

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings based on data analysis and the discussion of the finding. There are two major findings reported in this research based on the research questions. First, the researcher reports the difficulties faced by English Education Department of Universitas Muhammadiyah Yogyakarta students on writing academic essays. Second, the researcher reports how the English Education Department of Universitas Muhammadiyah Yogyakarta students solve the difficulties in writing academic essays. In addition, the researcher used pseudonyms in reporting the results in order to protect the identity of the respondents. The names of the pseudonyms were Tia, Selena, Vero, and Dewi.

The difficulties faced by English Education Department of Universitas Muhammadiyah Yogyakarta students on writing academic essays

The researcher had gathered the data from the participants of this research. The EED of UMY students felt difficult to write academic essays and it indicated that they had problems in writing academic essays. The participants in this research encountered twelve problems. The problems were categorized into eight major categories namely lack of linguistic knowledge, lack of background knowledge, inadequate knowledge for doing proper paraphrasing, technical writing error, literal translation, lack of organization of ideas, lack of references, and the problem arising from learners. The following point will discuss these eight major categories related to the first research question.

Linguistic knowledge. Linguistic knowledge was found as the most problem faced by the participants in this research. Most of participants in this research faced these problems; it might be because of the lack of academic writing rules, lack of ability of doing research and also poor sentence knowledge. This finding was in line with Pineteh (2014), who indicated the major weaknesses in student writing such as lack of a mastery of academic writing rules, ability to research and relate knowledge across singular context and poor sentence skills. The statements below are the detailed explanation about the problems of the participants in this research regarding linguistic knowledge.

Formal language. The use of formal language was found as one of the problems in writing academic essays. Most of the participants in this research faced the difficulties to use formal language. For instance, Tia said that sometimes she had difficulties to write formal language because in speaking she prefers to use informal language. So, in writing academic essay sometimes she forgot to change it into formal language. The following sentence was Tia's statement:

“In academic writing it should use formal language, usually in speaking we use informal language for example “will not” when we speak we just said “won’t.” Sometimes when I wrote an academic essay I wrote “won’t” and sometimes it become a problem for me” (Tia, 2017).

Similarly, Vero had difficulties in formal language; she did it because sometimes she forgot that formal language should be used in academic essays. As stated by Vero.

“Formal language should be used in academic essays; sometimes I still use informal language in writing academic essays. For example, I once wrote

“*don't*” actually in academic essay it supposed to be written “*do not*” (Vero, 2017).

To sum up, the participants experienced problems regarding the use of formal language in writing academic essay. This finding was supported by Pineteh (2014) stating that students often struggle to change from informal writing style that they often use to the more controlled and more conventional formal academic style. They faced difficulties to use formal language because they usually use informal language in speaking. The students sometimes forgot to change into formal language when they wrote an academic essay. This evidence proved that the students were still confused to change from informal language into formal language in writing academic essays.

Hard to elaborate the paragraph. Most of the participants in this research also had difficulties in elaborating their paragraph in writing an academic essay. The students felt the difficulties to elaborate their paragraph because they were confused on how to elaborate their ideas, and support them with supporting details. The participants also thought that writing was not an easy thing to do because they need to put their thoughts in written text. It can be seen in the following statements:

“After I found the journal I need to give supporting details in my writing and for me was a little bit difficult to elaborate my writing” (Vero, 2017).

“After I got the idea, the other problem was how to elaborate my idea and use supporting details; it is because writing is not an easy thing to do. We need to elaborate our ideas well” (Tia, 2017).

“For the first problems, which is about how to elaborate the paragraph. Sometimes I have already written the topic sentence, but for supporting details, I may confused how to elaborate it” (Dewi, 2017).

