Chapter Four

Findings and Discussion

This chapter presents the summary of the data in order to answer the research question. It consists of two parts. First, the researcher describes the findings that collected from questionnaires. Second, in the discussion section, the researcher presents further explanation related to the findings.

Findings

The findings answered two research questions from this research. First research question is "what are the difficulties of ELED student's in writing skills?" The second research question is "what are the strategies ELED students' used in improving their writing skills?'. The findings were related to statistical analysis. It has been mentioned in chapter three that data analysis applied in this study is a descriptive statistic. The findings are reported by frequencies table, percentage and mean value.

Findings on the problems that faced by students in learning English writing skills. In this first part of the finding, there are total 11 items and each item' mean value is categorized based on the frequency scale to infer the respondents' responses generally. The mean value is categorized in low frequency category if it is ranging from 1.00 – 2.00, in moderate frequency category if it is ranging from 2.01 – 3.01, and in high frequency category if it is ranging from 3.01 – 4.00 (see: Table 3.6 Frequency scale for the information).

Table 4.1			
1. The problems in Learning English Writing			
No	Questionnaires Items	Mean	Categories
Q1	Lack of Idea	2.71	moderate
Q2	Grammar Difficulties	2.78	moderate
Q3	Less of Vocabulary	2.73	moderate
Q4	Spelling Problem	2,48	moderate
Q5	Punctuation Problem	2,04	moderate
Q6	Quotation Problem	2.35	moderate
Q7	Capitalization Problem	1,64	low
Q8	Lack of Practice	3.10	High
Q9	Low Motivation	3.16	High
Q10	Organization of Idea	2.81	moderate
Q11	Poor Referencing	2.76	moderate

The following table was the result of data gathered from students'
response related to the problems faced by students in learning English writing
skills. There are 11 of the problems in writing, namely: lack of idea, grammar
difficulties, less of vocabulary, spelling problem, punctuation problem, quotation
problem, capitalization problem, lack of practice, low motivation, organization of
idea and poor referencing.

Table 4.2				
Q1. Lack of idea				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	5	5,5	2,71
	Disagree	25	27,5	
	Agree	52	57,1	
	Strongly Agree	9	9,9	
	Total	91	100,0	

The statistical result for Q1 showed that there are 9 respondents or 9.9%

who answered "strongly agree" and 52 respondents or 57.1% who answered

"agree". Furthermore, there are 25 respondents or 27, 5% who answered

"disagree" and 5 respondents or 5, 5% who answered "strongly disagree".

Moreover, the respondents who *lack of idea* are 67% and the respondents who did

not think *lack of idea* are 33%. In addition, the mean score of questionnaire item

number one is 2.71 which belong to moderate category. It means that the students

of ELED batch 2015 are moderately think *lack of ideas* when they are writing in

English.

Table 4.3
Q2. Grammar difficulties

		Frequency	Percent	Mean Value
Valid	Strongly Disagree	6	6,6	2,78
	Disagree	22	24,2	
	Agree	49	53,8	
	Strongly Agree	14	15,4	
	Total	91	100,0	

In *grammar difficulties*, there were 49 or 53,8% students answered

"agree", 14 respondents or 15,4% answered "strongly Agree", 6 respondents 6,6%

answered "strongly disagree" and then "disagree" answered by 22 respondents or

24,2%. Besides, the students who thought *grammar is difficult* are 69%, while the

students did not assume *grammar is difficult* are 31%. In addition, the mean value

in this questionnaire is 2, 78 (moderate category). So, the students of ELED batch

2015 are moderately think that *grammar difficulties* as their writing problem.

Table 4.4				
Q3. Vocabulary restriction				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	4	4,4	2,73
	Disagree	25	27,5	
	Agree	54	59,3	
	Strongly Agree	8	8,8	
	Total	91	100,0	

The result of descriptive statistics for the questionnaire number three viewed that there are 4 participants or 4, 4% filled "strongly disagree", while 25 or 27, 5% participants filled "disagree", then "agree" filled by 54 or 59,3% respondents, and 8 or 8,8% participants filled "strongly agree". Furthermore, the participants who assumed *vocabulary restriction or less of vocabulary* are 68% and the participants who thought *vocabulary restriction or less of vocabulary* are 32%. Moreover, the mean value of Q3 is moderate category (2, 73). It can be concluded, the students moderately think that vocabulary *restriction or less of vocabulary* in writing.

