# An Analysis of EFL Students' Difficulties in Writing At The Second Grade of SMAN 1 Wundulako

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**Abstract**

*This study was conducted to investigate the most challenging aspect faced by students in writing. The study question addressed in this study was: "what is the most difficult aspect faced by the students in writing?".The design of this study was a case study. In conducting this study, the authors took class XI IPA 1 of SMAN 1 Wundulako as a subject of the study with the consideration that the class has the lowest score in writing. The authors used two kinds of data collection. They were questionnaire and interview. The sample of the study was class IX IPA 1 which consisted of 28 students. While analyzing the data, the authors analyzed the questionnaire's data using the formula proposed by Nazir. For the data of the interview, the authors used data analysis technique proposed Ngabut such as data reduction, data display, and verifying and conclusion.*

*In representing the analysis, it was found out that the students of SMAN 1 Wundulako especially in the second grade class XI IPA 1 got four difficulties in writing. They were content organization vocabulary and grammar. From four aspects of three components, the vocabulary mastery aspect was considered the difficult aspects faced by the students in writing. The third statement of vocabulary aspect in the questionnaire was a difficulties that often faced by the students. It was shown by the result of questionnaire and interview with the percentage 3,53 mean and writng test also to support its students lack vocabulary, its concluded students of SMAN 1 Wundulako difficulties in writing.*

**Keywords:** Analysis, EFL Students, Writing Skill

## INTRODUCTION

Writing as one of the four skills learned by foreign language students needs to be developed well to meet their future need of the real use of language in the global community. Giving them many practices and writing experiences from the early learning stage will help them write quickly later. According to Dumais (2007), writing in English is meant to fill the gap that exists between the ability to express ideas, feeling, opinions, and thought and the ability to express the same things in written form in English. According to Boardman (2002), writing is a continuous process of thinking, organizing, rethinking, and reorganizing. It can be concluded that writing is a way to produce language that comes from our though. Hyland (2003) states that writing is a way of sharing personal meanings and

writing courses emphasize individual power to construct his or her views on a topic. Besides, writing is an activity that makes people to take out what in their mind and put it on paper ( Afifuddin, 2016). In writing, the students have to write about what they think and state it on a paper by using the correct procedure. Writing is also an action or a process of discovering and organizing your ideas, taking out the idea, making it in the written form, reshaping and revising them. Furthermore, Nunan (2003) stated that writing is thinking to invent ideas, thinking about expressing ideas into good writing and arranging the ideas into statements and paragraphs. It is a process of a series of activities that start when a writer began thinking about the object and end when the authors complete a final draft.

Writing is an essential skill that every individual should be mastered. Having good writing skills will help students to succeed in their academics and professional career. Students with good writing abilities have the edge over the others. According to Ngabut (2003), there are fourth common difficulties in writing they are in content, organizing, vocabulary, and grammar first is content. When the students are encountered with the problem of identifying main ideas and supporting sentences they could not produce an effective paragraph of text. This happens since they are not able to formulate main ideas and supporting sentences into a paragraph. The second is organizing. An effective or good paragraph of text describes all the thing in the paragraph logically, clearly, and easily to make the readers understand. The good paragraph of text appear in the topic of the text and it describes specially in details. third is vocabulary. Vocabulary plays a very important role in constructing a good paragraph. By choosing appropriate words, the writer will smoothly communicate his/her ideas,  opinions, and even disagreements. Fourth is grammar, a good paragraph of a text describes the sentence construction and the excellent order of the words in sentence sequence.

One way that can be used to find out students‟ knowledge about english was by analyzing the students‟ text/ writing . analyzing students‟ writing was very important to because it can help english teacher to found out the students‟ difficulties in writing. Study on students‟ difficulties was important to help students, however in Indonesia, study about students‟ difficulties in writing  each of type text was not many. So, in study the authors has a desire to found out the students‟ difficulties in writing,especially in recount text.

Based on the explanation above, the authors was interested in analyzing the students difficulties in writing. The authors carry out the study under the tittle "An analysis of students' difficulties in writing at the second grade of SMAN 1 WUNDULAKO."

## LITERATURE REVIEW

Mohammad Yunus Lala (2010)  entitled „‟ an analysis difficulties of students‟ to writing narrative text at   second  grade  students‟  of  SMAN  1 LOLOWAU. The finding shows that of students get difficulties in writing narrative text. The classification of difficulties which have be done by students is grammar, vocabulary, spelling , and punctuation the result of interview shows that the reason of difficulties  during writing narrative text face by students are not enough knowledge about English structure, lack of vocabulary, students  are not interested in learning english or students lack of motivation.

Its suggested to English teacher at this school to overcome the difficulties of students to write narrative text. The similarities with study the coming: The authors chose the same analyze about difficulties in writing. The authors using the same qualitative case study as the method, The differences between the first previous study with this coming study is the setting and the subject of the study. The setting of the first previous study was in senior high school of Lolowau while this coming in SMAN 1 Wundulako, The other different was show on study subject. The first previous study take eight students of one high achiever senior high school. While this coming study takes 28 students for giving questionnaire and three of them are interviewed, they have difficulties in writing.

