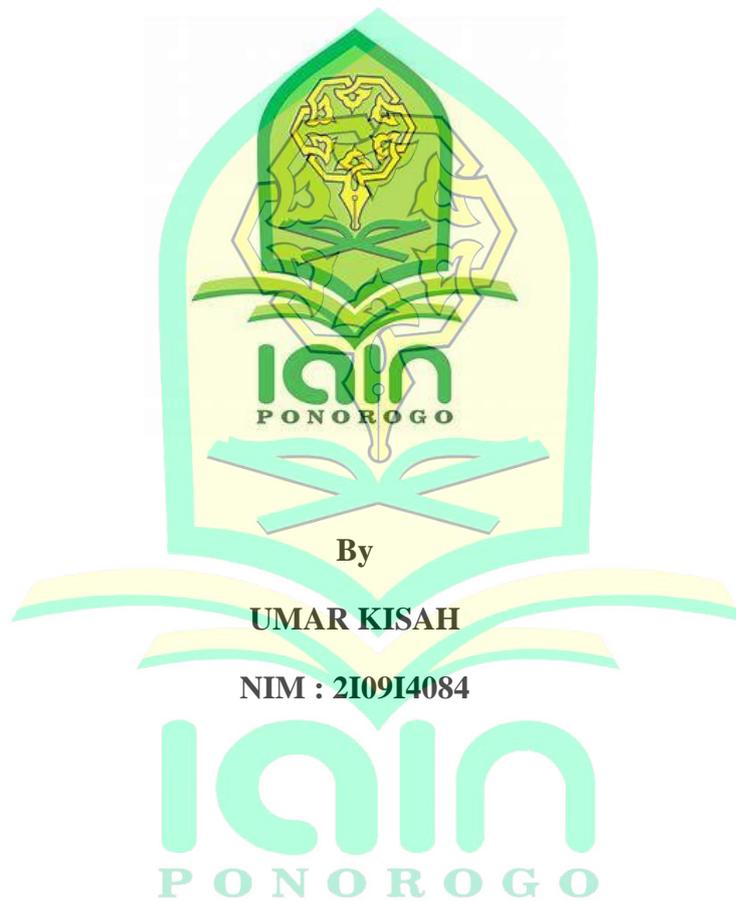


**BARRIERS IN WRITING EXPERINCED BY FOURTH
SEMESTER OF ENGLISH EDUCATION STUDENTS AT IAIN PONOROGO
IN ACADEMIC YEAR 2018/2019**

THESIS



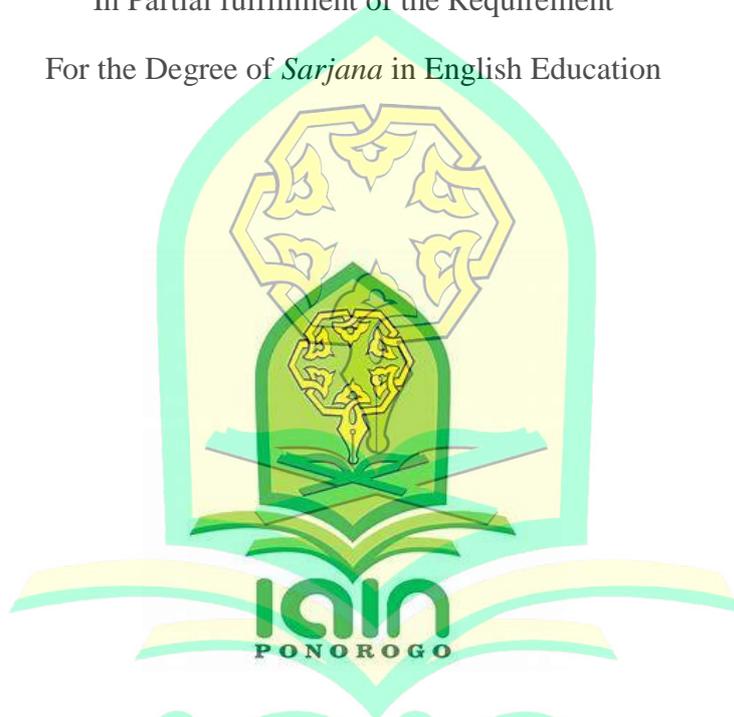
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHERS' TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

2019

**BARRIERS IN WRITING EXPERINCED BY FOURTH
SEMESTER OF ENGLISH EDUCATION STUDENTS AT IAIN PONOROGO
IN ACADEMIC YEAR 2018/2019**

THESIS

Presented to State Islamic Studies Ponorogo
In Partial fulfillment of the Requirement
For the Degree of *Sarjana* in English Education



By
UMAR KISAH
NIM : 210914084

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHERS' TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

2019

MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لَّكَلِمَاتِ رَبِّي لَنَفَذَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا
بِمِثْلِهِ مَدَدًا ۙ ۱۰۹

109. Say: If the sea were ink for the words of my Lord, the sea would surely be consumed before the words of my Lord are exhausted, though We were to bring the like of that (sea) to add¹



¹Qur'an surah Al kahfi:109



MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES OF PONOROGO

RATIFICATION

This is to certify that *sarjana*'s thesis of:

Name : Umar Kisah
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Title : The Barriers in Writing experienced by Fourth semester of English Education students at IAIN Ponorogo in academic year 2018/2019

And has been accepted as the requirement for the degree of sarjana in English Education on:

Day :Monday

Date :09 September 2019

And has been accepted as the requirement for the degree the sarjana in English Education on:

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Date :09 September 2019

Ponorogo, 09 September 2019

Certified by

Dean of Tarbiyah and Teacher's
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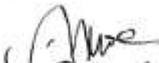
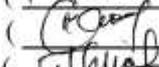
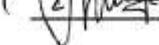


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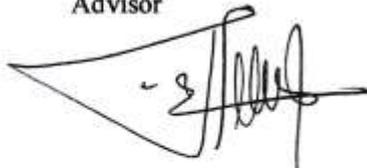
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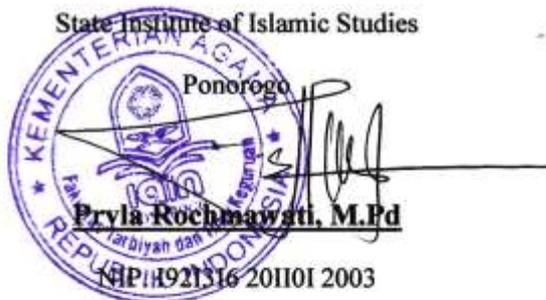
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Judul Skripsi: The Barrierws Experienced by The Fourth Semester of English Education students at IAIN Ponorogo in Academic Year 2018/2019

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Ponorogo, 09 September 2019

Penulis



UMAR KISAH

ABSTRACT

KISAH, UMAR. 2019, *Barriers in Writing experienced by The Students at Fourth Semester Of IAIN Ponorogo In Academic year 2018/2019*, Thesis, English Education Department Tarbiyah Faculty: State Institute for Islamic Studies of Ponorogo, Advisor Pryla Rochmawati, M.Pd.

Key Word: Students barriers, writing ability, writing barrier solution..

Writing is one of the important skills that should be mastered by the students because if they have a good skill in writing, they will be able to express their ideas the written form. In the context of education, it was also worth remembering the most exams, weather they are testing foreign language abilities or other skills, often rely on on the student's writing proficiency in order to measure their knowledge

The purpose of this study is to know the students barriers experienced by fourth students and to know strategies in solving writing barriers of the fourth students of english departmment in academic year 2018/2019

The research method was descriptive qualitative research. The instruments to collect the data were observation, interview, and documentation. The data were analyzed by data reduction, data display, and drawing conclusion . The data were about the barriers in writing in fourth students of english departmen in academic year 2018/2019.