Table 4.5				
Q4. Spelling problem				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	4	4,4	2,48
	Disagree	42	46,2	
	Agree	42	46,2	
	Strongly Agree	3	3,3	
	Total	91	100,0	

For questionnaire number 4 is about *spelling problem*. The result showed that there are 42 or 46, 2% students chose "agree" and it similar with "disagree"

where the 42 or 46, 2% students chose this scale. While 4 or 4, 4% students chose "strongly agree" and 3 students or 3, 3% chose "strongly disagree". Besides, the students think *spelling problem in writing* are 50%, while the students did not think *spelling problem in writing* are 50% respondents. Then, the mean score of this statement is 2, 48 (moderate category). According to the mean value, it revealed that the students ELED in batch 2015 moderately thought that *spelling problem* as the problem in English writing skill.

Table 4.6 **Q5. Punctuation problem**		Frequency	Percent	Mean Value
	Strongly Disagree	20	22,0	
	Disagree	48	52,7	
Valid	Agree	22	24,2	2,04
	Strongly Agree	1	1,1	
	Total	91	100,0	

The result of descriptive statistics for questionnaire 5 are 1 participants or 1, 1% answered "strongly agree", 22 or 24, 2% participants answered "agree", 48 participants 52, 7% answered "disagree", and 20 or 22, 0% participants answered "strongly disagree". Then, the participants who assume *punctuation problem* in English writing are 25% and 75% participant did not think *punctuation problem* is the problem in English writing. In addition, the mean score of statement number five is 2.04 which belong to the "moderate category". The conclusion, most of students did not think that *punctuation problems* are the problems in English writing skills.

Table 4.7
Q6. Quotation problem

		Frequency	Percent	Mean Value
Valid	Strongly Disagree	5	5,5	
	Disagree	51	56,0	
	Agree	33	36,3	2,35
	Strongly Agree	2	2,2	
	Total	91	100,0	

In the questionnaire number six, there are 51 respondents or 56, 0% said "disagree", 33 or 36, 3% respondents said "agree", 2, 2% or 2 respondents said "strongly agree" and 5 respondents 5, 5% said "strongly disagree". Besides, the respondents who think *the quotation problems* are 38% and the respondents who did not think *the quotation problem* are 62%. In addition, the mean score was moderate category (2, 35). It seen from the frequency and percent on the table above, it could be concluded that most of the students' batch 2015 did not think that *quotation problem* as a main problem when they write in English.

Table 4.8
Q7. Capitalization problem

		Frequency	Percent	Mean Value
Valid	Strongly Disagree	44	48,4	
	Disagree	36	39,6	
	Agree	11	12,1	1,64
	Strongly Agree	0	0	
	Total	91	100,0	

Table 4.8 is about *capitalization problem*. There were 44 students (48, 4%) answered "strongly disagree", 36 students (39, 6%) answered "disagree", while another 11 (12, 1%) respondents answered "Agree," to this statement. Therefore, there are 88% students did not think that *capitalization problem* is the problem in

English writing and there are 11% students assume that *capitalization problem* are their problem in English writing. The mean value for this item is 1, 64 and belongs to low frequency. It means that the majorities of the students at ELED batch 2015 thought that *capitalization problem* are not their problem in English writing skills.

Table 4.9 **Q8. Less of practice**		Frequency	Percent	Mean Value
	Strongly Disagree	3	3,3	
	Disagree	14	15,4	
Valid	Agree	45	49,5	3,10
	Strongly Agree	29	31,9	
	Total	91	100,0	

The statistical result for the questionnaire 8 showed that there are 45 respondents or 49, 5% who answered "agree", while 29 or 31, 9% answered "strongly agree". Furthermore, there are 14 respondents or 15, 4% who answered "disagree" and 3 respondents or 3, 3% who answered "strongly disagree". It can be calculated that the students who think *less of practice* in writing are 81% respondents, while those who did not think *less of practice* English writing are 19%. The mean score of this questionnaire is 3, 10 belong to high frequency. From the mean score it can be seen that most of the students in ELED batch 2015 are highly feel that *less in practice* as the main problem in writing English

