makes learning English inevitable.⁷² It's not wrong if English gets extraordinary recognition because the world is increasingly becoming a global village.

English was originally taught in secondary schools, but was later revised by the 1994 Curriculum, starting to be taught at the elementary level, namely grades 4-6.⁷³ Furthermore, this policy was cancelled by K-13 to be taught compulsory at secondary level only. In the 1947 and 1964 Learning Plans, the Grammar Translation Method or GTM was the first teaching method applied. The method is well known for being suitable for large classes, easy to apply, and mastery of grammar.⁷⁴ Furthermore, the 1968 and 1975 curriculum adopted an audiolingual approach, which was developed by the Ford Foundation training centers in Indonesia, and led to an audio lingual-based curriculum.⁷⁵ This concept was later replaced by the 1984 curriculum, where the real goal of learning English is to achieve a communicative and meaningful function.⁷⁶ This goal is then continued by the next curriculum, namely the 1994 Curriculum.

In the 2013 Curriculum, English is a compulsory subject at the education level, namely Junior High School (SMP) and Senior High School (SMA), while

⁷¹ Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, 1–33.

⁷² Nuraini, D. (2019). Curriculum change: Implementing the 2013 English Curriculum in senior high schools in West Java province, Indonesia. (A doctoral dissertation, University of Exeter, 2019).

⁷³ Jayanti, F. G., & Norahmi, M. (2014). EFL: Revisiting ELT practices in Indonesia. *Journal on English as a Foreign Language*

⁷⁴ Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, 1–33

⁷⁵ Nuraini, D. (2019). Curriculum change: Implementing the 2013 English Curriculum in senior high schools in West Java province, Indonesia. (A doctoral dissertation, University of Exeter, 2019).

⁷⁶ Nur, M. R., & Madkur, A. (2014). Teachers' voices on the 2013 Curriculum for English instructional activities.

English is only a local content at the elementary school level.⁷⁷ Competency-based K-13 learning approach by strengthening authentic learning and assessment to achieve attitude, knowledge, and skill competencies.

O. Previous Studies

The researcher found research on English writing that had been done previously that could support this research. The first research is that written by Tans Feliks, Agustinus Semiun, and Hilda M. Nalley found that learning to write Indonesian in schools was carried out not to improve students' writing competence, namely to develop their ideas through writing, but to improve speaking, reading and listening as well as other aspects of language such as the choice of sentence and word structures. Writing is taught in a simple way so that they are able to write letters, syllables, words, and sentences by imitating what the teacher says and/or writes. After knowing the letters, syllables and words, they are expected to be able to read Indonesian texts.

The second research is that written by Rastanti Toba, Widya Noviana Noor, La Ode Sanu entitled “The Current Issues of Indonesian EFL Students’ Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay”. The researcher concluded that the ability of Indonesian EFL students in writing essays in The State Islamic Institute (IAIN) Samarinda is in the good category. writing aspect ability; content, organization, vocabulary, grammar, and mechanics. However, some of them have problems with this aspect of writing.

The third research is that written by Nurjuniana, based on the research results obtained, it can be concluded that the ability to write articles for class VIII students of

⁷⁷ Kemendikbud. (2012). Dokumen Kurikulum 2013. Jakarta: Kemendikbud.

SMP Negeri 5 Satap Tondong Tallasa is as follows. First, the ability to write articles for class VIII students of SMP Negeri 5 Satap Tondong Tallasa is viewed from four aspects, namely the aspect of the content of the idea stated, aspects of the organizational structure of the content, aspects of grammar, aspects of writing (accuracy of writing and punctuation) is not sufficient. Second, from the findings of the researcher, there are some students who take an example of an article from a newspaper. Therefore, from the results of the data obtained, the ability to write articles for class VIII junior high school students 5 Satu Atap Tondong Tallasa is still categorized as inadequate.

The fourth research is that written by Khairul Umam Hambali. Based on the result of the research on increasing students' English writing skills in descriptive text using roundtable strategy for eighth grade students of Madrasah Tsanawiyah Talang Batu Tangkiang it can be concluded that the implementation of the roundtable strategy can contributed to the success of the improvement descriptive text writing skills in terms of process success in learning writing descriptive text.

The fifth research is that written by Adawiyah, based on the research about writing descriptive text skills for class VII MTs Negeri 8 Jakarta with regional tourism video media is classified as less. The unskilled class VII MTs Negeri 8 Jakarta in writing text descriptions with regional tourism video media are generally not skilled at using effective sentences and choosing the right words.