The result of the research showed that the students had difficultness in writing. There are some of the problem experienced by the students TI-A and strategies to solved the barriers . The first. The difficult in grammer, poor of vocabbulary, lacked of practiced, low on motivation, and the new writing materials. The students effort to solved the barriers was study hard about grammar, vocabulary and other english knowledge, being dilligent to adding list of vocabulary remembering, asking others to motifate, do not being lazy to practice, and learning harder and harder.

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the important skills that should be mastered by the students because if they have a good skill in writing, they will be able to express their ideas the written form. Jeremy Harmer state that in the context of education, it was also worth remember the most exams, wetherthey are testing foreign language abilities or other skills, often rely on on the students' writing proficiency in order to measure their knowledge. ¹

Writing can be defined by the series of the contrasts. Such as physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphic into parchment or an e-mail message typed into a computer. On the other hand, writing in the mental work on inventing ideas, thinking about how to express them and organizing them into statemens and paragraphs that will be clear to a reader.²

Writing is a complex because it requires the mastery of grammatical devices, conceptualthinking and judgemental(have purpose and activating element.Classified the writing complexities into psychological, linguistic, and cognitive problems.³

Writing is one of four language occupies an equal role with the other language skills although of people tend to focus on speaking form than writing one. As holiday has pointed out , speech is no less structured and complex than writing.⁴ Writing is an extreamly complex cognitive activity that requires than writer to demonstrate control of several variebles at once. It needs not only comprehension of language structure but also vocabulary enrichment and good

¹ Jeremy Harmer, *How to teach writing* (New York: Longman,2004), 54

²David Nunan,*Practical English Language Teaching*, I edition,(New York:McGraw-Hill Education 2003),88

³Alfald Ibrahim Mohamed, *University Students English Problems:Diagnosis and Remidy*, Vol.3, No.3, ,pp.40-52,May 2015

⁴ David Nunan, *Language Teaching Methodology*(New York: Prentice Hall International ,99, 85.

spelling. Moreover, it needs mastery of thinking and arranging words so, they can be understandable sentences.

Based on the discussion above it can be known that writing is the complex skill in language and the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential. Moreover Kellog argue that writing is a cognitive process that test memory, thinking ability and verbal command to successfully express the ideas, because proficient composition of a text indicates succesful learning of a second language.⁵

Many students have difficulties to master the language for expecially writing. The students do not understand what the lecturer said, but they are silent. Some of the students ndewrstand what the lecturere mean but they are not able to write in form. Writing is often makes the students frustating when the lecturer ask to do in form. The challenge for students at this level is to progress from writing at sentence level to write coherence longer texts. This involves using a wide range of skill, many of which will be new in the context of writing in english. Students need to be encouraged to transfer these skills from their own language where possible.⁶

The researcher is focusing his research on barriers in writing because Nowadays, writing is also the key to success in collage or university. Most context of life(school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands proficient writers can adapt their writing flexibly to the context in which it take place. Overwise, almost collages or university requirer their students to get foreign certivicate for graduated qualification, and writing is indipensable in these exams. Good at writing can help get a good job. At presents, many foreign

⁵Muhammad Fareed, "ESL Learners writing skills: Problems, Factors and suggestion," Journal of Education and Social Science, Vol 4(2)(january, 2016),82.

⁶Theresa Clementson. *Natural English Reading-Writing Skills*(Oxford: University Press), 2

companies need people with high writing skill level to help the students contracts or documents in English.⁷

Based on interview at TI-C class of Fourth semester of English department which located in E-M building, there were many problems that were found in the writing class. The student lacked on grammar and vocabulary. the lecturer asked one of the presented their work which had been gave a week ago in front of the class by using LCD. When the lecturer asked the students about the grammar, part of them were silent. There were only one or two students who can speak briefly to explain the grammar. They are lacked also in vocabulary. In choosing of some diction, there were some mistakes. The lecturer give some explanation what the good words which can suitable with the sense of the paragraph.

Furthermore, Abu as cited in Alfaki states that writing is difficult skill for native speakers and non-native speakers because writer must balance multiple issues such as a content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics. Furthermore, Alfaki states that there are some problems faced by students in writing, namely grammatical problem, mechanical problem, sentence problem, and diction problem. These problems are caused by lack learners' motivation, inadequate time, lack of practice, and teachers' feedback.⁸

The others problems based on observation at TI-A class about poor of vocabulary. When they wrote something they difficult in choice of the words. The students needed to open dictionary. To be always in using dictionary is not good for development the students to remember. They will be addict to used english dictionary to translated english task. Actually, To be much in using dictionary will disturb the students ability in translating and analyzing the written

⁷ Nguyen Tan Huy, *Problems Affecting Learning Writing Skill OF Grade II At Thong Linh School*, Vol.3, No. 2, 2015

⁸Dwiana Binti.Y, *Learning Strategies applied by the Students in writing English Text*, vol.8,No.I, March 2018., 20

text. By used dictionary, they may translete one word to second word. Eventhough, this is necessary for them but the lecturer should controled it in order to engage the students ability in tranleting the text which is will engage their written also when they wrote. Devi Aprilia said that when she write, she was confuse on thinking the structure which appropriate to used. Others, her memory of vocabulary was lacked. So, when she wrote, she could not write fastly cause she have to thaught which one the good diction which suitable with the ideas.⁹

The purpose of this research was to observe and identify the barriers which experienced by the students and solve the writing barries which has been collected based on the data observation, interview and documentation in order to enhanced writing ability in Fourth semester's of english department in academic year 2018/2019.

B. Research Focus

In this research, researcher focuses in bearers of the students english writing. It help the students know something that make barriers faced, so they can understand how to correct it problem to be better in them english writing.

C. Statement of the Problem

1. What are the barriers experienced by the students of fourth semester of IAIN Ponorogo academic year 2018/2019 in writing english?
2. What is the strategy to solve the barriers in english writing experienced by fourth semester students of The State Institute of Islamic Studies Ponorogo in Academic Year 2018/2019?

D. Objectivies of the Research

Based on the formulation of the problems, the objective of the research is:

1. To reveal the barriers which are experienced by the Fourth Semester Students of English Department at The State Islamic Studies Ponorogo in Academic Year 2018/2019

⁹Interview with Devy in 11 march 2019 at E-M classroom IAIN Ponorogo; see on Appendix.

2. To find out the barriers which were experience by The Fourth Semester Students of English Department at Islamic Studies Ponorogo in Academic Year 2018/2019.

E. Significance of the Research

The result of this study is expected to be beneficial for lecturer and students described as follow:

I. Theoretical Significance

To explore the barriers of academic writing, to know the strategy to enhance academic writing, to know the media which support learning,

2. Practical Significance

a. University

The research is useful for the university in term of improving quality of the students, particullary in the skill concern, writing. In order it can be a contribution and reference on teaching writing.

b. Students

The research can help the students to improve their ability in writing with reveal the barriers in writing

c. Researcher

The researcher can give general knowledge of strategy who can solve the barriers in order to enhance students' writing skill. For other researcher, the research also can bes used as the foundation for the next research.