Lulu meilina Alfiyani conducts the second previous study (2013) entitled „" An analysis of Grammatical Errors in writing Among the second grade students" of SMAN 2 Yogyakarta , subject in department of English Language Education Faculty of Language and Arts Yogyakarta State University in The Academic Year 2011"". The authors focus on how many (percentage ) errors students, from the data study it is find that omission was the highest percentage of students" error made in writing. The students commited errors 281 times or 47,22% out of the whole errors. Omission is the error which is the characterized by the absence of an item that must appear in a well- formed utterance. The second highest percentage of students error was Misinformation error. Which is committed as 189 times or 31.76% errors. The third percentage of students error was addition, the students committed 119 errors or 19.98% errors.it was conclude that the students were still committed errors on omission, and addition errors. The error tend to occur by some factors. The similarities It have similarities in skill that authors used, it is writing. The second similarity are uses the same qualitative study, The differences between previous study and this study is that previous study used quantitative study and focused on students" grammar errors, While this coming study analyze students" difficulties in writing.

The third previous related study is conduct by Muhammad Vildia Erisda (2017) with the tittle „" An analysis of students" difficulties in using vocabulary for writing recount text at the Tenth Grade of MAN 3 SRAGEN in the Academic year 2016/2017"". The finding of this study is the students have difficulties to express their idea in long written language, the students still difficulties in the diction for arranging the sentence, the students are lack vocabulary. The similartities with coming study is It same Analyze the difficulties in writingIt same uses descriptive qualitative. The difference with study coming is Differences in setting and subject. The previous study take 20 students of tent grade at MAN 3 Sragen as a sample, while this coming study take 28 students of second grade students at SMAN 1 Wundulako.

The last is Cut Santi Novita (2017) analyze students" ability and difficulties in writing descriptive texts : A study at SMA N bunga bangsa, Nagan Raya in Academic Year 2017/2018. The result of the study revealed that major difficulties face by second grade students of SMAN Bunga Bangsa Nagan Raya in writing descriptive text are in the students competency to conduct a task properly.in addition, the difficulty hard to do or make something, and difficulty a thing or situation that causes problem. The similarities with study coming It Used case study It same analyze the difficulties in writing. And the differences with study coming is Differences in setting and subject. The previous study

take 2 students as interview  X at MIA 1 at SMAN Bunga Bangsa as a sample, while this coming study used 3 as interview students of XI IPA 1 at S MAN 1 Wundulako.

As discuss  before, writing  is one of the most difficult skill which face by the students because the ability to write is not a naturally acquire skills, it is usually learn. The students get many difficult in writing process. commonly, the biggest writing difficult is the lack of vocabulary mastery and the students do not understand  how to make a good sentence correctly so that make the students think that writing is a difficult work. The students is expect to understand and pay attention some important aspects in writing in order they can create good and correct sentences because in the reality many students get difficult in their writing such as they do not how to produce the  idea, they  get  difficulty to express the ideas, they  do  no  how to construct every words into a sentences, lack of  vocabulary that make them are limited in writing and  etc. Considering the importance of analyzing difficulties in writing, this study aim to know what is the difficulties aspect which is face by the students especially second grade students of SMAN 1 WUNDULAKO this study analysis the students" difficulties in writing by focusing four difficulties, they are content, organizing (ngabut 2003).

**METHOD**

Design of the study was mixed   methods study  because authors collected  data  by giving questionnaires , conducting interviews , and giving a test.   According  to Owuegbuzie A (2008) in general mixed methods study represents study that involves collecting, analyzing, and    interpreting quantitative ad qualitative data in a single study or in a series of studies that investigate the same underlying phenomeno. The authors conducted this study  for  investigates  the  most  difficult  aspects  faced  by  students. Data sources this study is a second grade students SMAN 1Wundulako.

The subject of this study was the second grade class IPA 1. The authors using purposive sampling technique to get the subject of study. According to Bernad in Novita (2017) purposive  sampling  is  called  judgment  sampling,  the  deliberate  choice  of  an informant  due to the qualities the informant process. Purposive sampling is called because it allow the authors to select the sample base on the consideration. Such as the person deem most knowledge able about what we expect, or maybe he is a ruler that will allow authors to explore objects or social situation under investigation. The study choosen the second grade students class  IPA 1,  as focus of this study which consist of 28 students,9 males and 19 females because based on  preliminary  result of  interview, it is find that the second grade  student specially in class IPA 1 as the subject are choose have many difficulties in writing.

The instrument of this study were questionnaire , interview guideline and  writing test. Questionnaire  was  given  to  student  to  find  out  their  difficulties  in  writing. then, interview guideline was used as supporting questionnaire ad writing test was given for students to foud out their difficulties in writing. Questionnaires were write instruments that use  respondents  with  a  series  of  questions  or  statements  that  they  have  to  give  both  by writing their answers or choose  from among the answers.