These finding were supported by Pineteh (2014), who indicated that the major weaknesses in student writing covers lack of a mastery of academic writing rules, ability to research and relate knowledge across singular context and poor sentence skills. Elaborating paragraph was included in academic writing rules. Therefore, the students feel hard to elaborate their paragraph because of their lack of academic writing rules. The students also thought that writing was not an easy thing to do because they need to elaborate their ideas well in order to make the readers understand. Meyers (2005) stated that writing is a process of determining and managing someone’s opinions, putting them on paper, and then revising them. From that statement it proved that writing is a complex process that needs several processes.

Lack of vocabulary and diction. According to Hatch and Brown (1995) vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Furthermore, Hatch and Brown mentioned that diction is the choice and use of words in writing and speaking. Vocabulary and diction are important in writing academic essay. Thus, when the students have insufficient vocabulary and diction knowledge they will face the problems in writing academic essays. Based on the data obtained, some of the participants faced problems in vocabulary. Vero had difficulties in vocabulary when she wrote an essay for the first time. She felt that she just stuck in some vocabulary when she wrote an academic essay. It was happened because her

vocabulary mastery was low at that time. It can be seen in the following statement:

“When I was a freshman at PBI in second semester, we were asked to write an academic essay. I did not have a lot of vocabulary mastery so that it made me confused how to write. I just wrote the same vocabulary actually there are a lot of other vocabularies” (Vero, 2017).

In line with the lack of vocabulary mastery, Dewi also stated that she faced the problem to give variation in selecting the vocabulary. She understood that in writing academic essays she should use the various vocabularies in order to avoid the boredom from the readers. Her statements were presented in the following here.

“Formal language should be used in writing academic essays so that, formal diction should be used in academic essays. I once got feedback because I wrote “spread the questioners,” in *Bahasa* distribute and spread have the same meaning. Distribute is more formal than spread in writing academic essays” (Dewi, 2017).

“Second problem is about choosing of diction or vocabulary to avoid boredom from the readers the writers should use the variation of vocabulary, for example, by giving the synonym” (Dewi, 2017).

Furthermore, Tia and Dewi also faced the problem in diction choice. They felt hard to decide the proper transition signal in writing their academic essays. They felt that it perhaps because by their diction knowledge which was insufficient. Their statements are:

“I have problem in lack of diction. I cannot use the proper diction in a sentence for example the use of transition signal” (Tia, 2017).

“Sometimes I confuse about transition signal; when I want to connect the sentences it should use furthermore or should use moreover sometimes I confuse about it” (Dewi, 2017).

Most of the participants experienced the problems regarding is the lack of vocabulary and diction. The students encountered this problem because of their insufficient vocabulary and diction mastery. So, the students cannot write their argument clearly because of their insufficient vocabulary and diction mastery. This finding is in line with Rabab`ah (2003) the students cannot state their ideas freely and accurately is because of their limited vocabulary mastery. Vocabularies and dictions knowledge are extremely useful for writing because when students have sufficient Vocabulary and diction knowledge, they could state their ideas freely and accurately. Also, it could give variation in their writing to avoid boredom from the readers.

Grammatical error. Two participants have problems with grammatical error. Grammatical error always becomes a problem in writing. The students sometimes confuse to use the proper tense, and also active and passive sentence. It can be seen in the following statements:

“The problem is about grammatical error. For example, I suppose to write present tense but I wrote past tense or I wrote future tense. My problem is all about grammar sometimes passive and active sentences” (Vero, 2017).

“Second problem is about grammar, and I have a little bit problem in grammar mastery. Sometimes I supposed to write in passive, but I wrote it

in active. Sometimes also when I wrote I miss the verb so that it become a fragment or run-on sentence because I put the conjunction improper way” (Tia, 2017).

This finding show that the students had difficulties in grammatical error is because they were confused of the use of proper tense or passive and active sentence. It is in line with Alşabaeva (2011) stated that one of the common mistakes in writing that every student did is about grammar problems, such as errors in grammar, and punctuation.

Lack of background knowledge. The lack of background knowledge can also affect the students in writing academic essays. It is because if the students did not know about the topic that they are going to write it may cause problem for them to support their essays.