F). Organisation of thesis

In this organisation of thesis, researcher describes thesis design and devide thesis into six chapters. Thesequence of thechapter is as follow:

In the first chapter is introduction, it describe about the bassic pattern of theentire contents of thesis that consist of the background of the study, statement of the problem, objectives of the study, significant of the study, and organization of the thesis.

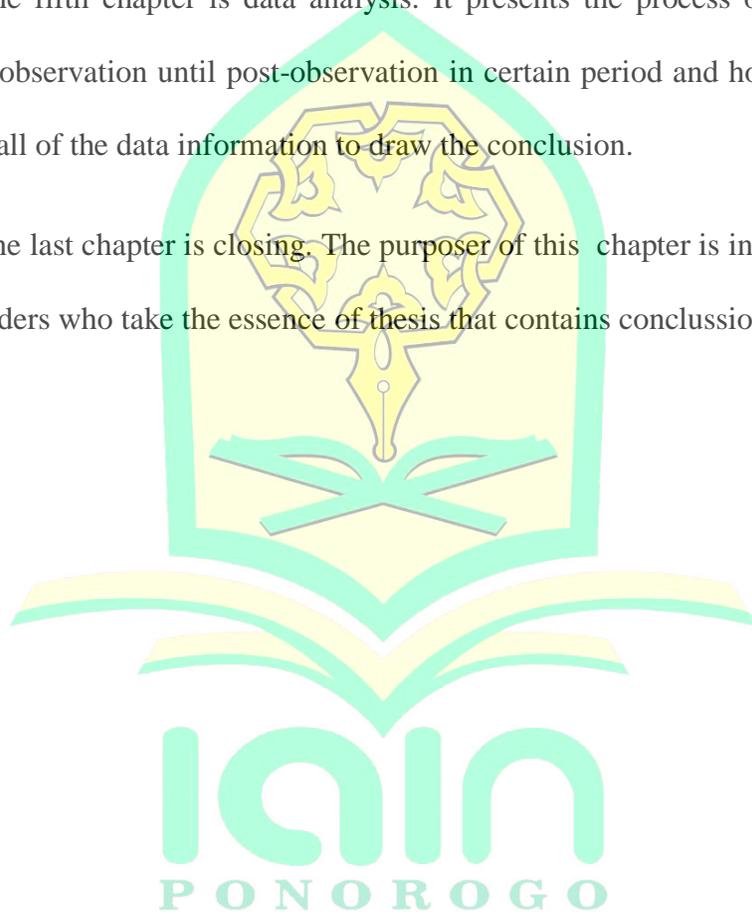
The second chapter is previous research finding and review of related previous. Researcher concludes the result of previous study that have similiar cases with research. Review related previous presents some materials related with writing, kinds of writing, the problems of writing.

The third chapter is research method, researcher explains the approach and design of research which is used, researcher role, research location, data source, technique of data analysis, data validity, and research procedure.

The Fourth chapter is data description. It describes the general data which consists of information related with research location that consist of the total of students, the class organisation, students' attendance, the data of interview, and the data of observation..

The fifth chapter is data analysis. It presents the process of analyzing data from pre-observation until post-observation in certain period and how the researcher connects all of the data information to draw the conclusion.

The last chapter is closing. The purposer of this chapter is intended to make it easier readers who take the essence of thesis that contains conclusion and suggestion



CHAPTER II

PREVIOUS RESEARCH FINDING AND REVIEW OF RELATED LITERATURE

A. Previous Research Finding

The study need some previous research as a considertion the theory. The details of research is explained as:

The first source fromNguyon Than Huy which entittled, *Problems Affecting Learrning Writing Skill of Grade II At Thong Linh School*. He said that Writing is also important skill in studying English, which need which need great investment from the students.Many students in high school do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skills will help students get acquainted with new types of writing as weel as consolidete their writing skills.For example, the students study writing skill from low to high, from basic to advance.At grade 0, the students mainly study writing one paragraph or a small part in essay. It provides students some background knowledge before studying writing tasks at second grade. Similiarity, writing taks in second grade will prepare students essential skill to help them write well at higher level of I2grade. Writing of second grade play an importantroles because it prepares needed things for students such as: grammer point, content, vocabulary and especially is helping them know how to write a paragraph or essay before they study carrafully in I2 grades.¹⁰ The instrument of this journals is observation. The researcher survey to some of the students' learning writing. The questionaries of this study consist of 13 multiple questions which are written in Vietnames, so that it can be easy for

¹⁰Nguyon, Than Huy, *Problems Affecting Learrning Writing Skill of Grade II At Thong Linh School*, Vol. 3, No.2, 2015

students. Students can give more ideas in to each questions. This questionnaires will focus in reality and problems of students' learning writing skill as well. Questionnaire was delivered to 200 students and 200 of them will returned after one day. This questionnaire was designed to to exploit the information in some aspect as like:(1) Item 1 is to find out the students' interest towards writing skill. (2) Item 2 is to find out the students' attitude towards topics of writing in the textbook.(3). Item 3 is to find out the students' interest towards content of writing in textbook. The result show that 51 % students use vocabulary and grammar books to practicing writing skill. These are 21 % of students using books with sample books effectively. 13 students use books with advanced exercises for writing, while 3% students use guide books and exercise books, this does not help much for the students' learning. The same with the research is the purpose is to research the writing in the school. The difference with research is the kinds of research, and how technique taking gather.

The second sources from Imam Muwafaq Muslim, entitled by *Helping EFL students improve their writing*.¹¹ He said that Writing well is a really big challenge for both native and non-native students. In general, it is much bigger with the students of English as a foreign language. Students nowadays, have very little interest in writing which is so important to fulfill the education requirements. This may due to technology progress which has its negative effect on students skills of writing because of the availability of ready-made assignments. Moreover, teachers have adopted the belief that writing is a kind of communication, this has led them to focus on the subject itself and overlook the incorrect style of writing. Feeling that the students have inclined into writing due to their weakness in it has been the impetus for the researcher to do the current study. The problem of the study is the continual disappointment of students due to their failure to express themselves well in writing may lead to loss of creativity. This may concern not only the subject of composition writing but also all the

¹¹Muslim, Imam Muwafaq, *Helping EFL Students Improve their Writing*, International Journal of Humanities and social science, Vol.4. No.2,(Special Issue-January 2014)

other academic subjects which definitely require students to achieve good academic writing in order to succeed. The instrument of this journal is test, the researcher adopted the experimental-one group design and a post test in order to evaluate the experiment. Starting from the very beginning of the study, the researcher tried to attract the students' attention to the importance of the following aspect of affective writing as like paragraphing, ideas, grammar and spelling, punctuation, and hand writing. Then the result of the test was the mean (a) paragraphing in the pre-test is (1.69), whereas it is (2.31) in post-test. (b). The main score of ideas in the pre-test is (1.58) whereas (2.0) in the post test. (c). The main score of grammar and spelling in the pre-test is (1.02) whereas it is (1.16) in the post test. (d) The main score of punctuation in the pre-test is (1.42) whereas it is (2.04) in the post test. (e) The main score of hand writing in the pre test is (1.93) whereas (2.36) in the post test. The result above showed that the effectiveness of experimental way of repetition, competition, and practice with feedback on helping the students improved their writing. The same with the research is the same topic tells about the writing problems. The difference of this journal is this journal focuses the way to help the students in improving their writing.