**Item distribution of questionnaire**

| No. | Aspect | Number items | Reference |
|---|---|---|---|
| 1. | Content | 1,2,3,4,5 | Ngabut(2003) |
| 2. | Organizing | 6,7,8,9,10 | Ngabut(2003) |
| 3. | Vocabulary | 11,12,13,14,15 | Ngabut(2003) |
| 4. | Grammar | 16,17,18,19,20 | Ngabut(2003) |

In this study, the study use an interview guideline became a supporting instrument. The authors chose three students in class IPA 1 SMAN 1 Wundulako as respondents. Questions for the interview that is given to respondents consist of fourth aspect.

**Item distribution of interview guideline**

| No. | Aspect | Difficult | Number of item | Purpose | Reference |
|---|---|---|---|---|---|
| 1. | Content | Content and topic<br><br>It's hard describe<br><br>Not used to<br><br>The topic<br><br>Missunderstanding | 1-5 | To know the<br><br>students' content difficulties in writing | Ngabut(2003) |
| 2. | Organizing | Can't make a<br><br>sentence that<br>Can't organize<br><br><br>correctly | | To know students' organizing difficulties in writing | |

| | | | | | |
|---|---|---|---|---|---|
| | | Cant't organize addition,time and order in the texts when writing | | | Ngabut (2003) |
| | | Lack knowledge in writing | 6-10 | | |
| | | Can't developing ide and organize sentence | | | |

In this study, the authors has used as a test of writing. The test was the way to measure an individual or group's ability, knowledge, and intelligence. Arikunto (2010). But in this study , the authors was used tests to know what were the students" difficulties in writing in this tests, the authors was given a test focused on writing. Sugiyono (2017) defined data analysis as the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so it can be easily understood, and its findings can be communicated to others. To analyze the data obtained through the questionnaire, the authors used Central Tendency Measures which consist of mean, median, and mode. It was used to determine the central point of the scores distribution of the data and variability (standar deviation) to measure whether the data was homogenous or not. Hatch and Farhady (1982), ideal mean (Mi) and ideal standard (SDi) were also used to converse the data Sudijono (2003), the formula of both ideal mean and ideal standard of this study were

1. $Mi = \frac{1}{2}$ ( Maximum score + Minimum score)

$= \frac{1}{2} (4+1)$

$= 2,5$

2. $SDi = \frac{1}{6}$ (Maximum score-Minimum score )

$= \frac{1}{6} (4-1)$

$= 0,5$

After being calculated, the data were categorized into five grades: ever, seldom, sometimes, often, and very often. This categorization is based on Sudijono"s quantitative data conversion (2003) Andi Hidayat Tamrin(2018) as shown in the following table:

**Quantitative Data Conversion**

| No | Score Range Formula | Score Range | Category |
|---|---|---|---|
| 1 | X > Mi + (1.5 x SDi) | X > 3.9 | Very often |
| 2 | Mi + (0.5 x SDi) < X ≤ Mi + (1.5 x SDi) | 3.3 < X ≤ 3.9 | Often |
| 3 | Mi – (0.5 x SDi) < X ≤ Mi + (0.5 x SDi) | 2.7 < X ≤ 3.3 | Sometimes |
| 4 | Mi – (1.5 x SDi) < X ≤ Mi – (0.5 x SDi) | 2.1 < X ≤ 2.7 | Seldom |
| 5 | X ≤ Mi + ( 1.5 x SDi) | X ≤ 2.1 | Never |

**Where :**

X = the average mean

Mi= the ideal mean

SDi = the standard deviation

**Interview**

In analyzing the data, the authors used technique of analyzing data according to Miles and Huberman (1994) were as follow:

1. Data reduction

Data reduction was one of the qualitative data analysis techniques. Data reduction is a form of analysis that sharpens, classifies, directs, discard unnecessary and organize data in such a way that the final conclusion can be drawn. It means, the authors should summarizing, choosing the main things and focusing in the important things. After doing the study, the authors reduce the data and focus on the important things from the result of interview.

2. Data display

After the data was reduced, the next step was displaying the data. Data display is a process to make the data organized and arranged so that, it would be easy to understand. In this step, the authors can display the data by making a short summary of the relationship between category, flowchart, etc. Nevertheless, the authors using narrative text (in the form of field notes) to display the data.

3. Verifying and conclusion

The last step form analyzing the data was verifying and conclusion. Here, the authors describes the conclusion and verify the result of the study.

**Scoring the students" writing**

To compute the result of students" writing. The authors used brown and Bailey analytical scoring. Based on that writing. There were five categories given. But in this study modified into four categories that will be evaluated. The scoring as follow:

| The item to be evaluated | Description | Score |
|---|---|---|
| 1. Content | Excellent to very good, kowledgebale, substantive,thorough development of theis, relevant to assigned topic. | 25-22 |
| | Good to average, some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail. | 21-16 |
| | Fair to poor, limited knowledge of | 15-9 |