Hard to decide the topic. Another problem faced by the students is the difficulty in deciding the topic of writing an academic essay. It is because when students are going to write an academic essay they have to decide one topic and they have to understand that topic, as it is seen in the following statements:

“Next problem is about deciding our topic just like *skripsi* I decided my topic and it a little bit hard. It is because I have to find out the topic that I do really understand” (Vero, 2017).

“Usually the hardest part of writing an academic essay is deciding the idea or topic which will be discussed in our academic essay” (Tia, 2017).

This finding is consistent with Rao (2007) who mentioned that many students complain that they lack ideas and cannot think of anything interesting or significant to write about. It shows that deciding the topic is one of the biggest

problems that students faced in writing academic essays. In addition, when the students can determine the topic that they are going to write, they will be more engaged with the writing activity because it is something that they are interested in.

Lack of knowledge of the topic. One participant faced difficulties in lack of background knowledge. Students' knowledge of the topic is also important. If the students do not have background knowledge about the topic that they are going to write they will hard to support the topic. Below is Vero's statement:

“In the past I seldom read journal so that I have insufficient knowledge about one topic and it just stuck there. It is because I seldom read journals.” (Vero, 2017).

This finding shows that the students' lack of knowledge of the topic is because they rarely read some sources. Berhad (1987) mentioned that comprehension is the process of relating new information to information already stored in memory (background knowledge). In another word, in writing academic essays, the students at least know about the topic that they are going to write or it is called as background knowledge so that they will easy to write their academic essays.

Inadequate knowledge for doing proper paraphrasing. Doing the proper paraphrasing has also become major problem for students in writing academic essays. Once students do improper quotation or paraphrasing, it may cause plagiarism. Pecorari (2003) asserted that plagiarism is considered as a horrible crime within the academic field. Thereby, the students need to do proper quotation or paraphrasing to avoid plagiarism.

Improper quotation or paraphrasing. In writing academic essays sometimes the students put someone's opinion in their writing. However, the students need to do proper quotation or paraphrasing if they would put someone's opinion. Plagiarism may happen if the students did not do proper quotation or paraphrasing, as said by participant one and three:

“Another problem is when I have already found the journal article if I am not beware which means do proper paraphrasing it may cause plagiarism. In the past, I once felt difficult to do proper paraphrasing” (Vero, 2017).

“The problem is usually about plagiarism. It is because in writing academic essay we need support from the expert. In academic essay absolutely we put some expert statements; sometimes if we are not paying attention, it may cause improper quotation. Actually, we should make a direct quotation, but we make indirect quotation. So, it looks like we do the plagiarism” (Tia, 2017).

This finding was supported by Al-Shabanah (2005) who stated that lecturers always complain about the lack of knowledge and particular skills which are needed for academic writing along with non-native speakers of English, these skills are outlining, paraphrasing, and summarizing. In short, the students often have difficulties because they cannot do proper quotation and paraphrasing.

Technical writing error. In writing, mechanical writing error is a common mistake. For example, mechanical writing error such as misspelling, typo, missing the letter, double typing the sentences and any other things which are related to mechanical writing error. The participants of this research often do the technical writing error in writing academic essays.

Misspelling. Almost all the participants in this research were done misspelling or typo when they write academic essays. The followings are their statements:

“Usually typo is my problem in writing” (Selena, 2017).

“About technical writing error, it is related to spelling, punctuations, capital letter, and also typo. When we wrote we supposed to use H but we did not write it for example in growth sometimes we made a mistake we not put H or in strength it miss T or H just like that” (Tia, 2017).

It is in line with Alşabaeva (2011) stated that one of the common mistakes that every student did, is about grammar problems, such as grammatical error, and technical writing error. Technical writing error happened it is because of students sometimes less concentration in writing academic essays. Even though, technical writing error is a common mistake in writing at least the students need to pay attention in their writing to avoid that problem.

Literal translation. Translated source language into target language can also affect problem in writing academic essays. When students try to translate the whole sentence from their mother tongue, it perhaps will damage the grammar and the vocabulary. The result of the writing will be unclear, and full of errors.