The third source is from Muhammad Fareed, Almas Asraf, and Muhammad Bilal. They say that writing is an important skill for language production, it is considered a difficult skill, particularly practice in English as a second language (ESL) context when the student face many challenges in writing. Therefore, the present study was conducted with an aim to investigate problems in Pakistani undergraduate. ESL learners' writing and factors that hinder their writing skills. It also aimed at obtaining suggestions on how to improve Pakistani ESL learners' writing skills. For this purpose, focus groups Pakistani English language teacher and undergraduate learners to find the major problem in their writing. The interviews essays were analysed using thematic content analysis. The findings reveal that the major problems in Pakistani undergraduate ESL

Learners' writing are insufficient linguistic proficiency (including command over grammar, syntax, and vocabulary), writing anxiety, lack of ideas, reliance, and LI and weak structure organisation. These challenges are influenced by various factors including untrained teachers, ineffective teaching methods and examinations system, lack of reading and writing practice, large classrooms, low motivation, and lack of ideas. The study also sheds light on remedial measures such as increased reading, conscious and incidental vocabulary teaching, writing practice, trained teachers, reforms in the examination system, and writing competition

Research methodology in this journal adopted qualitative approach graduate to ESL learners. The research will carry out to answer the following questions: (a). What are the major problems in Pakistani undergraduate ESL learners' writing skills at undergraduate level. (b) What are the factors that affect Pakistani undergraduate ESL learners' writing skills at undergraduate level?. (c). How the Pakistani undergraduate ESL learners' writing skills be improved.

. The similarity between this journal with the research is both talks about writing in order to improve the students' writing ability. While the difference this journal with this research is the journal tells the writing challenge for the students in ESL context.

B. Review of Related Literature

1. Writing

a. The nature of Writing

Writing is not language, but merely a way of recording the language by means of visible marks. All languages spoken through nearly all of their history by people who did not read or write.¹² From this definition it is obvious that writing system came after spoken language. It means that all people can speak a language but not all people can write. Writing is more difficult than speaking. Writing is done by expressing our ideas in a written form, but this activity, for some people, especially students, is not an easy activity to do, especially if they

¹² Lado 1963. *Linguistics Across Culture*, London: Longman, Hal 93

have to do a writing activity in a foreign language.¹³ Based on the theory, writing is a difficult activity. More ever, if students should do it in foreign language, it mean difficult to do.

In line with the ideas above, Cahyono and Widiarti argue that writing is often believed to be the most complex one compared to the three other skills; listening, speaking, and reading. This statement shows that writing is considered as difficult subject for more of students. Therefore, there must be a good media and methode to teach writing to make it easy to understand.¹⁴

b.Types of Writing Performance

According to Brown, there are a number of writing performance in the classroom. There were as follows:

1).Immitative or writing down

At the begining level of learning to write, the students will simply “write down” English letters, words, and possibly sentence in order to learn the conventions of the ontographic code. Dictation false into this category, although dictations can serve to teach and test high-order processing as well.

2).Intensive or controlled

Writing is sometimes used asa a production mode for learning, reinforcing, or testing gramatical concepts. This intensive writing typically appears in controlled, written grammer exercises. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure thughout.

3).self-writing

Significant proposition of classroom writing may be devoted to self-writing.The most silent instance of this category in classrooms is note-taking,

¹³Cahyono, B. Y. And Kusumaningrum dua ribu sebelas. *Practical technique for English Language Teaching*. Hal 77

¹⁴Cahyono. B. Y. And Widiati,2012 . *The Teaching of English as a Foreign Language*. Hal.69.

where students take notes during a lecture for the purpose of later recall. Diary or journal also falls into this category.

4). Display Writing

Writing within the curriculum of the campus was mentioned as a way of life. For all the language students, short answer exercise, essay explanation, and even research reports will involve an element of display.

5). Real Writing

Two categories of real and display writing are actually two ends of a continuum, and in between two extremes lay some combination of display and real writing. Three categories illustrate how reality can be injected: academic vocational/technical and personal.¹⁵

c. The Characteristic of Written Language

Brown stated that there are several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

1). Permanence

Writing is permanent. Once the writers finish their writing, they cannot redo their writing. So, as a thorough refinement and revision are needed before the final draft is submitted.

2). Production Time

The limitation of time is one of the issues in writing, especially in an educational context. A sufficient length of time will affect the production of a good writing. And vice versa. When the time given is not sufficient, the writer may produce a messy text. Therefore, a sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

3). Distance

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance, here may mean a range

¹⁵ H. Douglas Brown, Language Assessment Principles and Classroom Practice, (California: Longman). 2003. p.220.

between the writer and the target audience. In order to shorten the distance, the writer should be able to predict the audience's general knowledge and write from the perspective audience.

4).Ontography

Jeremy Harmer said that many different writing system have envolved around the world.Therefore, being able to use such writing system is not an easy metter,especially in a language which have different ontography from the writer's native writing system.

5).Complexity

Different from spoken language which tend to have shorter clauses and forms, the written language tend to have larger clauses with more complex forms. Therefore the writer should write clearly, cohessively, and coherently in delivering message to the readers.

6).Vocabulary

The written English has a greater variety of lexical items than in a spoken conversational English. The lexical used in the text may have different meaning depend on context embedded. Therefore, the writer should learn and take benefits from the extensive number of English words.

7).Formality

Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.¹⁶

Since writing is a way to communicate in the written form, everything should be clear.It means that before the writers come to the end of their writing, they should make sure that their writing has been met the purpose of their writing so that the target readers could get the message clearly.

¹⁶Brown,D,H.*Language Assesments: Principles and Classroom Practices*.New York, Longman, 2003

d. Purpose of Writing

According to Penny Ur in this book "A course in Language Teaching" the purpose of writing in principle, is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspects of writing. On the other hand, the writer need also to pay attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptance grammar and careful selection of vocabulary.¹⁷

e. Model of Writing

There are three main models of writing which underline must of research studies and teaching methodology' writing as product, writing as process, and writing as social activity. This section discusses the nature of these three models of writing.

I). Writing as a Product

In the light of this model, writing is considered to be the final product of writing activity. Thus, the word writing refers to written text or a composition which is visible as prints, hand written products, or digital documents. Research into written products investigates the writing qualities in terms of components or compares texts written in different languages with regard to "thought pattern" and aspects of discourses such as cohesive markers and stylistic features. Writing activity lead to the production of various text. According to Kinneavy in Cahyono and Widiati, the text emphasis given to any of the components of the communication triangle which include writer, audience, and knowledge of the world.

If the Emphasis is given to the writer or to producer, the text have "persuasive features" such as those in journals or diaries. The stress on the audience leads to production of texts with "persuative futures" such as in argumentative and persuasive essays. If the focus is on the discription or knowledge of the world, the text have "referential features" such as those

¹⁷Penny Ur. *A Course in Language Teaching* (New York:Cambridge University),1999.

found in reports and exposition. The combination of three components of the communication triangle leads to the production of texts bearing on those features such as stories.

2).Writing as Process

In the context of language teaching and research, the model of writing as process came into being later than writing as product, and it is considered to be the anti thesis of the approach which over emphasize the end result of the process.

The model of writing as process relies on the conviction that writing is not a single activity, but one which is recursive. By “Recursive” its means that writing has several stage and the stages can be performed from the initial to the final stages, and can processed through again, until the final product is presented.

The process of writing ends when the process of drafting results in the presentation of the final draft. According to Murray in Cahyono and Widyawati, the final draft signals the termination of the exploration process in drafting and the final product shows that ideals have been clarified.¹⁸

3).Process and Product

In the teaching of writing we can focus in the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the and of product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally ‘publishing’ their work, a process approach aims to get to the heart of the various skills that should be employed when writing.