| | | |
|---|---|---|
| | subject , little substance, inadequate development of topic. | |
| | Very poor, doesn"t show knowledge of subject, non substantive,not pertinent, not enough to evaluate. | 8-1 |
| 2. Organizing | Excellent to very good, fluent expression, idea clearly stated/supported, sucint, well organized, logical sequencing,cohesive. | 25-22 |
| | Good to average, somewhat choppy, loosely organized but mai ideas stand out,limited support, logical but incomplete sequencing. | 21-16 |
| | Fair to poor, ieas confused or disconnected, lacks logical sequencingand development. | 15-9 |
| | Very poor, doesn"t communicate, not organization, not enough to evaluate. | 8-1 |
| 3. Vocabulary | Excellent, precise, vocabulary usage, use of parallel structures, concise, register well. | 25-22 |
| | Good, attempt variety good vocabulary, not wordly, style fairly concise. | 21-16 |

| | | |
|---|---|---|
| | Fair, some vocabulary misssused, lack awareness may be wordly | 15-9 |
| | Poor,poor expression of ideas problems in vocabulary, lack variety of structure. | 8-1 |
| 4. Grammar | Excellent, correct use the simple past tense, subject-magreement, article, conjunction, and, pronoun. | 25-22 |
| | Good, there were still few grammar problems in simple past tense subject-agreement and article. | 21-16 |
| | Fair, there were frequent grammar problem in using past tense, subject agreement, article and conjuction and have negative effect on write | 15-9 |
| | Poor, the paragraph shows that the writer does not master the numerous serious grammar difficult interfere with communication of written idea. | 8-1 |

The authors also computed the percentage of the studets‟ difficulty and the dominant difficult that the students made in writing text.

$$P = \frac{x}{\overline{x}} \times 100\%$$

$n$

Note :

P=The percentage

X=The total of Each category

N=The total of the difficulty

| 3. | Grammar | Not focus on the use of tenses | 11-15 | To know students" grammar difficulties in writing | Ngabut (2003) |
|---|---|---|---|---|---|
| | | Don"t understanding to aspect grammar | | | |
| | | Difficult apply rule grammar | | | |
| | | Boring to learn grammar | | | |
| | | Students have a problem to locate the tenses of the text | | | |
| 4. | Vocabulary | Lack of vocabulary | 15-20 | To know students" vocabulary difficulties in writing | Ngabut(2003) |
| | | Lazy to mastery | | | |
| | | Lazy to memorize | | | |
| | | Boring to write | | | |
| | | Limited vocabulary | | | |

## FINDINGS AND DISCUSSION
### A. Findings

This finding presented the study results about data description and the results of students' questionnaires, interviews, and tests analysis. The study was conducted at SMAN 1 Wundulako that is located at jln. Poros Kolaka -Pomala. Kolaka regency in Southeast Sulawesi, Indonesia. The questionnaires were distributed to the 28 students of class IX IPA 1 and also the authors took three students to be interviewed. Taking of t h e questionnaire was done on Monday, August 05 2019. The interview was Thursday August 8th 2019. The questionnaire consisted of 20 statements from four difficulties in writing by using likert scale. Then, the questions of the interview consisted of 20 main questions.

**The Result of Students' Questionnaire and Interviews**

In this point, the authors discussed about what the authors got after conducting the study. It was regarding with the difficulties which faced by the students in writing. Below was the result of the questionnaires regarding difficulties in writing faced by the students analyzed in the percent of the score for each statement.

### Table 1. Difficulties of Content

| No. | Statements | Alterative answer | Frequency |
|---|---|---|---|
| | Content of paragraph that I have be make is not appropriate with | Very often | 8 |
| | | Often | 8 |
| | | Sometimes | 7 |
| | | Seldom | 5 |
| | | Never | 0 |
| | | **Total** | **28** |
| | **Score of Range 2,23 (seldom )** | | |

S1: Sering ,, karna terbiasa menulis bahasa indonesia jadiketika disuruh menulis bahasa inggris jadi down, mungkin karna saya masih kurang menguasai kosakata terus susah juga menyususn kalimat nya dengan benar, sehingga isinya tidak nyambung.

(often, because I used indonesia language so, when I was going to wrote english it was down, maybe cause I was still lacking in vocabulary, then it was also difficult to arrange correctly, so that the contents didn't confused. )

S2: Pernah, saya tidak tau kosakatanya jadi saya sambung sambung kata sembarang.

( ever, I didn't kew vocabulary so, I just carelessly connected. )

*S3 : Sering sekali, kadang saya menulis tidak tau*
*sendiri artinya. (very often, sometimes I didn't wrote that meanings. )*

**Table 2. Difficulties of content second statement**

| No. | Statement | Alternative answer | Frequency |
|---|---|---|---|
| 2. | I get difficulties in developing | Very often | 0 |
| | | Often | 10 |
| | | Sometimes | 13 |
| | the topic that have be given | Seldom | 5 |
| | | Never | 0 |
| | **Total** | | **28** |
| | **Score of Range 2,82 ( sometimes)** | | |

The table 2 shows that there were 0 choose very often, 10 choose often, 13 choose sometimes, 5 choose seldom, and there were 0 choose never, and total of students choose were 28. This stattements could classification that students get difficulties in developing a topic that have be given with score of range 2,82 (sometimes).