Translate source language into target language. One of the participants in this research has ever done a literal translation. She did it because before she made her essay she prefers to write it first in *Bahasa*. As stated by participant two:

“Especially for Indonesian we are not a native speaker, sometimes to make me easy in writing academic essays. I prefer to make my academic essays

in *Bahasa* first then I would translate it into English, and it made my essay looks like English-Indonesia” (Tia, 2017).

Some students do the literal translation it is because they are not the native speakers of English so that they prefer to translate their source language into a target language. According to Norris (2016), writers can use their mother tongues to take note and write an outline, but translating word-for-word into English will create interference in academic writing. So, it is suggested for the students that students should not translate the whole sentence from mother tongue. It is because the result of the writing will be unclear, and full of errors.

Lack of organization of ideas. In writing, students should have a lot of ideas, but if the ideas become overload, it also can be a problem. Andriopoulos and Dawson (2008) stated that a disadvantage of overloaded ideas can affect the writing become too general or not straight to the point. The students should explain their ideas clearly and straight to the point so that the readers can easily understand the passage.

Not straight to the point. The problem in writing academic essay that is faced by participant three in this research was overload ideas. In writing academic essay she tends to put a lot of ideas that made her academic essays not straight to the point. As participants three mentioned below:

“In writing I have a lot of ideas and sometimes made my academic essay not straight to the point” (Selena, 2017).

This finding was consistent with Whitaker (2009) who stated that the reader should not have to think hard to identify the ideas, logic, or organization in

the paper. The readers expect everything to be done clearly for them. Therefore, the explanation on the papers should be clear and completely explained.

Lack of references. To support the writing sometimes students need to find out the suitable journal to support their essay. Sometimes the students feel hard to find the suitable journal article because journals exist for varying subject. So, the students need to pay attention to find out the suitable journal article to support their essay.

Hard to find references. Hard to finding references was found as one of the problems in writing academic essays of the participants in this research. Vero, Tia, and Dewi said that sometimes they could not find the suitable journal to support their academic essays. The followings are Vero and Tia statements:

“Not all journal articles are requiring for my topic” (Vero, 2017).

“To find journal that is related to our topic is a little bit difficult. It is because we have to really find the suitable journal article which could support our essay” (Tia, 2017).

In addition, participant four also stated that she has trouble in finding the suitable journal to support her essay. The following is the statement:

“Also hard to find suitable journal to support my essay, sometimes when the journal has already found and it looked similar with my topic it turn out the content was different” (Dewi, 2017).

Belt, Mottonen, and Harkonen (2011) stated that journals exist for varying subject fields, so that sometimes students hard to find suitable journal to support their writing. Journals article exist for varying subject fields so that sometimes students are hard to find the suitable journal article to support their essay. It is

because to support students writing they need to put someone's opinion in order to support their ideas well.

Problem arising from learners. The learners themselves could also affect the difficulties in writing academic essays. Demotivation is a problem in writing academic essays that was found in this research. Demotivation happened because sometimes students tend to procrastinate when they have an assignment.

Demotivation. Some students sometimes felt so lazy to do their assignment especially in writing an academic essay. It happened because they faced demotivation in themselves. As it is seen in the following statements:

“Another problem is about motivation to do the assignment when I have enthusiasm I would be enthusiastic to do it. For example *skripsi* after *bimbingan* I would be enthusiastic to do it but if I postpone doing it would cause the laziness” (Dewi, 2017).

“Another problem that is a little bit crucial for students is about motivation for ourselves to do the assignment especially in writing academic essays. As a student is impossible if we are not procrastinated to do our assignment” (Tia, 2017).

In conclusion, there were several problems encountered by the participants in this research. The problems were categorized into eight major categories namely linguistic knowledge, lack of background knowledge, inadequate knowledge for doing proper paraphrasing, technical writing error, literal translation, overload ideas, lack of source, and the problem arising from learners.

