

EXPLORING STUDENTS' WRITING AT THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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Abstract: This research aims to analyze students' genre of writing and to know the results of students writing performances in terms of content, organization, vocabulary, language use, and mechanics. Several strong reasons that those students obtained challenges in writing English. They should master the genre of writings, but different generic structures make them more effort to improve their writing skills. Students have challenges in writing English because the criteria of their writing have not been well. The research applied a qualitative method with a written test instrument. The researcher selected 42 students to participate in this research, chosen from Class A and B of the fourth semester at the English Language Education Study Program. The result shows that students' writing genre varies from procedure text, descriptive, discussion, report, recount, spoof, narrative, explanation, and analytical exposition text. From the students' writing performance results, four respondents obtained excellent category with 9.52%, 19 respondents obtained good variety with 45.23%, nine respondents obtained good category with 19.04%, ten respondents obtained poor class with 23.80%, and one respondent obtained inferior type with 2.38%. The average scores of writings were 78.64 and categorized as Sufficient. It indicates that the students still faced difficulty in producing a good essay. This research found that from five aspects, language use was the aspect that easy for the students because the students obtained good criteria, but in content, organization, vocabulary, and mechanic elements, their standards were average.

Keywords: Genre of writing; students' writing performances; writing

Abstrak: Penelitian ini bertujuan untuk menganalisis genre menulis mahasiswa dan untuk mengetahui hasil kinerja menulis mahasiswa dalam hal konten, organisasi, kosa kata, penggunaan bahasa, dan mekanik. Beberapa alasan kuat bahwa para siswa memperoleh tantangan dalam menulis bahasa Inggris. Mereka harus menguasai genre tulisan; tetapi struktur generik yang berbeda membuat mereka lebih berusaha untuk meningkatkan keterampilan menulis mereka. Mahasiswa memiliki tantangan dalam menulis bahasa Inggris karena kriteria tulisan mereka belum baik. Penelitian ini menggunakan metode kualitatif dengan instrumen tes tertulis. Peneliti memilih 42 mahasiswa untuk berpartisipasi dalam penelitian ini, dipilih dari Kelas A dan B semester IV di Program Studi Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan bahwa genre menulis siswa bervariasi dari teks prosedur, deskriptif, diskusi, laporan, recount, spoof, naratif, eksplanasi, dan teks eksposisi analitis. Dari hasil unjuk kerja menulis siswa, empat responden memperoleh kategori sangat baik dengan 9,52%, 19 responden memperoleh kategori baik dengan 45,23%, sembilan responden memperoleh kategori baik dengan 19,04%, sepuluh responden memperoleh kelas kurang baik dengan 23,80%, dan satu responden memperoleh tipe rendah. dengan 2,38%. Nilai rata-rata tulisan adalah 78,64 dan dikategorikan Cukup. Hal ini menunjukkan bahwa siswa masih mengalami kesulitan dalam menghasilkan karangan yang baik. Penelitian ini

menemukan bahwa dari lima aspek, penggunaan bahasa merupakan aspek yang mudah bagi siswa karena siswa memperoleh kriteria yang baik, tetapi dalam elemen konten, organisasi, kosa kata, dan mekanik, standar mereka rata-rata.

Kata Kunci: Genre menulis; hasil kinerja menulis mahasiswa; menulis

INTRODUCTION

Writing is an English skill that has to be learned and mastered by students. It is one of the language skills that trigger students to be active and creative in expressing ideas in writing. Students are not only able to master reading, speaking, and listening, but also writing. They can express their opinions to produce sentences and develop them into paragraphs and text in writing. Writing is still considered a challenging activity for students to put what they are thinking and put them on paper; because some steps or processes support the writing, such as prewriting, drafting, revising, and publishing (Richards et al., 2002).¹

Writing is critical because it has been used extensively in higher education and the workplace. If students do not express themselves in writing, they will not communicate well with professors, employers, lecturers, etc. It has many professional communications done in writing: proposals, memos, reports, applications, preliminary interviews, emails, and more are part of the daily life of college students or successful graduates (Klimova, 2012).² Students can be good readers, writers, and critical of the report. So, students have to learn and master this skill; students will be helped by teaching and learning writing model teaching, and learning writing models will help students that the teacher applies.

Schools, universities, and teachers have applied many teaching and learning writing models in Indonesia since a long time ago. In the beginning, a curriculum of English as a Foreign Language did not provide any formal instructions on how to teach writing to students; they just offered a topic for students to write without giving any guidance on paragraph organization or style of writing. There were no drafting activities for the essay, so the teacher would directly score the students' writing without revision³ (Ariyanti, 2016).