**Table 3. Difficulties of content third statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| | The ideas that I share is not logic and hard to understanding | Very often | 2 |
| | | Often | 10 |
| | | Sometimes | 9 |
| | | Seldom | 5 |
| | | Never | 2 |
| | **Total** | | **28** |
| | **Score of Range 2,82 ( sometimes)** | | |

The table 4.1.3 shows that there were 2 choose very often, 10 choose often, 9 choose sometimes, 5 choose seldom, and there were 2 choose never, and total of students choose were 28. This stattements could classification that students still share idea is not logic and hard to understanding with score of range 2,82 (sometimes).

**Table 4. Difficulties of content fourth statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| | I have difficult to | Very often | 5 |
| | | Often | 5 |

| | understanding the content of paragraph that I made. | Sometimes | 4 |
|---|---|---|---|
| | | Seldom | 10 |
| | | Never | 4 |
| | **Total** | | 28 |
| | **Score of Range 3,10 (very often)** | | |

The table 4 shows that there were 5 choose very often, 5 choose often, 4 choose sometimes, 10 choose seldom, and there were 4 choose never, and total of students choose were 28. This stattements could classification that students have difficult to understanding the content of paragraph that they made with score of range 3,10 (very often).

**Table 5. difficulties of content fifth statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| | Using a word and sentence is not effective when writing | Very often | 2 |
| | | Often | 6 |
| | | Sometimes | 12 |
| | | Seldom | 3 |
| | | **Never** | 5 |
| 5 | **Total** | | **28** |
| | **Score of range 3,10 ( very often)** | | |

The table 5 shows that there were 2 choose very often, 6 choose often, 12 choose sometimes, 3 choose seldom, and there were 5 choose never, and total of students choose were 28. This stattements could classification that students have difficult to understanding the content of paragraph that they made with score of range 3,10 (very often).

*S1: Iya sering sih, karena saya masih kurang mengerti aturan dalam menyusun kalimat*

*( yes often, because I still didn't understand role in arrange   )*

*S2: Sulit sih, terkadang  bingung harus mulai dari mana menulis karna tidak mengerti  caranya .*

( its hard, sometimes confused where to begin because I didn''t  how matter.)

*S3 : Sangat sulit karna tulisannya kan berbeda nah itu yang membuat saya sulit menulis dan menyusunnya,*

*( its hard, because havig different meaning, it was made me difficult to write and arrange it.)*

**Difficulties of Organizing**

**Table 6.  Difficulties of  Organizing first statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| | I always get difficult in | Very often | 2 |
| | | Often | 14 |
| | constructing the paragraph relate to the topic | Sometimes | 4 |
| | | Seldom | 3 |
| | | Never | 5 |
| | **Total** | | **28** |
| 1 | **Score of range 2,82 ( sometimes)** | | |

The table  6  shows that there were  2 choose very often,  14  choose often, 4  choose sometimes, 3 choose seldom, and there were 5 choose never, and total  of students  choose  were  28. This stattements  could  classification  that stuents always get difficult in constructing the paragraph relate to the topic. with score of range 2,82 ( sometimes).

*S2 : Sulit sih, terkadang  bingung harus mulai dari mana menulis karna tidak mengerti  caranya.*

*(its hard, sometimes I  confused where to start because I don't understood it)*

*S3 : Banyak,, kayak kurang paham caranya menyusun kalimatnya itu saya bingung, terus kayak tensesnya bolak balik begitu,misalnya past tense seharusnya present tapi saya salah cara menyusunya dengan benar*

*( a lot,I didn't really know how to put words together, and then I goty confused as well,also words go back and forth.  )*

*S1: Hambatan biasa muncul,kayak penguasaan kosakata tidak terlalu banyak, jadi ketika ingin menulis saya mesti melihat kamus dulu*

*(obstacles usually,such as the limited use of vocabulary, so a dictionary must be*

*looked at first.)*

**Table 7. Difficulties of  Organizing second statement**

| No. | Statements | Alterative answer | Frequency |
|---|---|---|---|
| | Each paragraph that I  have  been make is not coherent | Very often | 2 |
| | | Often | 9 |
| | | Sometimes | 3 |
| | | Seldom | 7 |
| 2 | | Never | 7 |
| **Total** | | | **28** |
| **Score of range  3,28 (very often )** | | | |

The table 7  shows that there were  2 choose very often,  9  choose often, 3 choose sometimes, 7 choose seldom, and there were 7 choose never, and total  of students  choose were 28. This stattements could classification that stuents  Each paragraph that I  have been make is not coherent. with  score of range 3,28 ( very often).