In its simplest form a process approach asks students to consider the procedure of putting together a good piece of work. We might, for example,

¹⁸Harmer, Jeremi, *The Practice Of Language Teaching*: www.longman.com .257

discuss the concept of first and final drafts with our students and then ask them to say whether the following activities take place at first or final stages, and to put them in the best order:

- a). Check the language use (grammar, vocabulary, linkers).
- b) Check Punctuation (and layout)
- c).. Check Spelling
- d). Check writing for unnecessary repetition of words and/or information.
- e). Decide on the information for each paragraph, and the order the paragraphs should go in.
- f). Note down various ideas.
- g). Select the best ideas for inclusion
- h). Write a clean copy of the correct version
- i). Write out a rough version

In reality, the writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting, writing, etc. are done in a recursive way; we loop backwards and move forwards between various stages. Thus in the editing stage we may feel the need to go back to pre-writing phase and think again; we may edit bits of our writing as we draft it.¹⁹

One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then, with the teacher's help perhaps, review it and edit it in various ways before perhaps, changing the focus, generating more ideas, redrafting, pre-editing and so on. This cannot be done in fifteen minutes. However, the various stages may well involve discussion, research, language study, and a considerable amount of interaction between teacher and students and between students themselves so

¹⁹ Ibid, 258

that when process writing is handled appropriately it stretches across the whole curriculum.

There are times when process writing is simply not appropriate, either because classroom time is limited, or because we want students to write quickly as part of a communication game, or when working alone, we want them to compose a letter or brief story on the spot.

2. Teaching Writing

a. The Purpose of Teaching Writing

Rainies explain that there are six purposes of teaching writing. They are as follow:

1). Writing for Reinforcement

In the writing for reinforcement type, students are asked to write in order to demonstrate this accuracy in using english sentences. As it emphasizes accuracy over fluency, this type of writing is criticized as inhibit production of ideas.

2). Writing for Training

In the writing types, students are given model texts longer than sentences and asked to write according to the theoretical patterns of the texts.

3). Writing for Information

In the writing for information type, students are asked to write according to the linear and various types of texts as produced by native speakers of English, Through this type of writing, students are made familiar with typical formats on English Writing which may be different from those in their native languages.

4). Writing For Communication

In the writing for Communication type, students are made aware of the purpose in writing and the audience they are writing to, Thus, in this type of writing, students write with a reader of their written text.

5). Writing for Fluency

In term of writing for fluency type, writing is considered to be means to generate and explore ideas. Students are given freedom to develop their ideas and continue writing, without taking in to account grammatical accuracy as they are eventually given time for revision of their drafts.

6).Writing for Learning

Writing for learning is meant to encompass the other five purposes in the teaching of writing which are presented discretely.

b.Teaching Writing Principles

There are some principles for teaching writing:

1).Understand your students' reason for writing

The teacher must know students' reason for their writing. It can affect the writing product.²⁰

2).Provides many opportunities for students to write

As well as possible teacher should give more changes to students in writing activity. As it known that writing activity needs more times than others skills.

3). Make feedback helpfull and meaningfull

Teacher's feedback is important points for students' writing improvement. While teacher gives feedback directly it can help students to revising their writing.

4).Clarify for yourself, and for your students, how their writing will be evaluated.

Teachers should evaluate themselves not only evaluate their students. By this activity the teaching learning process will be more condusive.

Beside those principles, when teaching writing the teacher should choose the appropriate writing activities. The writing activities the teacher chooses should:

a).Be intereting and motivating

²⁰Jeremy Harmer, *The Practice of English Teaching*.3(Malaysia;Longman, 2002, 263.

The activities in classroom must build students' motivation and engage their spirit to study.²¹ As well as possible teacher should find interesting activity so they will not bored.

b).Be appropriate to learners' level

Teacher must adapt the materials and activities according students' level. Moreover, students can understand easily.

c). Be appropriate for the kind of learners the teacher is teaching.

Students in the classroom must bevarious. Teacher must understand them and cannot force them to be same at all. Writing instruction will be designed to help students understand writing as discourse with specific rhetorical strategies and qualities that can vary according to the writers' purpose. Second language writing instruction that is carefully planned can help the students learned more about the constructing process and problem solving activity that will affect to their native language writing skill and give benefits to their second language writing skill.²²

When students are taught writing strategies, they buid fluency and organization. Students in learning writing program receive frequent, guided opportunities to apply and practice the strategies in every curriculum area throughout their schoolyears. Teaching writing should not be a haphazard activity but rather a continuous process for learning.²³

Futhermore, based on discussion above, there are some activities and must be conducted by teacher so students can be active and the classroom can be condusive. Teacher not just to be facilitator but also motivator. In teaching

²¹Jill Hadfield & Charles Hadfield, *Introduction to Teaching English*(Oxford University Press, 2008), I20

²²Alice Omaggio Hadley, *Teaching Language in context 2 Edition* (USA:Heinle:Heinle Publisher,I993), 294.

²³Andrew Rohthsein,Evelyn Rosthstein,*Writing as Learning*(United Kingdom:Carwin Press, 2007),3.

writing teacher should give more time to the students. They must try to create their ideas in a writing.²⁴

3. Writing Assessment

In writing English in a good paragraph must have the characteristic, they are:

a. Unity

Unity is important element of a good paragraph. It means that all the sentences refer to the main idea, or the topic sentence of the paragraph. Every supporting sentence must directly explain or prove the main idea that is stated in the topic sentence.

b. Coherence

The Latin verb *cohere* means "hold together". In order to have coherence in writing, the sentences must hold together, that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one. The sentence should be organized in a logical manner and should follow a definite plan of development.

c. Cohesion

It means the writer should use appropriate conjunctions. The connector between sentence and paragraph should be appropriate. According to Jeremy Harmer the cohesive devices help to bind elements of a text together so that we know what is being referred to, how the phrases and sentences related to each other.

4. Academic Writing

a. The nature of Academic Writing

Academic Writing is, essentially, the writing for university courses. Instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay).²⁵

²⁴Ibid 263.

b. Goal of Academic Writing

The truth is that academic papers are a specially designed torture instrument. They are preferred because instructors are not directly involved in the torture. Usually students torture themselves by waiting until the last minute to write their papers and by not knowing what they are doing.

c. The Principles of Academic Writing.

I). Clear Purpose

The goal of the paper is to answer the question posed as topic. The most common purposes in Academic Writing are to persuade, analyze/synthesize, and inform.

a). Persuasive Purpose

In persuasive purposes to get readers to adopt the answer to the questions. The writer can choose answer to his question, support by using reason and evidence, and try to change the readers' point of view about the topic.

b). Analytical Purpose

In analytical academic writing, the purpose is to explain and evaluate possible answer, choosing the best answer, based on criteria.

c). Informative Purpose

In Informative academic writing, the purpose is to explain possible answer to the question. Giving the reader a new information about the topic.²⁶

5. Barriers in teaching English

a. Language Barriers

A language barrier is a figurative phrase used primarily to refer to linguistic barriers to communication. Some of the barriers faced by the teachers may be obvious to them, barriers such as difference in culture can be felt by them and must be slowly removed. The students must feel comfortable with the teacher so that they can be effective learning. Some others are not so obvious to

²⁵Withaker, Anne, A-step-by-step Guide to Writing Academic Papers, (September, 2009), 03

²⁶Ibid, 04

teach such as poor teaching methodology. These can be felt by students, and should respectfully ask for some change where needed. other barrier not so apparent but when found can be dealt with such as lack of innovation There eksis some mpore with the barriers which can not be solved but do still exis. Dealing with these is not in the hand of the teachers or the students.j one of the is the lack of infrastructure. For any barriers for first step to overcoming it is knowing it. Only by knowing the barrier can we overcome it.One of the best way to finding out the problem is from the people invold in it, Students are an integral teaching and very important finding the barriers in teaching, there are some of the barriers faced:²⁷

b.Learners' writing Problems

I. Grammatical Problem

Learners have a number of problems in attempt to write in second language. "A verbs take a different forms depending on the tense and subjects they are used with, they create problems for second language writing students". Similiarity Kharmastates that students have problems in subjects verb agreement, pronoun references, and connectors.