Subandi (2014) school-based learning (SBL) was released in 2006 as the regulation from the national education ministry in Indonesia No. 22 and 23. Students were required to express short functional text meaning and simple monologue texts in the text types: recount, narrative, and procedures in daily context. Looking back to the eclectic curriculum in 2004, called competency-based curriculum (CBC), the content of teaching and learning writing activities is "expressing meaningful nuances and rhetorical

¹ Richards, J. C., Richards, J. C., & Renandya, W. A. *Methodology in Language Teaching: An Anthology of Current Practice*. London: Cambridge University Press, 2002.

² Klimova, B. F. The Importance of Writing. *Paripex-Indian Journal of Research*, 2 (1), 9-11, 2012.

³ Ariyanti, A. The Teaching of EFL Writing in Indonesia. *Dinamika Ilmu: Jurnal Pendidikan*, 263-277, 2016.

development steps in the written text by using text types: narrative, procedure, spoof, recount, and news item". Then, curriculum 2013 refers to writing an explanation, analytical exposition, and hortatory exposition.⁴

At present, the teacher is encouraged to use various models of teaching writing methods to enable the students to improve their writing skills, such as modeling of the writing process, flipped classroom model, brainstorming model, brainwriting, roundtable, brown, imagination, description, the use of mind mapping, the use of photographs, picture series, and others.

From the using model of teaching and learning writing by teachers, they still look for the best model to improve students writing because the students' result of the report is still low. Anh's (2019) most significant problems are vocabulary mastery and language used. the significant problems in students' writing are the lack of vocabulary, the limited knowledge of grammar, and the insufficiency of writing skills. These challenges are affected by the materials, the teaching methods, and the students themselves.⁵

Safitri & Alisha (2019) the students assumed that they had limited knowledge in constructing sentences grammatically, and also, their lack of vocabulary mastery made them feel confused in choosing the word. Besides, they also had a problem with spelling. They often left hesitant in writing English words and assumed their spelling was not good enough.⁶

Furthermore, Al-Sawalha (2016) Among the four basic skills in English, the most complex and challenging skill to master is probably writing. Writing for a second or foreign language is more complicated than writing in the individual's mother tongue since most of the thinking is generally carried out in the mother tongue. And it is typically the case that a student who faces difficulty writing in ESL\EFL contexts will also face many challenges when attempting to register in an academic context. Furthermore, the benefit of learning to write in English is all the more critical because of its recognized

⁴ Subandi, S. Indonesian Curriculum Development: Meaning-Based Curriculum and Competency-Based Curriculum in the Context of Teaching English Subject. *2nd International Conference on Education and Language*, 2014.

⁵ Anh, D. T. N. EFL Student's Writing Skills: Challenges and Remedies. *IOSR Journal of Research & Method in Education*, 9(6), 74-84, 2019.

⁶ Safitri, N., & Alisha, F. Finding Difficulties in Writing EFL. *PROJECT (Professional Journal of English Education)*, 2(1), 20-25, 2019.

⁷ Al-Sawalha, A. EFL Jordanian Students' Reaction to Written Comments on Their Written Work: A Case Study. *Arab World English Journal (AWEJ)*, 7(1), 63-77, 2016.

position as the language of international communication. Thus, what cannot emphasize the ability to write in English.⁷

For those challenges in writing, James (2007) stated six criteria in the effective report: precision, clarity, readability, and efficiency.⁸ These criteria can minimize students in making an error when writing English text. Furthermore, Hooks (1993) indicates a reasonable requirement of good writing should provide an element of writing such as need, verification, attainability, and clarity⁹. According to Cynthia (2008), there are three characteristics in writing a good text or paragraph: coherence; it means to stick together, coherence is having the part of a piece of writing in the right with the transparent process. Cohesion; when a paragraph has cohesion, all the supporting sentences connect in their support of the topic sentence. Unity; all the supporting sentences should relate to the topic sentence.¹⁰

Based on the faculty curriculum, Teaching and learning writing at the English language education program has five levels: writing one, writing two, writing three, writing four, and advanced writing. Each group has its material, such as writing; one focuses on the process of writing, few part kinds of text such as descriptive, recount, narrative, procedure, and discussion text. Writing two focuses on paper and text (explanation, news item, and review text). Writing three priorities on news writing, kinds of writing (analytical exposition and hortatory exposition), writing IV focuses on writing a proposal, and advance papering also focuses on how to write a proposal (Chapter one introduction, chapter two literature review, chapter three research method). From the five levels above, thirteen texts in English should be mastered by students; those are narrative, recount, report, descriptive, analytical exposition, hortatory exposition, procedure, news item, spoof, discussion, explanation, review, and anecdote text.