These problems may happen because the students are still lacking in academic writing rules. Thus, in writing academic essays the students need to

understand the academic writing rules so, they can avoid the difficulties in writing academic essay. Besides, lack of academic writing rules, lack of English proficiency was also taking a part in students' difficulties in writing academic essays.

How the English Education Department of Universitas Muhammadiyah Yogyakarta students solve the difficulties in writing academic essays.

Another aim that the researcher explored in this research is students' strategies to solve the difficulties in writing academic essays. After the participants explain the problems encountered by them in writing academic essays, the participants have to overcome those problems. The strategies are categorized into seven major strategies they are cognitive strategy, taking note strategy, proper quotation and paraphrase strategy, memorizing strategy, social strategy, using tool as strategy, revising and editing strategy, and internal strategy. The following point will discuss about those eight major categories related to the second research question.

Cognitive strategy. Oxford (1990) asserted that cognitive strategy established to overcome the problems related to the language. The finding of this research shows that the problems related to the language such as the use of formal language, lack of vocabulary and diction, grammatical error, and hard to decide the topic. Based on the data gathered from the interview, intensive and extensive reading is common strategy to overcome the problems related to the language.

Intensive and extensive reading. Reading can be used to overcome the difficulties in writing academic essay. Almost all the participants in this research

believe that reading can help them to overcome the problems in writing academic essay regarding to vocabulary mastery. As it is seen in the following statements:

“For getting new vocabulary I prefer to read a lot of journal articles. It is because reading journal articles can increase my vocabulary mastery so that, it would easy for me in writing academic essays” (Dewi, 2017).

Meanwhile, other participants thought that reading a lot can help them to the grammar mastery and also they can learn the structure of the sentences from the passages. As it is seen in the following statements:

“Another strategy, sometimes I read journal articles it aims to knowing the sentences structure from the passage” (Selena, 2017).

“Reading journal articles could make me aware with grammar, getting new vocabulary and after that I would easy in writing” (Vero, 2017).

“The second problem was about the grammar, I have a book about grammar. I would look up the book to know the use of subject and verb” (Tia, 2017).

Furthermore, Vero and Tia use reading a lot to overcome their problems in deciding the topic before writing academic essays. The following are their statements:

“When I want to decide my topic, it is easy because I read several journal articles before I write an academic essay” (Vero, 2017).

“Next the problems in deciding the topic, I usually read the journal articles or sometimes I read another person essay that it could become example for me. Later I can imagine how my essay going are to be. I prefer reading to deciding the topic” (Tia, 2017).

To sum up, almost all the participants in this research believe that reading strategy could help them in increasing the vocabulary mastery, improving their grammar ability, knowing sentences structure from passage, and helping them to decide the topic. Thus, this finding was supported by Herrero (2007) who investigated reading habit could help students achieve both reading and writing skills. Reading a lot can help the students to overcome the problems in writing academic essays because when students read a passage they also can learn the sentences structure from the passage. In addition, by reading a lot also could increase student's vocabulary mastery. In short, reading habits can help students in many aspects including writing skills.

Taking note strategy. According to Oxford (1990) taking note strategy is strategy that is used by the learners to write the point before they going to write an essay. This strategy refers to take note before the students writing academic essays. It aims to make the students easy knowing what they are going to write in their essays. Also the students did brainstorming to overcome the difficulties regarding to overload ideas, because the students would list things that they are going to write in their essays.

Brainstorming. Brainstorming before writing an academic essay is one of the strategies that are used by the participant in this research. Students prefer taking a note before their writing an academic essay because it helps them in elaborating their ideas. It can be seen in the following statement:

“For my first strategy in elaborating ideas from topic sentence, usually I do brainstorming first and after that I know what should be in the supporting details” (Dewi, 2017).

Moreover, Selena did the brainstorming to help her overcome the problem regarding overload ideas. The following is her statement:

“About my problem in overload ideas, so that I did brainstorming first before I wrote. So, I knew what I should write in my essay” (Selena, 2017).