2.Problems of Sentence Structure

Sentence reflects various syntactic structures. However, incable learners use run-on, incorrect, and fragmented sentences. Kharma states that those studentswho have the problem of writing good sentence structures are unable to produce longer sentences requiring subordination and coordination. According to Zamel, cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for english language students.

3).Problems of Word Choice

A good writing or composition should consist of appropriate and varied range of vocabularies used with along with proper grammer and and varied

²⁷Prof. G. Anburaj, Prof.G. Christopher, *Barriers in Teaching Writing*, IOSR Journal of Humanities and Social Science, Vol 20, Issue 9Ver. VI (Sep. 2015)

range of sentence structures. According to Reid, when the writer practices the choice of vocabulary that would reflect a concern for the reader and purpose of writing, the composition of written by the students would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place in problem for students. For example. White states that usually students use 'big word' in their essays to impress the reader, their teacher. The effort is to impress the reader leads to a problems of dictions.

4). Cognitive Problems

The cognitive problems that students face include the problems of punctuation, capitalization, spelling, content, and organization.

a). Punctuation Problems

According to Byrn, the fact that punctuation has never been standard to the extent as spelling, makes it is problematic. Similiarity, Carol and Wilson state "students writing encounter punctuatin problems as they are no uiversal rules of punctuation".

b). Capitalization Problems

Capital letters are usefull for sentence intial, the begining of importants words, in topics, headings, etc. However, learners have problems in using capitalization property. There are reasons for the students' problems in using proper capitalization. " The rule of capitalization are not universal and clarifying nouns as proper and common nouns is difficult for students.

c).Spelling Problem

Due toinfluence of other languages, variant pronounciations and other and historical reasons, the english spelling system which has become inconsistent is complex for students.

d). Content Problem

Learners of second language as second of foreign language also face problems of exploring ideas and thought to communicate with other. According to Leki, this is could be because of the traditional methodesteachers use to teach writing for spelling, punctuation, and mastering grammer, Clifford suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammer, spelling, punctuation and others.

e). problem Organization

According to Kharma, learners have the problem of structuring the paragraph, topic, development of p[aragraph, structuring of whole discourse and theme in a discourse. "The most common students' problem in patagraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately. "Ralmes state that the other problem of organizattion is student'writing is the difficultty of differentiating a topic and supporting ideas and generalizations and spccific details. Pincas has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately.

6.Causes of Learners' Problems in Writing

Writing is difficult for the students. There some reasons why the students have the problems in their writing:

a.Student's attitude toward learning English

English is one of mandatory courses offered in professional collages, because it's a globally accepted language and knowing how to handle English effectively is vital to survive in today's competitive world, but most students ignore this fact and do not put much effort in learning English.

Most students have a care free attitude towards learning English. When compared to science subjects, English is given far less priority by the students. They don't attend their classes regulary, submit their assignments on time or even prepare for the exam properly, They bunk English classes whenever possibble and spent time with friends. Most student have a misconception that

they can get good grades in English without preparing for it. Student do not take into consideration that even they can converse in English well does not necessarily mean that they would not make any grammatical mistakes and that English classes are very important for developing written communication skills which are necessary when they start working.

One of the main reasons for this kind of negative attitude towards learning English is that, they are more comfortable learning English rather than at undergraduate level. (b) What are the factors that affect Pakistani undergraduate ESL learners' writing skills at undergraduate level?. (c). How the Pakistani undergraduate ESL learners' writing skills be improved.

b. Difference in culture

When we learn a language, we learn the culture of the place where the language belongs to. In many parts of the world people are hesitant to accept new cultures and inculcate them. English has many cultures in that and as it spreads more and more added to it. This hesitance also acts as the barriers for English teaching. For an English teacher he or she has to reach across the barriers to teach students. Culture is taught in a situation which prepares students for a visit or work in a new environment even though the student is physically away from the place. A teacher can make the student comfortable and prepare him to adopt the different culture and more importantly the language, which is English here. Each situation determines the aim of teaching culture and range of topics that are considered important to be taught. The main aim is to provide culture knowledge as it is often the case in the first situation. There may even be problems for students to understand what the teacher is teaching due to their difference in English, A new teacher must first go slowly so that the students can get used to it.²⁸

c. Low Motivation

²⁸ Ibid 69

Motivation is important for the student push them positively. Without motivation, the student will be lazy and having bad mood in classroom. For creative construction to take place, motivation must probably be based on communication need for the second language. The need may be immediate or longer-term. In skill learning, it also be due to factors related directly to context of instructions, such as short-term behavioural objectives, which have little to do with communication as such.²⁹

According to Nunan in Lukitasari, there are some effort can be done to built up learners motivation.

- 1). Make instructional goals explicit to learner
- 2). Break learning down into sequence of achievable steps.
- 3). Link learning to the needs and interest the learners
- 4). Allow learners to bring their own knowledge and perspective into the learning process.
- 5). Encourage creative learning use
- 6). Help learners to identify the strategies underlying tasks they are engage in.
- 7). Developing ways in which learners can record their own progress.³⁰

According to Zamel, the writing class should take into account the learners' purposes for writing. Writing can be developed rapidly when the students concerns and interest are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participant. David think that learners will be encouraged to write if writing task motivate them and keep them interested. According to Leki, the desire on the part of desire on the part of writer to communicate something is very important because it is much more difficult for the students to write about something they have no interest in. Silva in Thomsan believes that it is both reasonable and motivating 'to allow students to choose their own topics and that when students are allowed this freedom their work is more successful.

²⁹William T Littlewood, *Foreign And Second Language Learning (Language Acquisition Research And Its Implication For The Classroom)*,(Cambridge University Press),p. 78

³⁰Nunik Lukitasari, *The Problem of.....*,p.16

4. Lack of Practice

According to Davis, writing is essentially a creative process and a good writer must learn to communicate their ideas clearly to an unseen audience. This takes a lot of practice. Grabe and Kaplan believe that writing does not come naturally but is rather gained through continuous effort and much practice. In addition, learners must take responsibility for their learning if meaningful learning is to take place. He also adds that the best way to learn any skill would be in practice. To become a good driver, the best way is to drive. Similarly, to become a proficient writer, the best way is again in writing a lot. Furthermore, Hedge states that “my own experience tells me to become a good writer, the student needs to write a lot”.

7. The Strategies to Solve Writing Barriers.

a. Compensation Strategies

These strategies enable the students to guess they don't know the meaning. The students may guess the word by the language content. The components of compensation strategies used in writing are providing limitations in writing in the form of selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym. While, the components used by the students are: providing limitations in writing in the form of coining words, selecting the topic, and using circumlocution or synonym.

b. Cognitive and Affective Strategies

Cognitive strategies related to the students' learning process, thinking process, solving problems, remembering and thinking. While, Affective strategies relate to the students' emotion, and feeling. Affective aspects concern about students' interest and behaviour.