From the texts above, students still have difficulties in writing those texts because every reader has different forms, such as generic structures language features, and also should have criteria that support the text. This research would like to know what genre of writing students tend to write and the result of students writing.

There are some researches similar to this research. Firstly, research was conducted by Zhang & Guo (2012). It explores the interactive relationship of topic influence, individual (cultural) stance, and text types in different cultural contexts. The study used

⁸ James, N. *Writing at Work: How to Write Clearly, Effectively and Professionally*. Sidney: South Wood Press, 2007.

⁹ Hooks. Writing Good Requirements (A Requirements Working Group Information Report). *Third International Symposium of the NCOSE*, 1993.

¹⁰ Cynthia, A. *Writing to Communicate*. New York: Pearson Education, 2008.

texts about three various topics of the readers. The findings have shown that, from three multiple issues, the dominant text that students write are discussion text, hortatory text, and analytical text, which led from group discussion that students did. In different topics, the cultural stances and the positioning of the writers have significant effects on the text type structures created.¹¹

Secondly, research was conducted by Xuan (2017). The purpose of this study is to explore what kinds of text types the students wrote and what textual features they deployed to construe meanings in the texts. The researcher identified writing genres such as advice, recount and exposition, recount, and exposition genre.¹²

Thirdly, research was conducted by Pratiwi (2016), the research aimed to know the students' difficulties in writing English in terms of content, organization, vocabulary, language use, and mechanics. The study identified that language use and speech were the most challenging aspects for the students. There was still a significant problem in their composition in language use aspects: arrangement, tense, number, word order, deletion, and meaning confusion. In vocabulary aspects, the students' composition still limited range, frequent error in the choice of words, and the meaning confusion. Most of the students had the criteria Good to Average; what could infer that most students didn't have problems or difficulties in content aspects. The organization and mechanic aspects were easy for the students. The students had Good to average criteria in this aspect, even though several students had Fair to poor standards. In general, the writing difficulties related to the Linguistic problem (in Language use and Vocabulary Aspects) were the most dominant challenging aspect for the students, then followed by writing tests related to cognitive difficulty (in Organization and Mechanic Aspects) and Physiology difficulty (in Content Aspects).¹³

Based on these three studies above, there are similarities and differences between their research and this research. The research conducted by Zhang & Guo (2012) and Xuan (2017) came from different departments. The method used to analyze the data was the descriptive qualitative method. Xuan focuses on what kinds of text types the students write and the influence of culture on the interactive relationship of topic influence, individual (cultural) stance, and text types in different cultural contexts. Zhang focuses

¹¹ Zhang, Y., & Guo, H. A Study of English Writing and Domain-Specific Motivation and Self-Efficacy of Chinese EFL Learners. *Journal of Pan-Pacific Association of Applied Linguistics*, 16(2), 2012.

¹² Xuan, W. An Exploratory Study of ESL Writing by Junior Secondary Students in China: Text Type, Register and Textual Features. *Functional Linguistics*, 4(1), 1-19, 2017.

¹³ Pratiwi, K. D. Students' Difficulties in Writing English (A Study at the Third Semester Students of English Education Program at University of Bengkulu Academic). *Journal of Linguistics and Language Teaching*, 3(1), 2016.

on what kinds of text types the junior secondary three students wrote and what textual features they deployed to construe meanings in the texts. And Pratiwi (2016) focuses on students' difficulties in English Writing in terms of content, organization, vocabulary, language use, and mechanic; it is the same with this research, especially in the second statement of the problem. This research uses descriptive qualitative methods to explore students writing in a text that focuses students' writing results in terms of content, organization, vocabulary, language use, and mechanics. Similar to the research above that focuses on writing, what conducted this research in the university which participants were 50 students from first-semester students at the English Language Study Program of Khairun University in north Maluku.