This finding was supported by Rao (2007) who looked the brainstorming strategy lead the students to able to get beginning ideas on paper. Shortly, brainstorming before writing academic essay could help the students to organize their essay well. Thus, the students can write their academic essay straight to the point in order to make the readers easy to understand the passage.

Proper quotation and paraphrase. In academic essays sometimes students need someone’s opinion to support their argument. However, students have to pay attention when they would like to put someone’s opinion it is because once their put someone’s opinion without giving citation or paraphrase it could be a plagiarism. So, do proper quotation and paraphrase are important in writing academic essay.

Doing proper paraphrase. This strategy used by the students in writing academic essay to avoid the plagiarism. The students need to do proper paraphrase if they put someone’s opinion on their writing. As it is seen in the following statements:

“I mentioned above that I may do the plagiarism so that to overcome plagiarism I do proper paraphrase” (Vero, 2017).

“For plagiarism, fortunately in my department there is a course that discusses how to write a good quotation. So, I could learn how to make the right quotation then I will not do plagiarism from other people's journals.” (Tia, 2017).

This finding is in line with Oshima and Hogue study (2006) which stated that to avoid plagiarism students must do the citation which is put quotation marks around words or sentence that their copy exactly. Then, Oshima and Hogue defined that students also can do indirect quotations which are writes indirectly the writer's word with their own sentence or it called paraphrase. Students have to do proper paraphrase and quotation to avoid the plagiarism. Pecorari (2003) asserted that plagiarism is considered as a horrible crime within the academic field. Thereby, proper paraphrase and quotation are important in writing academic essays.

Memorizing strategy. Memorizing strategy was found in this research. Memorizing strategy can help the learners to memorize the vocabulary or diction that students are going to use in writing their academic essays.

Memorizing. Dewi tend to memorize the vocabulary or diction that she going to use in writing her academic essays. It is because, for her there is no other way but memorizing the vocabulary or diction to help her overcoming the problems which is regarding to vocabulary and diction. The following is her statement:

“About the transition signal my strategy is memorizing it because there is no other way except memorized it. For example, moreover, and furthermore it has the same meaning” (Dewi, 2017).

This strategy is used by participant four because she thought that there is no other way and memorizing can help her in choosing vocabulary and diction. This strategy is used by participant four as her own strategy to overcome the problems which is regarding to vocabulary and diction. In short, participant four has her own strategy to overcome the problems which is regarding to vocabulary and diction because she thought that there is no other way except memorized it.

Social strategy. According to Oxford (1990) who stated the students can cooperate peers and the more proficient user of the language in order to improve their language skills. This strategy allowed the learners to engage other person in order to help them solve the problems in writing academic essays. In this research was found that the participants tend to ask their friends, ask their lecturers, or even go to language consultant to help them overcome the difficulties in writing academic essay.

Asking friends. Other strategy that is used by the students to overcome the difficulties in writing academic essay is asking their friends to help. Vero prefer to ask her friend to be her second reader. It aims to make sure that her writing was elaborated well. As it is seen in the following statement:

“Other strategies, sometimes I asked my friends to check my writing whether it elaborate or not. Whether it already general to specific, or specific to general, I asked my friends who smarter than me to check my writing” (Vero, 2017).

Meanwhile, Tia tends to ask her friend to be her second reader in order to check her writing. She did it because she has a problem that she tends to translated into her mother tongue into target language before writing an academic essay. As she mentioned bellow:

“About the problem translated from Indonesia into English, usually I asked my friends to be my second reader. So, they could check whether my writing was good or not” (Tia, 2017).

Furthermore, Selena asked her friends to check whether her do proper paraphrase or not in her writing. Selena also has problems in finding the suitable journal article for her essays, so that she would ask her friends experienced that related to her topic.

“For improper paraphrase usually I asked second reader then later I would get feedback how to make it better” (Selena, 2017).

“For problem hard to find supporting journal articles I would do pre-observation usually I asked people who related with my topic then when they said about their experience I would write it into my essay” (Selena, 2017).