Table 4.10				
Q9. Low of motivation				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	2	2,2	
	Disagree	13	14,3	
	Agree	44	48,4	3,16
	Strongly Agree	32	35,2	
	Total	91	100,0	

The students who felt *low of motivation* are 84% respondents, while those who did not felt *low of motivation* are 16%. The statistical result for statement one showed that there are 44 respondents or 48, 4% who answered "agree", 32 respondents or 35,2% who answered strongly "agree". Furthermore, there are 13 respondents or 14, 3% who answered "disagree" and 2 respondents or 2, 2% who answered strongly "disagree". The mean score of this statement is 3, 16 which belong to high category. From the mean score, it can be conclude that most of the students of ELED batch 2015 highly think *low of motivation* in English writing.

Table 4.11				
Q10. Organization of ideas				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	3	3,3	
	Disagree	25	27,5	
	Agree	49	53,8	2,81
	Strongly Agree	14	15,4	
	Total	91	100,0	

The result of descriptive statistics for the questionnaire number 10 viewed that there are 3 participants or 3,3% filled "strongly disagree", while 25 or 27, 5% participants filled "disagree", then "agree" filled by 49 or 53,8% respondents, and 14 or 15,4 % participant filled "strongly agree". Thus, the participants who felt

organization of idea problem are 69% and the participants who did not felt

organization of idea problem are 31%. Moreover, the mean value of Q11 is

moderate category (2, 81). It can be concluded; the students moderately thought

that *organization of idea* is the problems in English writing.

Table 4.12 **Q11. Poor referencing**				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	5	5,5	
	Disagree	23	25,3	
	Agree	52	57,1	2,76
	Strongly Agree	11	12,1	
	Total	91	100,0	

The last question of the problems in English writing skills is *poor*

referencing. The students who think *poor referencing* in English writing skill are

69% respondents, while those who did not think *poor referencing* are 31%. The

statistical result for statement one viewed that there are 52 respondents or 57,1%

who answered "agree", 11 respondents or 12,1% who answered "strongly agree".

Furthermore, there are 23 respondents or 25, 3% who answered "disagree" and 5

respondents or 5, 5 % who answered "strongly disagree". The mean score of this

statement is 2, 76 which belong to moderate category. From the mean score, it can

be conclude that most of the students of ELED batch 2015 moderately feel *poof*

referencing as the problem when they write in English.

Finding on the strategies of ELED students' used in improving

English writing skills. This second part of finding is presented to answer the

second research question related to the strategies of students' in improving

English writing skills. There are 8 items on this finding. Each item' mean value is

categorized based on the scale below to measure the general response toward the

questionnaire. The mean value is categorized in low frequency category if it is

ranging from 1.00 – 2.00, in moderate frequency category if it is ranging from

2.01 – 3.01, and in high frequency category if it is ranging from 3.01 – 4.00 (see:

Table 3.6 Frequency scale for the detail).

Table 4.13 2. The strategies in Learning English Writing			
No	Questionnaires Items	Mean	Categories
Q12	Extensive Reading	2.99	moderate
Q13	Extensive Writing	2.89	moderate
Q14	Audiovisual Aids (Mp3 And Mp4).	2.17	moderate
Q16	Using Dictionary Frequently	3.10	High
Q17	Brainstorming	2.47	moderate
Q18	Asking for Feedback	2.79	moderate
Q19	Using Web 2.0	2.88	moderate
Q20	Using Computer (Microsoft Word)	3.07	High

The following table was the result of data gathered from participants'

response related to the strategies of the students in improving their English writing

skills.

Table 4.14 Q12. Extensive reading				
		Frequency	Percent	Mean Value
Valid	Disagree	14	15,4	2,99
	Agree	64	70,3	
	Strongly Agree	13	14,3	
	Total	91	100,0	

The descriptive statistics in above showed that there are 4 participants or 4, 4% chose "disagree", then "agree" chose by 64 or 70,3% respondents, and 13 or 14,3% participant filled "strongly agree". Therefore, the participants who thought *extensive reading* can improve their English writing are 85% and the participants who did not thought *extensive reading* can improve their English writing are 15%. Moreover, the mean value of the questionnaire is moderate category (2, 99). It can be said, most of the students ELED batch 2015 moderately think that *extensive reading* can improve English writing.