*S2 : Ada, ketika menulis saya bingung misalnya sulit mengetahui kata bantunya itu.*

*( there, I was  confused  when I wa writing because it was hard to find out*

*what to helps. )*

*S3  :  Banyak,,  kayak  kurang  paham  caranya menyusun  kalimatnya  itu  saya bingung, terus kayak tensesnya bolak balik begitu,misalnya past tense seharusnya present  tapi saya salah cara menyusunya dengan benar*

*(a lot,  like I don't know how to phrase,  and then go back and forth.)*

*S1 : Hambatan biasa muncul,kayak penguasaan kosakata tidak terlalu banyak, jadi ketika ingin menulis saya mesti melihat kamus dulu*

*( obstacles usually,such as the limited use of vocabulary, so a dictionary must*

*be looked at first.)*

**Table 8.  Difficulties of  Organizing third statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| 3. | The ideas that I share in each paragraph is not clear | Very often | 0 |
| | | Often | 3 |
| | | Sometimes | 14 |
| | | Seldom | 4 |
| | | Never | 7 |
| **Total** | | | **28** |
| **Score of range 3,53 ( very often)** | | | |

The table  8  shows that there were  0 choose very often,  3  choose often, 14 choose sometimes, 4 choose seldom, and there were 7 choose never, and total of students choose were 28. This stattements could classification that students still share  iea in each paragraph is not clear  . with score of range 3,53 ( very often).

**Table 9. Difficulties of  Organizing fourth statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| | Sentence or paragraph that | Very often | 2 |
| | | Often | 10 |

| | | | |
|---|---|---|---|
| | I make are hard to understand like time order,subject etc. | sometimes | 9 |
| | | Seldom | 6 |
| | | Never | 1 |
| **Total** | | | **28** |
| **Score of range  2,78 (sometimes)** | | | |

The table  4.2.4  shows that there were  1 choose very often,  6  choose often, 9 choose sometimes, 10 choose seldom, and there were 2 choose never, and total of students choose were 28. This stattements could classification that Sentence or paragraph that I make are hard to understand like time order,subject etc. . with score of range 2,78 ( sometimes).

S1 : Sulit sih, terkadang  bingung harus mulai dari mana menulis karna tidak mengerti caranya.

(its hard, sometimes where to start write,  because I don't understood it   )

S3 :  Yaa,, karna ketika saya ingin mengembangkan topic itu langsung bleng begitu.

( yes, because when I would develop a topic directly down. )

S2 : Sulit, karna tidak tau yang mana urutannya yang benar.
(its hard, because I didn't know the right sequence.  )

**Table 10. Difficulties of  Organizing fifth statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| | Sometimes when I write it is | Very often | 2 |
| | | Often | 12 |
| | difficult to | Sometimes | 4 |
| | | Seldom | 5 |
| 5 | Compose a word correctly | Never | 5 |
| **Total** | | | **28** |
| **S core of range  3,17 (very often)** | | | |

The table  10  shows that there were  2 choose very often,   12 choose often, 4 choose sometimes, 5 choose seldom, and there wesre 5 choose never, and total of  students  choose were  28.  These statements could classify students Sometimes, when  they write, it is challenging to Compose a word correctly  . with score of range 3,17 ( very often).

**Table  difficulties of  vocabulary**

**Table 11. difficulties of vocabulary fisrt statement**

| No. | Statements | Alterative answer | Frequency |
|---|---|---|---|
| | I get difficulties in expressing the ideas because lack of vocabulary | Very often | 2 |
| | | Often | 12 |
| | | Sometimes | 10 |
| | | Seldom | 2 |
| 1 | | Never | 2 |
| **Total** | | | **28** |
| **Score of range 2,64 (sometimes)** | | | |

Table  11   shows that there were  2 choose very often,  12 choose often, 10 choose sometimes, 2 choose seldom, and there were 2 choose never, and total of students  choose  were 28. These statements could classify students as having difficulties expressing the ideas because they lack vocabulary with a score of 2,64 ( sometimes).

*S2: Menurut saya sulit, alasannya itu kadang bingung sendiri menulisnya harus mulai dari mana karna itu tadi kurang kosakata yang saya miliki*

*(in my opinion its hard,  the reason was sometimes confused itself wrote where to start because that lacking vocabulary that I had. )*

*S1:  Agak sulit sih kak, karna kalau kurang kosakata kan bingung mau menulis apa begitu. (its hard ,because lacking vocabulary , I don't know  where to start writ )*

*S3 : Menurut saya sulit, alasannya itu kadang*
*bingung sendiri menulisnya harus mulai dari mana karna itu tadi kurang*
*kosakata yang saya miliki.*

*(my opinion, its hard, at the reason that I sometimes, I don't know where*

*to begin )*

**Table 12. difficulties of vocabulary second statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| 2 | I always see the dictionary when writing in English | Very often | 3 |
| | | Often | 16 |
| | | Sometimes | 0 |
| | | Seldom | 4 |
| | | Never | 5 |
| **Total** | | | **28** |
| **Score of range 3,07 (often)** | | | |

Table 12 shows that there were 3 choose very often, 16 choose often, 0 choose sometimes, 4 choose seldom, and there were 5 choose never, and total of students choose were 28. This statement showed the classification that students always see the dictionary when writing in English with a score of 3,07 ( often).

**Table 13. difficulties of vocabulary third statement**

| No. | Statements | Alternative answer | Frequency |
|---|---|---|---|
| 3 | I have limit vocabulary, so that hampered me when writing | Very often | 6 |
| | | Often | 3 |
| | | Sometimes | 2 |
| | | Seldom | 4 |
| | | Never | 13 |
| **Total** | | | **28** |
| **Score of range 3,53 (very often)** | | | |

The table 13 shows that there were 6 choose very often, 3 choose often, 2 choose sometimes, 4 choose seldom, and there were 13 choose never, and total of students choose were 28. This stattements could classification that students have limit vocabulary so that hampered when writing score of range

3,53 (very often).