Components of cognitive strategies used in writing are: 1). Practicing. In the form of repeating, formally practicing with pattern and writing system, recognizing, and using formulas and pattern, recombining, practicing

naturalistically, 2). Receiving and sending message, in the form of using resources for receiving and sending message,3). Analyzing and reasoning, in the form of reasoning deductively, translating, and transferring; 4). Creating structure for input and output, in form of taking notes, summarizing, and highlighting.

c. Memory Strategy

Memory strategies help the students in memorizing information well. Memory strategies help the students in absorbing received information, saving it, and turning up when they answer the quiz or examination. Component of memory strategies used in writing are: 1). Creating mental linkages, in the form of placing new words in a context; 2). structured reviewing; 3). employing action, in the form of using mechanical techniques.

d. Social Strategies

These strategies enable students to interact with social reality directly. When the students interact with others. Component of social strategies used in writing are: 1). Asking question, in the form of asking for correction, 2). cooperating with others, in forms of cooperating with peers and cooperating with proficient users of new language; 3). emphasizing with others in the form of developing cultural understanding and becoming aware of others' thoughts and feelings.

CHAPTER III

RESEARCH METHOD

Research method is a way of systematically solve the research problem. It may be understand as a science of studying how reseach scientifically. In it, we study various steps that are generally adopted by the researcher in studying his problem along with logic behind them, It is necessary for the researcher to know not only the research method.

A. Research Design

The research approach of this study is descriptive qualitative approach. It is called qualitative approach sice it provides a systematic, factual, and accurate description of a situation of area.³¹ According to Richard and Schmidt, “Qualitative research is any research that uses produceres that make use of non-numerical data, such as interview, case studies, or participant observation”.

The design of this study was Descriptive-Qualitative. Descriptive-Qualitative includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The purpose of this method was to describe the activities, situation and condition of student strategies in solving writing barriers at IAIN Ponorogo.

B. Researcher Role

One of the Qualitative Research characteristics is researcher as key instrument: Qualitative researchers collect data themselves through examining documents, observing behaviour, or interviewing participants.³² They may use a protocol-an instrument for collecting data-but the researchers are the ones who actually gether the information.

C. Research Location

³¹Issac and Michar.....1987, 24

³² Ibid,236

The research was conducted at the State Institute of Islamic Studies Ponorogo. It is located at 56 Pramuka street, Ponorogo. Researcher chooses this location for some reasons:

1. The researcher want to explore researcher's experienced related to the barrier in writing when he studied in IAIN Ponorogo based on research data which put in fourth semester.

2. The researcher want to critic and give solution for the students especially fourth semester related barrier in writing.

D. Data Source

1. Primary sources:

The source of data for this research is in form the information that the researcher got from the subjects. This information related to with the strategies in solving writing barriers in Fourth Semester students of English Department in the State Institute of Islamic Studies Ponorogo (academic Year 2018/2019).

2. Secondary sources:

Secondary data means that the data are available. They refer to the data which have already been collected analysed by someone else.³³ To support primarily data to make it suitable to answer the statements of the problems, the researcher use documents, books and others. Instrument is a tool used for particular purpose, especially for delicate or scientific work. Instrument of data collection is the way to get data in the research used by researcher. Research instrument is need be used acquire, process and interpret information obtained from respondents who do some measuring pattern. Instrument of data collection is the way get the data in the research by the researcher.

F. Technique of Data Collection

I. Interview

Interview involved unstructured and generally open-ended questions that are view in number and intended to elicit views and opinions from the participants.³⁴ The researcher interviewed one of the English writing lecturer of IAIN Ponorogo (Dr. Dolar Yuwono) who lecture in TI-C to get concepts of strategies teaching writing in

³³C. R. Kothari, Research Methodology Method And Technique(second revised Edition) New age International Publisher, 2004), III

³⁴Thomas A. O'Donoghue & Keith F. Punch, Qualitative Educational Research in Action, (London, RoutledgeFalmer, 2003), 13.

just solving writing barriers. Besides, the researcher also interview some of the students related to the barriers. There are 9 students who asked about what is the barriers faced in writing and how do the students try to solved it. This is the table wich is used to interview Dr.Dolar Yuwono.

Table I.I
List of Interview

No.	Question	Answered
I	What the writing materials teach in your class?	
2	How do you feel joining writing class?	
3	What the problem in writing do you have?	
4	What is the media to teach in writing?	
5	What the strategies to teach in writing?	
6	What the facilities in your class support your studying or not?	
7	What did you submit the writing assignment of the lecturer fastly?	

2.Observation

Observation is when the researcher takes field notes on the behaviour and activities of individuals at the research site. In these field notes, the research records, in an unstructured or semi structured way (using some prior questions that the inquirerwants to know), activities at the research site.³⁵ “Observing” can be an invaluable way of collecting data because what researcher see with his/her own eyes and perceive with his /her own senses is not filtered by what others might have (self-) reported to researcher or what the autor of some observaton sheet might have seen.³⁶The researcher observe in 4 times . The duration of observation is one month. The researcher observe situation and condition of the class, count the students, observe the material,technique of teching,etc.

³⁵ Ibid,.

³⁶ Robert K. Yin, *Qualitative Research from start to Finish* (New York: The Guilford Press,2011), 143.

3). Documentation

The data are taken in the form photos and and some of students' worksheet. Photos will take while learning process in the class, and worksheet from students' homework or another assignment that can observed.

G. Technique of Data Analysis

The core of qualitative analysis lies in these related processes of describing phenomena, classifying it, and seeing how our concepts interconnect.³⁷ The following steps of analyzing data:

I. Data Reduction

Data Reduction is stage of summarizing, classifying and focussing on essential; thing, in the stage, researchers need to separate the accurate data from inaccurate ones. Through the data reduction, researcher may focus on the data that will be analyzed. Thec data that will be reduce is about the practice of character education in teaching listening. In this case, the researcher selecting the data that are accurate. The data thatare from interview, observation, and documentation are written are written by the researcher based on the problems.

2. Data Display

Data Display is a stage of organizing the data'into pattern of relationship. Designing a display as the analytical process is deciding on the rows and columns of a matrix for qualitative data and deciding with the data and in which form the data should be entered in the cells. For the study, researcher organized and presented it into the datawhich have been chosen in the form of matrix and cells.

3. Verivication/ conclusion drawing

In the last step of analyzing data for this study, researcher draw the conclusion as the research results by relating the data from the observation and

³⁷ Ian Dey, *Qualitative Data Analysis: A User-Friendly Guide for Social Scientists* (New York: Routlage 2005), 31.

interview with the theories which are related. And than research gave some suggestions and verification.

H. Research Procedure

In this reseach, there are some procedures of research which must be done. They are planning, application, and reporting.

I. Planning

This procedure includes arranging the reseach plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument , and something that relates Pesearch ethic.

2. Preparation

- a. Getting permission letter from the research institution
- b. Getting permission from the institution that would be researched.

3. Application

- a. Observing the process writing class in TI-A IAIN Ponorogo.
- b. Colecting the data, the researcher interviewed the students about their strategies in solving writing barriers.'
- c. Analyzing data.
- d. Making conclution and suggestion.

4. The procedure of data analysis. It include analyzing the students who have barriers in writing

I. Research Report

In this activity, the researcher writes a research report in form of learning writing activity in the class in IAIN Ponorogo.