Table 4.15
Q13. Extensive writing

		Frequency	Percent	Mean Value
	Strongly Disagree	1	1,1	
	Disagree	25	27,5	
Valid	Agree	48	52,7	2,89
	Strongly Agree	17	18,7	
	Total	91	100,0	

In the table viewed, there are 48 respondents or 52, 7 % who answered "agree", 17 respondents or 18, 7 % who answered "strongly agree". Furthermore, there are 25 respondents or 27, 5 % who answered "disagree" and there only one participant or 1, 1 % who answered "strongly disagree". Therefore, the students who thought *extensive writing* can increase English writing are 71%, while the students who did not thought that *extensive writing* can increase English writing are 29%. From the result, the mean score of statement is 2.89 which belong to the "moderate category". This means that ELED student's batch 2015 are moderately think *extensive writing* can increase English writing skill.

Table 4.16				
Q14. Using audiovisual aids				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	4	4,4	
	Disagree	26	28,6	
	Agree	53	58,2	2,17
	Strongly Agree	8	8,8	
	Total	91	100,0	

The statistical result for the statement "the way I solve the writing problem by using audiovisual aids (ex:mp3, mp4)" showed that there are 53 respondents or 58,2% who chose "agree", 8 or 8,8 % answered "strongly agree". Furthermore, there are 26 respondents or 28, 6 % who answered "disagree" and 4 respondents or 4, 4 % who answered "strongly disagree". It can be calculated that the students who used audiovisual to increase their writing are 67%, while the students who did not use audiovisual in increasing their writing are 33%. Moreover, the mean score of this statement is 2, 17 which belong to the moderate category. It can be seen that most of the students in ELED batch 2015 are moderately used audiovisual aids (example: mp3, mp4) to improve English writing.

Table 4.17				
Q16. Using dictionaries frequently				
		Frequency	Percent	Mean Value
Valid	Disagree	11	12,1	
	Agree	60	65,9	3,10
	Strongly Agree	20	22,0	
	Total	91	100,0	

The students who *used dictionaries frequently* in improving English writing are 88 % respondents, while those who did not use dictionaries frequently

are 12%. The statistical result for the statement showed that there are 60

respondents or 65, 9% who answered "agree", 20 respondents or 22, 0 % who

answered strongly "agree". Furthermore, there are 11 respondents or 12, 1% who

answered "disagree" and 2 respondents or 2, 2% who answered strongly

"disagree". The mean score of this statement is 3, 10 which belong to high

category. From the mean score it can be conclude that most of the students of

ELED batch 2015 highly used *dictionary frequently* to solved their English

writing problem.

Table 4.18 **Q17. Using brainstorming**				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	16	17,6	
	Disagree	29	31,9	
	Agree	33	36,3	2,47
	Strongly Agree	13	14,3	
	Total	91	100,0	

The result of descriptive statistics for statement number 17 "I solve the

writing problems by *using brainstorming*" are 13 participants or 14,3 % who

chose "strongly agree", 33 or 36,3 % participants who chose "agree", 29

participants 31,9 % who chose "disagree", and 16 or 17,6 % participants answered

"strongly disagree". Then, the participants who *use brainstorming* before writing

are 51% and the participants who did not using brainstorming before writing are

49%. In addition, the mean score of statement number 17 are 2.47 which belong

to the "moderate category". The conclusion, most of students' in ELED batch

2015 are moderately *used brainstorming* to solve their English writing problem.

Table 4.19
Q18. Asking for feedback

		Frequency	Percent	Mean Value
Valid	Strongly Disagree	3	3,3	
	Disagree	26	28,6	
	Agree	49	53,8	2,79
	Strongly Agree	13	14,3	
	Total	91	100,0	

Table 4.19 showed that there are 3 students or 3,3 % answered "strongly disagree", 26 students 39, 6% answered "disagree", 13 or 14, 3 % students answered "strongly agree", while 49 students or 53, 8% "agree" in this statement. Therefore, the students used *asking for feedback* to solve their English writing problem are 68% and there are 32% students did not used *asking for feedback* to solve their writing problem in writing. Furthermore, the mean score for this item is 2, 79 which belongs to moderate category. It means that the most of students at ELED batch 2015 are moderately used *asking for feedback* in solving their writing English problem.