The sixth research is written by Ciu Misrani, based on the research conducted about Efforts to Improve Writing Skills in English Using Audio Visual Media, learning using audio-visual learning media is proven to improve the ability of students in class X IPA 4 SMAN 1 Tumijajar in writing transactional interaction texts in

English. Learning using audio-visual media in the form of animated videos will arouse students' enthusiasm for learning.

The seventh research is written by Tutik Handayani. According to the research Make a match learning is the one of a type of model cooperative learning presented in the form of games by looking for a partner between the question card holder and the answer card holder with a certain time limit so that learning atmosphere will be more fun. The research results of the researcher also show the influence of the model cooperative learning type make a match towards improvement English vocabulary writing skills. With various tests data and data analysis tests that have been carried out in this study, then the researcher can conclude that the model cooperative learning type make a match has a significant effect good for improving the ability to write language vocabulary English for students at Kemirirejo 3 school in Magelang.

The last one is research by Gunawan Tambunsaribu and Yusniaty Galingging. Based on the results of the research it can be concluded that it is very difficult to understand English material about grammar and structure of the English language. As many as 66% of respondents said the English grammar material confused them the most. In the second highest rank in terms of the most difficult material to learn, as many as 22% of students said speaking is the most difficult material for them to master. In the third rank, the material is the most difficult to learn, as many as 7% of students say it is very difficult in listening lessons. In the fourth place, as many as 4% of students say that writing material is the most difficult to understand. In the lowest rank, as many as 1% of students said that the most difficult for them to understand was reading material.

CHAPTER III

RESEARCH METHOD

This chapter describes the information that consists of four sections, (1) approach and research design (2) data and source data (3) data collection technique (4) data analysis technique.

A. Approach and Research Design

This type of research is quantitative descriptive. The type of research used to analyze data by describing or describing the data that has been collected as it is called descriptive quantitative. Masyhuri explains that research that is descriptive in nature is research that gives as accurate an overview as possible about an individual, condition, symptom or group.⁷⁸ Sudjana said that a quantitative approach method with descriptive research is used if the aim is to explain or describe an event or event that is happening at the present time in the form of a meaningful number.⁷⁹

B. Data and Source Data

The data is secondary data supporting the primary data. Sugiyono argues that secondary data are indirect data sources that provide data to data collectors, for example through documents or other people.⁸⁰ Meanwhile Arikunto argues that data are all facts and figures that can be used as material to compile information.⁸¹ Understanding Data in the broadest sense is information that can be created, processed, transmitted and analysed. In this study the researcher will use secondary

⁷⁸ Masyhuri.2008. *Metodologi Penelitian Pendekatan praktis dan Aplikatif*. PT. Refika Aditama, Bandung

⁷⁹ Nana Sudjana. 1997. "CBSA Dalam Proses Belajar Mengajar". Jakarta: Rajawali Press

⁸⁰ Sugiyono, 2008, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Alfabeta, Bandung.

⁸¹ Suharsimi Arikunto, (2002) *Metode Penelitian*. Jakarta: PT. Rineka Cipta.

data from about 30 journal articles that are related to English writing in Indonesia ELT context.

C. Data Collection Technique

This study used secondary data in forms of journal articles related to problems and strategies in English writing in Indonesian ELT context. Data collection was carried out by searching for a collection of research results published in journals published in the last two years. The first reason researchers used the last two years, i.e., 2020-2022. The reason researchers used the last two years is because it should be about the currency of the research findings of previous studies.

D. Data Analysis Technique

After collecting the data, using descriptive data the researcher conducted data analysis in this research. As stated by some researchers. The first According to Arikunto descriptive research is research that is intended to investigate the conditions, circumstances or other things that have been mentioned, the results of which are presented in the form of a research report.⁸² According to Narbuko, descriptive research is research that seeks to explain the problem solving based on data, by presenting, analyzing and interpreting it.⁸³ Furthermore, according to Sukmadinata, descriptive research is a form of research aimed at describing existing phenomena, in the form of natural phenomena and man-made phenomena which include characteristics, activities, relationship, changes, similarities, and differences between one phenomenon and another.⁸⁴ So, the researcher uses a descriptive research type

⁸² Arikunto, Suharsimi. (2019). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

⁸³ Narbuko, Cholid & Achmadi, Abu. (2015). *Metodologi Penelitian*. Jakarta: PT Bumi Aksara.