Qualitative Research is Research based on collecting, analyzing, and interpreting in narrative form to get a deep understanding of the particular phenomenon observed¹⁴(Leo, 2013). The researcher applied the qualitative method to explore students writing in writing genres. The qualitative approach treats participants honestly as subjects and not objects. The participants find it valuable because the information is beneficial. This research method provides a large amount of space for participants. They avoid objectification by researchers who only answer questions that have been prepared and choose available answers (Raco, 2018).¹⁵Qualitative research deals with the data in words, pictures, or things rather than numbers or statistics; this research was delivered using descriptive analysis.¹⁶

The research was conducted at the English language Education Study Program of Khairun University, located in Jl. Babullah Airport, Akehuda District, Ternate City, and North Maluku Province. The subjects of this research were the fourth-semester students in classes A and B, consisting of 42 students; it was taken from 21 students in Class A and 21 students in Class B., so the data obtained can reflect the truthfulness.

Basic Concepts of Writing

Writing is a form of communication that allows students to put their feelings and ideas on paper, organize their knowledge and beliefs into convincing arguments, and convey meaning through well-constructed text.¹⁶ It became a crucial skill that the students needed to sustain in the life university and their future carries. Writing is among the most

¹⁴ Leo, S. *Kiat Jitu Menulis Skripsi, Tesis dan Disertasi*. Jakarta: Erlangga, 2013.

¹⁵ Raco, J. *Metode Penelitian Kualitatif: Jenis, Karakteristik dan Keunggulannya*. Jakarta: PT Gramedia Widiasarna Indonesia, 2018.

¹⁶ Horváth, J. *Advanced Writing in English as a Foreign Language: A Corpus-Based Study of Processes and Products*. Pécs: Lingua Franca Csoport, 2000.

complex human activities- It involves the development of a design idea, capturing mental representations of knowledge, and experience with subjects. From such a wealth of approaches, such diverse disciplines have studied the interlocking writing processes by novice and expert authors as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy themes (Horváth, 2000).

Furthermore, Joyce & Feez (2004) writing is the craft of creating written texts which are whole and complete products. People learn to be good writers, and good writers continue to learn new things about writing. Blanchard and Root (2004:1) writing is a skill that can be practiced and mastered. In many ways, it is like driving a car. If they have ever gone to another country, they know that some road rules may differ. Just as the driving regulations vary from country to country, the conventions for writing may change from language to language.¹⁷

Genre of Writing

Students University learns thirteen types of text: narrative, descriptive, recount, report, explanation, procedure, discussion, analytical exposition, hortatory exposition, news item, review, spoof, and anecdote text. There are two main categories of text; such as literary and factual. Within these are various text types; the text type has a typical use of language. Literacy texts included Aboriginal Dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas; they are constructed to appeal to our emotions and imagination. Literacy text can make us laugh or cry, think about our own life, or consider our beliefs. The main text types in this category are recount, response, explanation, discussion, information report, exposition, and procedure text (Anderson, 1997).

The Technique of Data Collection

The procedure is as follow:

Students are given an instrument of thirteen topics of writing.

Students choose a subject and develop their writing (they are given 60 minutes), the words that the students wrote as many as possible.

The students' writing result is collected.

The students' effect result is analyzed. The data are taken from the written test.

The Technique of Data Analysis

¹⁷ Joyce & Feez. *Developing Writing Skill: For Junior Secondary Students*. Sedney: Shannon Books, 2004.

¹⁸ Anderson, M & Anderson, K. *Text Types in English II*. Melbourne: Macmillan Education Australia, 1997.

¹⁹ Yang, K., & Miller, G. J. *Handbook of Research Methods in Public Administration*. New York: M. Dekker, 2008.

This research used descriptive qualitative, which is the data were analyzed using content analysis. Content analysis is the systematization of text analysis; it analysis the form and substance of communication (Yang & Miller, 2008).¹⁹