Table 4.20
Q19. Using Web 2.0 (Facebook, Blogger, Wiki And Instagram)

		Frequency	Percent	Mean Value
Valid	Strongly Disagree	4	4,4	
	Disagree	16	17,6	
	Agree	58	63,7	2,88
	Strongly Agree	13	14,3	
	Total	91	100,0	

The participants who used web 2.0 (like: Facebook, Blogger, Wiki and Instagram) to solved English writing problem are 78 % participants, while those who did not used web 2.0 (like: Facebook, Blogger, Wiki and Instagram) are

22%. The statistical result for the statement showed that there are 58 participants or 63, 7% who answered "agree", 13 participants or 14, 3 % who answered strongly "agree". Furthermore, there are 16 participants or 17, 6 % who answered "disagree" and 4 participants or 4, 4 % who answered strongly "disagree". The mean score of this statement is 2, 88 which belong to moderate category. From the mean score, it can be conclude that most of the students of ELED batch 2015 are used moderately web 2.0 (like: Facebook, Blogger, Wiki and Instagram) to solved their English writing problem.

Table 4.21 Q20. Using computer (Microsoft Word)				
		Frequency	Percent	Mean Value
Valid	Strongly Disagree	1	1,1	
	Disagree	12	13,2	
	Agree	58	63,7	3,07
	Strongly Agree	20	22,0	
	Total	91	100,0	

The statistical result on the table 4.19 showed that there are 58 participants or 63, 7 % who chose "agree", 20 or 22 % answered "strongly agree". Furthermore, there are 12 participants or 13, 2 % who answered "disagree" and the one of participant or 1, 1 % who answered "strongly disagree". It can be calculated that the students who used *computer (Microsoft Word)* to solve their English writing problem are 86% and there are 14% students did not used *computer (Microsoft Word)* to solve their English writing problem. Moreover, the mean score of this statement is 3, 07 which belong to the high frequency. It can be seen that almost students in ELED batch 2015 are highly used computer (Microsoft Word) to solve their English writing problem.

Discussion

The discussion section covers the analysis of the statistic data obtained in the findings section in order to answer the research question in this research. The results were supported by the related theories in previous study. There are two purposes of this study, namely to identify the problems faced by students in learning English writing skills at ELED of a private university in Yogyakarta batch 2015 and to investigate the students' strategies in learning English writing skills.

The problem faced by students in learning English writing skills. Based on the findings of the research, this study revealed that most students of ELED of a private university in Yogyakarta batch 2015 have problems in learning English writing skills.

The researcher found that low of motivation and lack of practice was the biggest problems encountered by the students. It could be seen that the highest means of the students' response was 3.16 and 3.10 (see table 4.1). The majority of the students felt a lack of motivation in English writing skills. This finding is in line with what Maysuroh, Maryadi and Supiani (2017) found in their research that the factor which causes a problem in writing is the lack of motivation, because the students think that writing is very difficult to do, which leads to lack of interest and willingness in writing. In addition, the other highest problems in students ELED batch 2015 is lack of practice (mean score: 310). Similar result was found in the research of Al-Khasawneh and Huwari (2013) that if the students just write in classroom, they generally lack practice in writing in English when they are

writing. (p5). It seems that lack of practice is a serious problem in English writing skills.

Another problem is related to organization of idea. The result showed the mean score of the problem in organization of idea is 2.81 which belong to moderate category. It was supported by the argument of Al-Khasawneh (2012) who explained that the students appear to have many problems when writing in English, for example: not knowing how to organize their ideas (p.3). Furthermore, the next problem is grammar difficulties. Grammar difficulties were one problem in English writing. The result showed that the mean of grammar difficulties score is 2.78 (moderate level). This was supported by the study from Maysuroh, Maryadi and Supiani (2017) who found that the students have problems mostly related to grammar. Moreover, poor referencing is also moderate category with mean 2.76. Poor referencing also can affect the students' problems in learning English writing. The opinions expressed by the participants were in line with the argument from Keong and Musa (2015) who stated that poor referencing is one of the problems in learning English writing skills (p.25). Lack of vocabulary felt by the students is shown by the mean score 2.73 which belongs to the moderate level. Lack of vocabulary is a factor that causes the problems in English learning writing. These arguments also in line with the arguments from Huy (2015) who said that lack of vocabulary is the biggest problem that most students usually have when they study writing skill.