**Table 14. difficulties of vocabulary fourth statement**

| No. | Statements | Alternative | Frequency |
|---|---|---|---|
| 4 | I am lazy to mastery vocabulary | Very often | 4 |
| | | Often | 8 |
| | | Sometimes | 6 |
| | | Seldom | 4 |
| | | Never | 6 |
| **Total** | | | **28** |
| **Score of range 3 (sometimes)** | | | |

Table 14 shows that there were 4 choose very often, 8 choose often, 6 choose sometimes, 4 choose seldom, and there were 6 choose never, and total of students choose were 28. This stattements could classification that students lazy to mastery vocabulary score of range 3 ( sometimes).

**The Result of Students' Writing Test**

After giving a test, the authors collected some data concerning the students" writing results, in the table below, the authors shows the result of the students" score in writing recount text as follow :

**Table 15 Students' Score in Writing Test**

| Students | Content | Organizing | Vocabulary | Grammar | Total |
|----------|---------|------------|------------|---------|-------|
| AV | 12 | 10 | 12 | 9 | 43 |
| IF | 12 | 10 | 8 | 11 | 41 |
| MI | 12 | 13 | 16 | 13 | 54 |
| EJ | 12 | 17 | 17 | 20 | 66 |
| JA | 12 | 14 | 15 | 10 | 41 |
| MN | 20 | 12 | 9 | 10 | 51 |
| ND | 12 | 10 | 11 | 9 | 42 |
| FD | 12 | 10 | 13 | 11 | 46 |
| NP | 22 | 10 | 16 | 15 | 53 |
| MS | 9 | 23 | 13 | 10 | 55 |
| SN | 10 | 8 | 12 | 8 | 38 |
| AZ | 15 | 10 | 16 | 16 | 57 |
| MP | 11 | 10 | 15 | 8 | 44 |
| FM | 15 | 15 | 12 | 13 | 55 |
| HD | 15 | 22 | 12 | 11 | 60 |
| DA | 19 | 20 | 20 | 22 | 81 |

| SS | 11 | 13 | 13 | 10 | 47 |
|----|----|----|----|----|----|
| WN | 11 | 14 | 14 | 10 | 49 |
| RZ | 10 | 8 | 9 | 9 | 36 |
| PI | 16 | 21 | 17 | 15 | 69 |
| HY | 12 | 11 | 16 | 13 | 52 |
| SL | 16 | 12 | 16 | 10 | 54 |
| HS | 11 | 9 | 10 | 12 | 41 |
| AA | 11 | 8 | 10 | 11 | 40 |
| EJ | 9 | 10 | 10 | 12 | 41 |
| AS | 10 | 11 | 12 | 16 | 47 |
| DA | 8 | 15 | 16 | 15 | 54 |
| BJ | 12 | 11 | 10 | 16 | 47 |

After scoring the students" writing, the authors classified the students" difficulties based on the item of specification. There were four classifications of difficulties, namely content, organizing ,vocabulary and grammar. In this table below the authors shows the area students" difficulties in writing.

**Table 16. Area of Students' Difficulties**

| Students | Content | Organizing | Vocabulary | Grammar |
|----------|---------|------------|------------|---------|
| AV | Fair | Fair | Fair | Fair |
| IF | Fair | Fair | Poor | Fair |
| MI | Good | Fair | Fair | Fair |
| EJ | Fair | Good | Good | Good |
| JA | Fair | Fair | Fair | Fair |
| MN | Excellent | Fair | Fair | Fair |

| ND | Fair | Fair | Fair | Fair |
|----|------|------|------|------|
| FD | Fair | Fair | Fair | Fair |
| NP | Good | Excellent | Good | Fair |
| MS | Fair | Fair | Fair | Fair |
| SN | Fair | Poor | Fair | Poor |
| AZ | Fair | Fair | Fair | Good |
| MP | Fair | Fair | Fair | Fair |
| FM | Fair | Fair | Fair | Fair |
| HD | Fair | Excellent | Fair | Fair |
| DA | Good | Good | Good | Excellent |
| SS | Fair | Fair | Fair | Fair |
| WN | Fair | Fair | Fair | Fair |
| RZ | Fair | poor | Fair | Fair |
| PI | Good | Good | Good | Fair |

| | | | | |
|---|---|---|---|---|
| HY | Fair | Fair | Fair | Fair |
| SL | Fair | Fair | Fair | Fair |
| HS | Fair | Fair | Fair | Fair |
| AA | Fair | poor | Fair | Fair |
| EJ | Fair | Fair | Fair | Fair |
| AS | Fair | Fair | Fair | Good |
| DA | poor | Fair | Excellent | Excellent |
| BJ | Fair | Fair | Fair | Good |

After computing the students" difficulties in writing, the authors found out the difficulties made by the students. Table 16 above showed that not almost students had difficulties. The students' name was PI, DA, and NP. 22 students made difficult three or four aspects in writing. Table 16 also showed that the students who had difficulties in content 25 students. The students who had difficulties with organizing were 25 students who had difficulties in vocabulary 24 students. The students who had difficulties with grammar were 21 students.