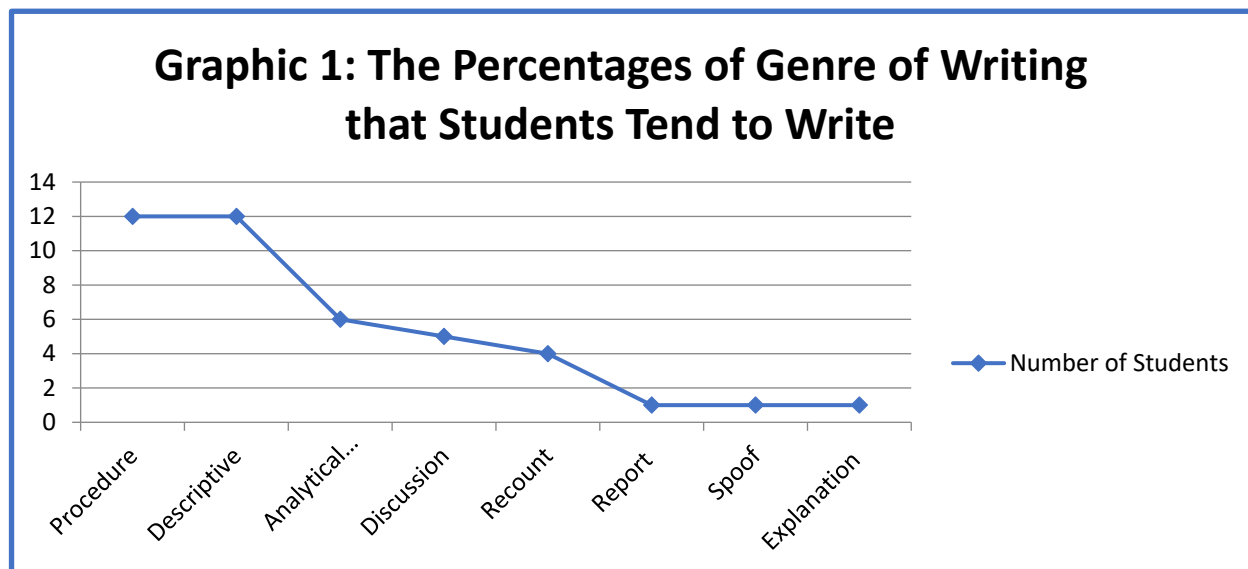
Based on descriptive methods applied in this study, the researcher used some steps in analyzing data. Firstly, the researcher collected the data from the students' worksheets by writing and classifying the text from students' worksheets. Secondly, the writing rubric identifies students' writing results in the content, organization, language use, vocabulary, and mechanics.

DISCUSSIONS

Students' result of writing performance; the analysis of each text described students' genre of writing and their writing performances in terms of content, organization, language use, vocabulary, and mechanic.

1.1.The Genre of Writing That Students Tend to Write.

From 42 respondents with thirteen topics, their writings showed that 12 respondents tend to write procedure text. Twelve respondents tend to write descriptive text, six respondents tend to write analytical exposition text, five respondents tend to write discussion text, four respondents tend to write recount text, one respondent tends to write report text, one respondent tends to write an explanation text. One respondent tends to write spoof text. There were topics that respondents did not choose, those are (Earthquake and Tsunami in Donggala, Dilan 1991 Film, and Funny Stories), because had many times to collect information about the accident, and should watch the films, and still, another topic that easy for respondent beside these topics. From eight genres of writing found, some genres of papers that respondents did not write were narrative text, review text news item, hortatory exposition text, and anecdote text.

Graphic 1. The Percentages of Genre of Writing that Students Tend to Write

From thirteen topics in the instruments, only three topics that not chosen by respondents, and ten topics were selected by the respondents. After identifying and analyzing their writing, the researcher would know the genre of writing that students tend to write; those were procedure, descriptive, analytical exposition, discussion, recount, report, explanation, and spoof text. The percentages would be summarised that procedure text with 92.30%, descriptive text with 92.30%, analytical exposition text with 46.15%, discussion text with 38.46%, recount text with 30.76%, report text with 7.69%, spoof text with 7.69%, and explanation text with 7.69%.

From the findings above, the first genre of writing which most tended to write by the respondent were procedure and descriptive text. Probably looked at the topic was familiar with them (How to Make Fried rice and Tolire Lake), the respondent would choose the effortless topic to write, and also, they had known how to make that recipe. They probably already imagined the steps of the procedures and the situation of the place for descriptive text because they ever went Tolire Lake, automatically the respondent would choose these topics, even these genres of writings had learned by the respondent in university, even though the genre of essays had learned by the senior high school. In this explanation Lusiana (2014) stated that the strategies helped the students remember the steps. Then, they would write procedure text; procedure text can help students improve their writing because it can make the students interested in writing the text.²⁰

Moreover, it was satisfied with the strategies from the teacher. If the teacher applied a system such as a field trip method, it could increase their writing skills because

the students could describe the topic, whichever the students see. Besides that, Nurjanah (2018) stated that the students were tended to write a descriptive text.²¹