⁸⁴ Sukmadinata, Nana Syaodih. (2017). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.

with the help of previous research results as a reference to find out the problems and strategies in ELT context in Indonesia of English writing.

The following are the steps taken by the researcher in how to conduct the analysis.

1. Read journals related to the problems and the strategies in English writing in Indonesian ELT context
2. Marked with words that indicate the problems and or the strategies in English writing in Indonesian ELT context

Example: Students' have difficulty with **vocabulary** and **grammar** when writing English and use **error correcting code** to develop English writing.

Words type in yellow show the problem of vocabulary in English writing, in blue show the problem of grammar in English writing, in green show the strategy of English writing

3. The marked words are entered into the categorization table
4. Words that indicate the same problems and strategies fall into one category
5. Categorization results in the theme
6. The theme shows the problems and the strategies that occur in general in English writing in Indonesian ELT context.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and discusses the findings in their relation to the existing theories and findings of previous studies.

A. Findings on the problems and strategies of English writing

In the table below the researcher takes from several articles about the problems and strategies of English writing in Indonesia ELT context. Reading as many as 30 articles, it was found out that in general within the time frame from 2020 to 2022 there are several main problems experienced, namely difficulty in vocabulary, grammatical error, how to construct or develop the idea, and how to organize the word, lack of motivation, lack of knowledge. Table 4.1 summarizes the problems in English writing in the ELT context in Indonesia.

Table 4.1. The problems of English writing in ELT context in Indonesia

Problems	Article and year of publication
Difficulty in choosing the right word	A1 (2020), A2 (2020), B1 (2021), B10 (2021), C2 (2022), C3 (2022), C4 (2022), C6 (2022)
Difficulty in constructing the idea	A1 (2020), A2 (2020), B2 (2021), B4 (2021), B5 (2021), B8 (2021), C3 (2022), C4 (2022), C6 (2022)
Difficulty in organizing the word	A1 (2020), B7 (2021), B10 (2021)
Lack of motivation	B4 (2021), B5 (2021), C2 (2022)

Lack of knowledge	B1 (2021), C2 (2022)
Grammatical error	B8 (2021), B9 (2021), B11 (2021), C3 (2022), C4 (2022), C6 (2021), C9 (2022)

In terms of difficulty due to limited vocabulary, article A2, for example, stated that “*students have lack of vocabulary*”. Another problem of vocabulary related to spelling, article A2, B1, B4, C5, C6, for example, stated that

“*lack of student knowledge about the spelling vocabulary*”.

This finding is further confirmed by article B1, C2, C3, C4, B10, C6, for example

“*students are still lacking of vocabulary*”.

All of the above findings signify that in the Indonesia ELT context, difficulty related to vocabulary seems to be one of the problems in students’ learning to write in English.

In terms of difficulty in constructing the idea, article B4 stated that

“*There are cognitive problems include content problem means the difficulty of students in exploring their ideas when writing*”.

This finding is further confirmed by A1, A2, B2, B5, B10, C3, C64, C6, for example

“*Students get difficulties or lack of understanding of how to organize the ideas of writing*”.

The word lack of understanding above is related to cognitive problems while how to organize the ideas is related to constructing the ideas as found in article B4. All of the above findings signify that in the Indonesia ELT context, difficulty related to constructing the idea seems to be one of the problems in students’ learning to write in English.

In terms of how to organize the word, article A1, B1, B3, B4, B7, B10, for example

“most student have difficulties in... and arrange of each word”.

All of the above findings signify that in the Indonesia ELT context, difficulty related to difficult to organize the word seems to be one of the problems in students' learning to write in English.

There are other problems found by researchers such as in article B5 stated that for example

“Lack of motivation among students may cause teachers to be less successful in teaching a foreign language”.

This finding is further confirmed by article B4, C2, stated that, for example

“Students lack of motivation are the teacher's factors”.

All of the above findings signify that in the Indonesia ELT context, difficulty related to lack of motivation seems to be one of the problems in students' learning to write in English.

In terms of lack knowledge, article B1, C2, for example

“Student have lack of knowledge about the mechanism in writing skill”.

All of the above findings signify that in the Indonesia ELT context, difficulty related to lack of knowledge seems to be one of the problems in students' learning to write in English.

In terms of grammatical error as found in article B9, for example, found that

“grammatical error is one of the problems faced by students in writing”.

This finding is confirmed by article B8, C3, C4, C6, C9, B11, for example, found that

“Grammatical errors made by students as evidence of linguistic problems faced by students during the writing process”.