Table 17 below shows the frequency distribution based on the area of students' difficulties. The table was as follow :

**Table 17. Frequency of Students Difficulties**

| No. | Difficulties | Total | Percentage |
|---|---|---|---|
| 1. | Content | 23 | 25% |
| 2. | Organizing | 23 | 25% |
| 3. | Vocabulary | 24 | 26,09% |
| 4. | Grammar | 22 | 23,91% |
| **Total** | | **92** | **100%** |

Table 17 showed the difficulties made by the students. The students" made difficulties in content, organizing, vocabulary, and grammar in different percentages. Based on the table above it was.

**Discussion**

Based on the findings, it was found that some difficulties were faced by the students. To make these findings more relevant and to answer the study question of this study below the authors discussed it more clearly with some theories to support the data. The discussion was divided into 4 aspects based on the students' difficulties, such as content, organizing, vocabulary, and grammar. The first discussion about difficulties which faced the students and the second discussion was about the difficulties aspect which faced by the students.

In obtaining students" difficulties in writing authors uses questionnaire, it can be seen there are some difficulties in writing, based on findings it conclude; The first difficulties face by difficulties vocabulary in writing with 3,53 students stated that have limit vocabulary so that hampered when writing, they had confused when they wrote because they are limited a vocabulary. When students write a sentence, their writing has poor expression idea, some vocabulary misused and wordly, with percentage 26,09% to Linse (2005) vocabulary is one of the important things in all languages teaching. It means that vocabulary is also essential in writing skills. When the writers have limited vocabulary, they will not be able to write fluently because they have less vocabulary. Then, the result of the study showed that the students faced lack of vocabulary and limited. The authors got from the result of interview that the students hampered in writing because of limited vocabulary. The second difficulties face by difficulties organizing. 3,53 students stated that the ideas I share in each paragraph are not clear, and support by writing test with a percentage of 25 %. Ngabut in Sari (2013). From the result of the finding, the authors got that the students faced the difficult in constructing the paragraph and make it coherent each other. The authors also got from the students when they admitted that when they were writing sometimes what they wrote were not clear and difficult to understand. The third difficulties face by difficulties content in writing with 3,10 students stated that Using a word and sentence is not effective when writing. And support by writing test with percentage 25%.According to Ngabut in Sari (2013) stated that when the students are encountered with the difficulties of identifying main ideas and supporting sentences they could not produce an effective of paragraph of text. This happened since they were not able to formulate main ideas and supporting sentences into a paragraph. It was related with what the students faced. They got difficulty in making a paragraph, they did not know how to express the idea, how to develop the topic and they did not know make their paragraph suitable with the topic.

Students stated I am always face the problem tense that will be used. When students write, they have difficulties using simple past, subject, and sill have difficulties making a complete Iin sentence and a support writing test with a percentage of 22,91%.Ngabut in Sari (2013) said that problem in grammar happens when the students get difficult to make a good paragraph of a text which describes the sentence structure comprehensively covers the patterns of sentences construction and the good

order of the words in sentence sequence. The findings showed that the students often faced the difficulties in grammar, they admitted that they were still confused in applying grammar in their writings. The study question was "what is difficult aspect that faced by the students in writing?" from the result of this study, the authors found that the difficult aspects the first was third in the third statements it was in very often level category with percentage 3,53 with the statement "I have limit vocabulary so that hampered when writing", and support by writing test with percentage 26,09%. The second was organizing mastery in the second statement it was in often level category with percentage 3,28 .The thir was contet mastery in the last statement it was in often level category with 3,10 and the last was grammar in the fourth statements it waa often level category with 3,03. so, difficult aspect faced by the students in writing is the vocabulary aspect.

**CONCLUSION**

Based on the analysis of the findings and discussion, the authors concluded that students faced four writing difficulties. They were content, organizing, vocabulary, and grammar. They were (3,53) "I have limited vocabulary, so that hampered when writing, (3,28) Using a word and sentence is not effective when writing.. (3,10) Using a word and sentence is not effective when writing, (3,03) students always face the problem tense that will be used. The difficulties that the second-grade students of class XI IPA 1 faced were vocabulary mastery in the third statements with the score (3,53 ) and writing test with a percentage of 26,09%. They have limited vocabulary, so that hampered when writing.

The students should improve their ability in writing. They have to remember that there are some important things which must be pay attention in writing. The students should realize that vocabulary is one of the essential things in writing. Having a good vocabulary mastery will make the students easily express their ideas into written form. So they must improve their vocabulary mastery. Considering the result of this study, it was suggested that the teachers can give the exact method in teaching writing and also provide solution to improve students" vocabulary mastery. The authors realize this study is far from completeness so the authors hope the other authors make it as perfect. The authors also suggest that further authorss conduct a study about the analysis of students " difficulties in writing in different theory, different levels of students, or many aspects of writing.

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