Secondly, the genre of writing which tended was analytical exposition text with the topics (The Benefits of Hijab Tutorial, and The Importance of Education), probably the reason that the respondents chose this genre of writing because the different issues that made the students interested to write this genre of paper, and also probably the topics should be familiar with them. This explanation was supported by Zhang & Guo (2012) that different issues of the texts showed that the dominant text that students tend to write was analytical exposition text because the students could choose the effortless topic for them to write.²¹In writing analytical exposition text, the teacher had to look for any strategies that made the students interested in writing the text. Moreover, respondents could write these topics because 85% of them were women could be looked at gender. Probably, they would choose the issues that for them were easy and familiar, so the topic selection was students' tendency in writing this text, and also probably the respondent would choose education topic because this topic was not strange for them, they respondents had felt how the importance of education. Moreover, this text was learned at the university level.

Thirdly, discussion text was a genre of writing that tended to be written by respondents with 38.46%. Nowadays, the topics (Advantages and Disadvantages of Online Games) are very known by societies: children, adults, students, and others. Students' tendency to write discussion text was topics selection; probably the respondents had already known that issues of the topic, the respondents would choose the topic which trending right now, probably for them, it was familiar to write, they m also the respondents had already discussed with their friends in any subject that related with the topic. These arguments were supported by Effendi (2017) who stated the influences of the students in writing discussion text because they already discussed with their friends in small group discussion; it impacted when they wrote discussion text because they already knew the issues of the topic. Automatically, the respondent would choose the topic which trending right now, because from them, it was familiar to write, they had known the advantages and disadvantages of online games itself; the students

²⁰ Lusiana. *A Study on The Students' Ability in Writing Procedure Text*. Research Article of Tanjungpura University, 2014.

²¹ Nurjanah, M. A. The Difficulties Senior High School Students in Writing Analytical Exposition Text. *Journal of English Education and Linguistics*, 1(2), 19-33, 2018.

tend to write discussion text because they already discussed or did activity before (in school or campus) like reasoning-gap to collect the arguments writing.²²

These arguments were supported by Geraldine (2017) stated that group discussion and the reasoning-gap activity helped the students improve writing statements in discussion text.²³ So, from this explanation, students' tendency to write discussion text, because selection topic and they already discussed or did an activity to collect arguments with their friends before obtained the case, impacted when they wrote discussion text because they knew the issues of the case.

Fourthly, recount text also became the genre of writing that students tend to write; the topic was (My experiences and Tolire Lake); everyone had experience; those were happy, sad, and others. The respondents would probably choose these topics to write when they ever obtained those experiences; it was easier to tell their experiences. Moreover, they needed to know if they ever visited that place and had the story. It was supported by Maroaung et al., (2014) that personal experiences/journals influenced the students' tendency to write recount text and could be an alternative in teaching it.²⁴

Respondents did not write another genre of writing: narrative text, hortatory exposition text, review text, news item, and anecdote text with different topics. The respondents did not write these writing genres; probably some of the issues were difficult to write, such as (Earthquake and Tsunami in Donggala Palu, Review Dilan 1991 Film). These topics spent the time that not a bit, they should collect the information about the accidents; they should watch the films before to write and review, and also for another topic that not chosen by respondents (funny story), probably they thought that still another topic case which easy to write beside these topics.

The researcher concluded that the respondents who chose those topics and genres of writing could write or explain it was familiar with the situation and were easy for them. From findings that found nine genres of essays (procedure text, descriptive text, analytical exposition text, discussion text, recount text, report text, explanation text, and

²² Effendi, Yusuf. (2017). *The Influence of Using Small Group Discussion Towards Students' Descriptive Text Writing Ability at The First Semester of the Tenth Grade of SMA Hidayatul Muslihin Way Kanan* .

²³ Geraldine, M. The Effectiveness of Reasoning-Gap Activity to Improve the Students' Argument Writing. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 6(8). Journal of English Language Education Study Program of Tanjungpura University, Pontianak, 2017.

²⁴ Maroaung, et al. *Teaching Writing Recount Text Through Personal Journal Writing*. Journal of English Language Education Study Program of FKIP UNTAN, 2014.

²⁵ Zhang, Y., & Guo, H. A Study of English Writing and Domain-Specific Motivation and Self-Efficacy of Chinese EFL Learners. *Journal of Pan-Pacific Association of Applied Linguistics*, 16(2), 2012.

²⁶ Xuan, W. An Exploratory Study of ESL Writing by Junior Secondary Students in China: Text type, Register and Textual Features. *Functional Linguistics*, 4(1), 1-19, 2017.

spoof text), they already learned that genre of writing at the university level, even senior high school before so that it was easy for them to explain the topics.