All of the above findings signify that in the Indonesia ELT context, difficulty related to grammatical error seems to be one of the problems in students' learning to write in English.

There is also a problem related to the use of monotonous vocabulary in which B7 states

“The choice of the vocabulary monotonous and not in accordance with the topic.”

Table 4.2 summarizes the strategies in English writing in the ELT context in Indonesia.

Table 4.2. The strategies of English writing in ELT context in Indonesia

POWERS (Pre-Write, Organize, Write, Edit, Revise and Share) strategy	A2 (2020)
Collaborative technique	B11 (2021)
Using storytelling	B5 (2021)
Essay test technique	C1 (2022)
PLEASE strategy (Pick, List, Evaluate, Activate, Supply, End)	B7 (2021)
Giving feedback	B10 (2021)

In terms of powers strategy is Pre-Write, Organize, Write, Edit, Revise and Share, in article A2 stated that, for example

“POWERS is A strategy Which very useful for direct student beginner in process write”.

The above findings signify that in the Indonesia ELT context, strategy related to POWERS seems to be one of the strategies in students' learning to write in English.

In terms of collaborative technique in article B11 stated that, for example

“By using collaborative writing techniques students will be more active in writing cooperatively”.

The above findings signify that in the Indonesia ELT context, strategy related to collaborative technique seems to be one of the strategies in students' learning to write in English.

In terms of use essay test technique, in article C1, stated that, the example

“Using essay testing techniques is the best and most effective way to deepen each student's writing skills”.

The above findings signify that in the Indonesia ELT context, strategy related to essay test technique seems to be one of the strategies in students' learning to write in English.

In terms of PLEASE strategy is Pick, List, Evaluate, Activate, Supply, End, in article B7 stated that, for example,

“PLEASE strategy can improve students' writing skills”.

The above findings signify that in the Indonesia ELT context, strategy related to PLEASE strategy seems to be one of the strategies in students' learning to write in English.

In terms of feedback means the teachers giving feedback to students, in article B10 stated that, for the example

“Students argue that with feedback, students can find out their writing errors”.

Also mentioned in article A1 for example

“Feedback refers to correcting students' writing performance errors in syntax, grammar, collocation and other issues”

Also found in the article B3 for example

“A positive contribution of students improving their writing skills is that students can expand their writing skills and receive direct feedback from the teacher during the writing process”

Another finding that related to feedback is in article B4, for example

“Students need teacher feedback to understand the results of their writing”.

In article B13 stated that, for example

“Feedback has positive support for writing performance”

All of the above findings signify that in the Indonesia ELT context, strategy related to feedback technique strategy seems to be one of the strategies in students' learning to write in English.

B. Discussion on the problems and strategies of English writing

1. Problems of English writing

In this chapter, the researcher tries to describe the problems and strategies of writing English in Indonesia ELT context. Problems in English writing in Indonesia ELT context data from 30 articles highlight that the main problems occurring are difficulty in choosing the right word. Its meaning is the lack of vocabulary knowledge, difficulty in constructing the idea, difficulty in organizing the word, and grammatical error.

The first problem related to difficulty in constructing the idea confirms previous studies by Nurjuniana. This highlights the theories that one of the many skills that writers must have which Nuryanta mentioned cannot be done by students.

Another theory was stated by Widymartaya, such as activities in which a person expresses ideas, namely through writing so that they can be understood but cannot be done by students. Another theory that related in construction the idea was confirmed by Akhadiah states that through writing activities we can develop various ideas systematically, and can review our own ideas objectively but cannot be done by students.

The second problems related to grammatical error confirm previous studies by Gunawan Tambunsaribu and Yusniaty Galingging. The highlights are theories of that one of many skills that writers must master which Raimer states cannot be done by students. The problem of grammatical errors was also confirmed by the previous studies by Nurjuniana which state that students are not sufficient in grammar problems. Another theory also confirmed by Kasihani was that the first component that is often used is grammar but cannot be done by students.

The third problems related to difficulty in organizing the word confirm previous study by Tans Feliks, Agustinus Semiun, and Hilda M. Nalley. The highlights are theories of that one of many skills that writers must have which Richard states cannot be done by students.

The fourth problems related to difficulty in choosing the right word means in vocabulary confirm previous study by Rastanti Toba, Widya Noviana Noor, La Ode Sanu. The highlights are theories of that one of many skills that writers must have which state by Kasno cannot be done by students.