This finding is in line with Oxford (1990) who stated the students can cooperate peers and the more proficient user of the language in order to improve their language skills. Thus, the students have to employ this strategy, because it could help them improve the student’s skill and could share knowledge with their friends.

Asking lecturers. Vero was also keen to ask any assistance from her lecturer to check whether her writing was well elaborated or not. She believes that the more people check her writing the more feedback she get. It can be seen in the following statement:

“Besides that I am also asking help for my lecturer it because we need a lot of feedback in our writing. Also we need second reader to check our writing” (Vero, 2017).

In this finding, Tia, Selena and Dewi ask an assistance from their lecturer to help them finding suitable journal article for support their academic essays. The following are their statements:

“Other strategies usually I find the references by borrowing books from my friends or even borrowing it to my lecturer” (Selena, 2017).

“It is difficult to find journal articles that related to our topic, so that my strategy is usually I asking my lecturer. Are there any sites that I could use? Or maybe I would borrow books from my lecturer that I could use as references” (Tia, 2017).

Furthermore, Dewi asks her lecturer to help her deciding formal diction that she could use in her academic essays. The following is her statement:

“For choosing formal diction I usually prefer to ask suggestion from my lecturer because I think that lecturer know proper diction for academic essays” (Dewi, 2017).

This finding is in line with Oxford (1990) who stated the students can cooperate peers and the more proficient user of the language in order to improve their language skills. On other word, students think that lecturers are more

proficient user of the language who can help them solve the difficulties in writing academic essays.

Asking language consultant. It is found that one of the participants prefers to go to language consultant to help her overcoming the difficulties in writing academic essays. As it is seen in the following statement:

“If there is no my friends who competent to be my second reader usually I went to language consultant, it is because language consultant has already competent to solve the difficulties in writing academic essays” (Tia, 2017).

In short, language consultant is involved in more proficiency user of the language. So, this finding was supported by Oxford (1990) who stated the students can cooperate peers and the more proficient user of the language in order to improve their language skills.

Revising and editing strategy.In writing academic essay revising and editing are also important to do. The students have to do it because they should make sure that their essay is already good, which means there is no typo, misspelling, double typing and any other thing about technical writing error.

Re-reading. All of the participants in this research used this strategy. The participants tend to re-read their essays after they finished, it aims to overcome the problems regarding to technical writing errors. It can be seen in the following statements:

“For technical writing errors I usually re-read my essay, I re-check the vocabulary, whether it formal or not. So, I re-check my writing after I wrote it” (Tia, 2017).

“For typo I usually re-read my essay if I find out there is any typo on my writing then I would revise it” (Selena, 2017).

This finding was supported by Meyers (2005) who stated that writing is a process of determining and managing someone’s opinions, putting them on paper, and then revising them. It because in writing academic essay after the students have finished write their academic essay they need to do revising and editing to make sure that their writing is clear from mechanical writing errors.

Internal strategy. Sometimes the students feel demotivated in writing academic essay. This research was found that all the participants would prefer to motivate themselves to do the assignment.

Students motivation. Sometimes students feel bored in writing academic essay, so that the students will do the procrastination. All the participants in this research prefer to motivate themselves to overcome that problem. It can be seen in following statement:

“About motivation problems I try to motivate myself. I would remember about my target after I graduate” (Dewi, 2017).

This finding in line with Deci & Ryan (2004) who stated that someone is born with an intrinsic motivation to explore, absorb, and master his surroundings and that true high self-esteem. It shows that students can help themselves to overcome internal problems about motivation. They would motivate themselves to do the assignment.

In conclusion, there were several strategies used by the participants in this research. The strategies were categorized into eight major strategies they are cognitive strategy, take note strategy, proper quotation and paraphrase strategy,

memorizing strategy, social strategy, revising and editing strategy, and internal strategy. This strategy was used by the participants in this research to overcome the difficulties in writing academic essays.