From the discussion above, this research had different findings from the previous study (Zhang & Guo, 2012) that field of activities these students have gone through, it identified genres in the students' writing, those are advice, recount, and exposition²⁵, and Xuan (2017) found after giving different topics, genres of writing that students tend to write, those were advice, recount, and description. ²⁶The researcher found nine texts that students tend to write from thirteen different topics: procedure text, descriptive text, discussion text, report text, recount text, spoof text, narrative text, explanation text, and analytical exposition text.

2. Students' Writing Performances

The result of students writing performances, in content obtained average category, the respondent knew these topics, so it was easy for them to write. In the organization's moderate category, the respondents organized their writing well, although some only had an opening, body of the paper, and sometimes no conclusion. In vocabulary obtained intermediate class, language use received good variety, and mechanics received average category. So, the mean score of students writing performances was 78.64 from 42 respondents and categorized as Sufficient. It meant that content, organization, vocabulary, and mechanic aspects had the same category as an average category, and language use obtained an excellent class.

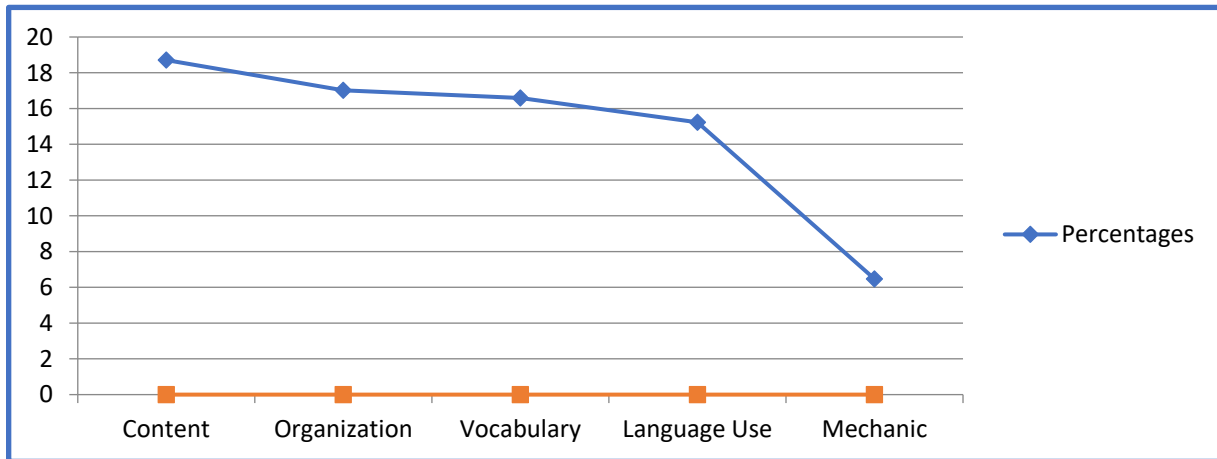
The respondents obtained the average category; they knew those topics quickly. In organization, the respondents organized their writing well. However, some of them, their papers only had an opening, a bit body of papers paper, sometimes no conclusion, but overall, the respondents were able to organize it because they obtained average category.

In vocabulary, the respondents used language that spelling and pronunciation. Although some of the speeches were ambiguous and challenging to understand, overall, the reader could read their writing. The respondent also had an average category. In language use, the respondent obtained good variety; they knew what tenses they used to write that genre of writing and knew to compose their sentences because they considered or knew another grammar.

Although some of the respondents obtained some difficulty in language use that their writing had grammatical errors, overall, they could resolve it and compose the sentences because, in percentages, this aspect obtained good category. In mechanics, the

respondents did not get many difficulties. They were able to use punctuation, good spelling error, and handwriting, but sometimes the respondents forgot to put capital letters or capitalization, but overall, this aspect obtained average category. It meant that content, organization, vocabulary, and mechanic elements had the same type as an intermediate category, and language use received an excellent class.