The fifth problem related to lack of motivation confirmed the theory by Davis in Octaviana states that the students will be encouraged to write if writing tasks motivate them and keep them interested. Another theory also confirmed by Gardner in

Octaviana states that motivation has long been identified as one of the main factors that affect English language learning.

So, from the highlights are theories mentioned above that one of many skills that writers must have cannot be done by students.

The researchers also noticed that in the previous studies, there were indeed some common problems in writing English, such as conceptualization of content, organizational structure of content, and grammar.⁸⁵ Therefore, there are some similarities between the problems found in this study and the earlier studies, namely, problem of conception, problem of word organization, problem of grammatical errors. In this study, the researcher identified new problems: lack of motivation, a lack of knowledge.

2. Strategies of English writing

While in the strategy the researcher found six strategies from the 30 articles that had been collected. The first is POWERS (Pre-Write, Organize, Write, Edit, Revise and Share) strategy such as Robert's theory which states that POWER strategy is as a learning strategy that can help students in learning process and solving problems.

The second is collaborative technique such as Diaz theory which states that collaborative learning is a set of methods that group the students together in the same main goal or task. Another theory was stated by Srinivas that collaborative learning is an educational method to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Another theory was stated by Lee that collaborative writing is a set of writing strategies

⁸⁵ Toba, R., & Noor, W. N. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay.

covered in a system for the English language learners with different levels of capacities including those who have learning disabilities.

The third strategy is using storytelling such as Sarica and Usluel theory which states that digital storytelling is also a good technique that is suitable for the students to teach visual memory and writing, also can help the students to improve their visual memory capacity and writing skill. Another theory was stated by Tajeri and Marzban that digital storytelling helps students to find, apply, learn, and share each other various amounts of vocabulary and moreover helps them to think critically due to the limitation of script writing and presentation digitally.

The fourth is strategy of giving feedback such as Shadjev and Yang state feedback is knowledge that a learner receives about their language learning and most frequently relates to knowledge about their language production (speaking and writing), but it can also include reading and listening, study abilities, attitudes, effort, and other things. Strategies regarding giving feedback were also found in Junini's earlier research, students' writing would benefit most from formative feedback rather than traditional feedback in writing classes, which tends to focus more on grammar, spelling, and editing rather than the purpose, audience, and text type.

And the last is strategy of using essay test technique, and PLEASE strategy (Pick, List, Evaluate, Activate, Supply, End). All of the above is a new strategy model obtained by researchers in this study. The researcher also found in previous research that there are several strategies that can improve English writing, for example, using the roundtable strategy. The previous research explained that implementing the roundtable strategy can improve English writing and vocabulary. And also, the researcher found that there is a strategy called using audio-visual media and the cooperative learning model that can improve students' writing in English.

BAB V

CONCLUSION AND SUGGESTION

In the last part, this chapter summarizes conclusion and suggestions for students, for teachers, and for further researchers.

A. Conclusion

This presented study has been conducted by collecting 30 articles to answer two research problems. The first research problem is about the problems of English writing in Indonesian ELT context. The researcher concluded that there are six problems in English writing namely difficulty in choosing the right word, difficulty in constructing the idea, difficulty in organizing words, lack of motivation, lack of knowledge, and grammatical errors. The second research problem is about the strategy of English writing in Indonesia ELT context. The researcher concluded that there are six strategies in English writing namely POWERS (Pre-Write, Organize, Write, Edit, Revise and Share) strategy, collaborative technique, using storytelling, essay test technique, PLEASE strategy (Pick, List, Evaluate, Activate, Supply, End), and giving feedback.

B. Suggestion

Considering the result of this study, the researcher provides some suggestion as follows:

a. For students

For students, this research is expected to help them to be more responsive to investigate their problem and can use the possible strategies to overcome their problems after they learn the English writing problems and six strategies from the result of this study. In addition, they have to do a lot of practice in academic

writing by paying attention to some aspects of writing, namely structure developing ideas, structure organizing the word, vocabulary and grammar to improve their writing skill.

b. For English teachers

For English teachers, this research is expected to be beneficial in the teaching and learning process. It is suggested that teachers develop innovative ways for dealing with problems in English writing.

c. For further researcher

For further research, this research is expected to be a reference of information regarding English teaching problems in Indonesia ELT context. Suggestion from the result of this study for further researchers is to better use more than 30 articles or preferably use the last five years to explore more deeply the problems and the strategies in English writing.



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