Additionally, lack of idea is a moderate problem in writing. The average of mean value is 2.71. This shows that the students felt moderate lack of idea when

doing writing. This argument was in line with the arguments from Ibnian (2017) who revealed that lack of idea is faced by the students in writing class. Besides, spelling problem is a common problem encountered by students in English writing especially for ESL. The argument from the research participant was in lines with the opinion from Abdulkareem (2013) who argued that one of the problems faced by ELS is spelling problem. Then the next problem based on moderate score is quotation problems. The mean score of quotation problem is 2.35. Therefore, many students moderately faced quotation problems in English learning writing. This finding is in line with what Ibnian (2015) found in their research that the quotation is among the writing difficulties encountered by EFL learners.

The last of moderate category is punctuation problems which belongs to the mean score 2.04. The students in ELED batch 2015 moderately felt punctuation is their problems in English Writing skills. The finding is in line with Younes and Albalawi (2015) who stated that the students suffered serious deficiency in applying the punctuation system correctly in their writing. The last problem of the students in writing English is capitalization. The result viewed that the mean score of capitalization is 1, 64, it included of low category. It means that ELED students in batch 2015 did not felt that capitalization is their problems in learning English writing.

Students' strategies in learning English writing skills. The findings of the research also inquired about the students' efforts in order to learn and increase their English writing skills. The strategies were discussed according to the ranking

obtained from the SPSS analysis. According to the perceived total number of participants, technical means was the preferred strategy used by students in learning English writing skills. The finding showed that there are two strategies highly used by ELED students. First, they use dictionaries frequently. The result viewed that using dictionaries frequently is 3.10 (high level). So, the students of ELED usually use a dictionary to improve their writing. These result was same found by Al-Khairy (2013) confirmed that "consequently, the used of dictionary frequently can improve students English writing skills". Second, the student highly used computer (Microsoft Word) to increase their writing ability. The mean score showed 3.07 which belongs to high score. This was relevant to the reports by Al-Olimat and AbuSeileek (2015, p.27) stated that using computer-mediated corrective feedback (Microsoft Word) improve student writing ability including spelling, content, grammar, punctuation, organization, and vocabulary.

The next strategy is extensive reading. The mean score showed 2.99 (moderate level). Most students do extensive reading to increase their writing. In line with this, Mermelstein (2015) profound stated that through enhancing extensive reading the ELS students writing are improved. Furthermore, extensive writing also included moderate level because the mean score showed 2.89 (moderate level). It can be said that the students often do extensive writing to improve their writing. This result was also supported by King and Herder's (2012, p.128) who found that extensive writing can be used to improve students writing. Moreover, Web 2.0 technology such as Facebook, Instagram, Blogs and Wikis is a strategy used by the student to develop their writing. This finding included

moderate level with a mean score of 2.88. This finding confirms what Thaha (2013) believed that web 2.0 technologies such as "Facebook, Blogs and Wikis will develop students writing skills" (p.1). Another strategy is asking for feedback. The mean score of questionnaire items related to asking for feedback is 2.79 (moderate level) meaning that the students moderately used asking for feedback as their strategies in learning English writing. It was proved by Abdulkareem (2013) who in an experimental study found that asking for feedback helps overcome students' problems in writing. Brainstorming is one of the strategies that ELED students use in learning English writing. The mean score of brainstorming is 2.47, which is included in moderate level. This is in line with what Ibnian (2011) stated that the use of brainstorming technique contributed to improving the students' performance on the writing. The last finding is using audiovisual aids (mp3, mp4) to improve learning English writing. The mean score is 2.17 which belong to moderate level. It means that the audiovisual aid (mp3, mp4) used moderately by the students in enhancing the English writing skills. It is in line with what Al-khairy (2013, p.1) believed that the strategies in improving students writing is using audio-visual aids.