Graphic 2: Result of Students' Writing Performances



The respondent that obtained excellent category had knowledge that could explain the topic with clear, substantive. The ideas were relevant to the topic and well organized; from introduction, body, and conclusion, the vocabulary they used related to situation or context, word choice and usage correctly, meaning not obscured, grammar was preciseness, and the mechanic was effective. The respondents that obtained good category had some knowledge of the topic. The organization was somewhat choppy loosely organized; for example, in their writing, no conclusion covered their report, but main ideas still stood out with topic but incomplete sequencing. The respondents that obtained good category had limited knowledge of the issues, little substance, vague ideas, logical sequencing developments in the organization, word choice and usage were not practical with context, frequent errors in grammar and mechanics. The respondents obtained an inferior category; their writing did not show knowledge of the topic, no substantive did not include communication with the case, and had no organization. They made frequent errors in word/idiom, choice and usage were practical, meaning confused, sometimes essentially in translation; little knowledge of English vocabulary, dominated by errors in grammar and mechanics.

From the students' scores in writing performance, Overall, four respondents obtained excellent category with 9.52%, 19 respondents received good category with 45.23%, nine respondents obtained good variety with 19.04%, ten respondents obtained poor class with 23.80%, and one respondent got low sort with 2.38%.

Graphic 3: The Qualification of Students Writing Performances



This research had different findings from a previous study, Pratiwi (2016) which showed that language use and vocabulary were the most challenging aspects.

Still, it could be inferred that most students did not have problems or difficulties in content aspects, organization, and mechanic aspects were easy for the students. The students had good to average criteria in this aspect, even though several had fair to poor standards. In general, the writing difficulties related to the Linguistic problem (in Language use and Vocabulary Aspects) were the most dominant challenging aspect for the students and then followed by writing issues about the mental pain (in Organization and Mechanic Aspects) and Physiology difficulty (in Content Aspects). The findings had different results; this research found that from five aspects in terms of content, organization, vocabulary, language use, and mechanic; language use was the aspect that easy for the students because the students obtained the good category than another aspect, but in content, organization, vocabulary, and mechanic elements had same criteria were average. It was the same from previous research that content, organization, and mechanic features were accessible. Nevertheless, overall, from five elements, the respondents could write English genre of writing because they had good to average category.

From the explanation above, it can be concluded that the student's writing performance was the insufficient category. It indicated that the students were still found it challenging to produce good writing. It was in line with Beare (2012), who confirmed that learning to write fluently in English for many English learners was much more challenging than learning to speak fluently. Even for advanced level learners, written communication could come much more slowly in English than spoken communication.²⁷ Richards et al., (2002) stated that writing was the most challenging skill for the second language and foreign-language learners.²⁸

Furthermore, they claimed that writing was generating and organizing ideas of our mind and translating these ideas into readable text. Based on the arguments, it seems familiar that many learners, particularly those foreign language learners, had

²⁷ Beare, K. Why is Writing More Difficult than Speaking. Retrieved on April, 3, 2012, http://www.esl.about.com/od/eslefteachingtechnique/a/difference_speaking_writing.htm

²⁸ Richards, J. C., Richards, J. C., & Renandya, W. A. *Methodology in Language Teaching: An Anthology of Current Practice*. London: Cambridge University Press, 2002.

²⁹ Defazio, J., Jones, J., Tennant, F., & Hook, S. A. Academic Literacy: The Importance and Impact of Writing across the Curriculum--A Case Study. *Journal of the Scholarship of Teaching and Learning*, 10(2), 34-47, 2010.

some degree of difficulties in writing. Defazio et al., (2010) also reported that many students had problems developing their writing skills, specifically academic writing.²⁹

The evidence above had implications in teaching and learning writing; the English lectures should be creative to try any strategies or models in the teaching and learning process, pay attention to teaching, and motivate the students to study writing well. If the approach is applied from an English lecture and then the student skill in writing improves, it could become a good strategy from another class, even an English teacher, to use that strategy in the classroom. So that students' writing skills could improve than before.

CONCLUSION

The research results are expected to contribute to the existing body of knowledge concerning the theories of writing and genre of essays.

First, English Lecture and teachers should be creative to try the strategies or models in the teaching and learning process, pay attention to teaching, and motivate the students to study writing well. This research is effective for the teachers because they know their interest in writing. After all, genres of writing are different from previous research, such as procedure text, descriptive, report, spoof, narrative, and explanation. It indicates the students have.

Second, Students should read and look for much information to study English, especially in writing, to develop ideas in their paper and become easier to write English text because they have challenges. Nevertheless, this research found that language use is an aspect that is better than other criteria. It indicates this research has new results than previous research where language use was challenging for students.

Third, other researchers hope to become interested in using the findings of this research as the basis for their further study by using quantitative analysis with experimental if the research is conducted in the schools.

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