CHAPTER IV

DATA DESCRIPTION

A. General Data Description

I. Profile of Department of English Education(TBI)

In State Institute of Islamic Studies Ponorogo, English Education is called by Tadris Bahasa Inggris(TBI). It is established under Faculty of Tarbiyah and Teacher's Training. The Profiles of graduate from this department are as English Teacher, English Translator, and tourist guide. There are following vision, mission, goal of English Education Department in the State Institute of Islamic Studies Ponorogo.

2. Vision and Mission of English Education Department

a. Vision of English Education Department

As an educational and development center for prospective teachers.

b. Mission of English Education Department

1. To implement the process of State Institute of Islamic learning and teaching.

2 To implement and develop English teaching.

3. To conduct English Education research

4. To performe dedication to sciety in field of English Teaching.

5. To implement the founding of English Education Department academicians.

6. To cooperate with educational and non-educational institution.

c. Goal of English Education Department

The goal of this department is to graduate the bachelors of English education who are:

1). Capable to teach English professionally from elementary to High school level.

2). Having good active and passive English capability.

3). Master of English Learning issues.

From 2016 Generation, English Education Department started to used university curriculum based on KKNI (Kerangka Kualifikasi Nasional Indonesia) based on presidential Degree No.8 on 2016).

B. The Presentation of Specific Data

I. Barriers in writing experienced by the fourth students of english department of IAIN Ponorogo in Academic year 2018/2019

The finding of the data that have been collected through the observation in TI-A students at IAIN Ponorogo in academic year 2018/2019 would be presented in this chapter. The data was collected by the interview, observation, and documentation.

Based on the result of data collection, the researcher found that there were some problems faced by Fourth student's English Department at Institute of Islamic Studies Ponorogo.

The first observation in 12 March 2019 on 08.40 at E-M classroom. The material that the lecturer give was the definition and the characteristics of Academic Writing. Along presentation from Mr.Dolar, The researcher found that Some students was still confused with the structure. Based on interview of some students, they state that they have problems in grammar.

“Dr. Dolar said that the students have difficulty in differentiate between the sentence and frase. The students lacked on basic structure. In collage, the students should understood because it material has been teach in junioir high school. Repeating that basic material was not needed, but he give them explanation again to fix false structure.”³⁸

Grammar did not only to read, but it should be practiced in written. The students says that they were still confuse to write because the difficulty of the grammar. The lecturer should be patient to explain about the grammer step by step because, based on the interview, a lot of the students hope they can master the grammer but till now they was not feel easy to understood the grammar. There were some tips that the students can do to study grammar more easier to understood. The first step to master the grammer is to loved it. The wish word says that “do not know , do not love”, the second tips is always practice the grammar in written. Practicing the students' understood in grammer is difficult. English as a second language of Indonesian students of course needed adaptation. The key to master the grammer is to practiced, remembering, reading continue. One of them is practicing into a written. The students can practice in every small of their ability. They can started it baganing from made a sentences, paragraph and essay. Engaged the grammar knowledge with reading international journals, thesis, or magazine. English born in foreign country. So, the students needed to learnt the original written paper. Reading the paper also

³⁸ Interview with Dr.Dolar Yuwono in Monday 12 March 2019. See on appendix

improve the students analysed in translation the paper. This is easier the students engaged them to explore their ability in mastering grammar itself.

The second barrier was the poor of vocabulary. This observation is same with the first observation on 19 March 08.40 at E-M classroom, the researcher found that the students lack on remembering the vocabularies. When they wrote something they difficult in choice of the words. The students needed to open dictionary. To be always in using dictionary is not good for development the students remembering. They will be addict to used english dictionary to translate english task. Actually, being much in using dictionary will disturb the students ability in translating and analyzing the written text. By used dictionary, they may translate one word to second word. Eventhough, this is necessary for them but the lecturer should controled it in order to engage the students ability in translating the text which is will engage their written also when they wrote. Related to the lack of vocabulary, the researcher interview about the lack of vocabulary with Faradilah Istighfarah (TI-C)

“Faradilah Istighfarah said that she had difficulness in writing. my vocabblary is lack. On writing, is needed to make the sentence, essay, paragraph, while many student of english department who lack on their vocabblary.”³⁹

The researcher found the data that all the students who interviewed tell that they have problem in vocabulary. Memorizing vocabulary is needed to write. In the examination, it will help the students to write because knowing what the good word are choosen. Actually, remembering vocabulary has been taught from elementary school. But they felt did not interested in english. Important to remember the vocabulary just even they did in the collage who made a duty for them to did it. the low awareness of important remembering vocabulary was late. The lecturer can give more words to remember. For example: the name of thing, verb, environment, and a short conversation. In order to develop the student ability in english writing. The other purpose is to make them effort in how to solve if i got lack in vocabulary, and made easier to the lecturer made the students understood the material easily.

The third observation, In 26 march 2019 in 08.40 at E-M classroom. Today, the Others interviewer related to the barriers in writing; Kristiana dewi (TI-A) .

³⁹Interview with Dila in Monday 19 march 2019, see on apendix.

The students have difficulty in writing. Like the theory better than practicing it, so that sometime the students can not write because seldom of practice writing in the home. The basic writing that the students can not hold. So that in my thought writing is difficult and makes me lazy to practice it.⁴⁰

The lack of practice was so dangerous. Learning writing should have two components. The theory and also the practice. In this discussion, The students should hold both elements in order to make balanced between learning theory and practice. In the classroom, the teacher gave the two of that elements that gave understanding enough, but the students were lazy to practicing in the home. However, did the homework was so important to remember what the material was given in the morning. Some students did not submit the homework. This is showed that there were low interest in writing. The new theory is being the students problems.

Besides observation, the researcher do the interviews in 19 March 2019 on 08.40 at E-M classroom, the researcher found that the students have difficulty in a new material that given by the lecturer.

Rya widyawati said that "the new material in writing was being my problems. I hard to learned it only one explanation, but two or three with practicing it. The material in writing is difficult, so, it can be a problem if i can not understand the last material and adding with a new material again."

The lecturer has been maximally gave the explanation. Understood in materials based on the students effort. There are some problems faced because the students lazy to asked the problems on receiving the materials while presenting of material proses is doing. Some of students understood but some of them just keep silent eventhough they not understand yet. The lecturer did not know the students problems if they cant speak to showed the problems. The students' brief was low. There was not the reason how the way the lecturer explains but how the students take the action of the lecturers presented the materials. Because of these, this is important to learnt that to be honest with ourselves. Do not shy to said briefly. This is will help the students develop them english in future.

⁴⁰Interview with Kusuma Dewi in Monday, 26 March 2019, See on appendix.

The fifth low motivation. The students felt not confident with their ability in writing. As English department student, they know there was a need to master writing because writing is included one of the four skills which have to be mastered in English. The importance of giving motivation is needed to build the students' spirit to get up if they have trouble in their writing. Actually, for the first, motivation should arise from the soul of the students themselves because the student is the main subject who learns and practices writing while the lecturer as a facilitator, motivator to develop. Pure understanding based on the students themselves. The second motivator is the lecturer. The lecturer not only as the lecture the lesson, but also the motivator the students when they felt down because of the difficulties that happen by them.

Supporting from the parents may given to create the students' motivation. The parents are the people which always give love to their children. To be opened with the parents can lose the problems. The parents may look for the people who can help the students to engage the students' skill in writing. Others, they will look for the course to help the students practice easily with the best courses which may usually give more key to practice continually so that that will get more a better result in understanding of writing.

There are 5 barriers that the researcher found in writing experienced by TI-A class of fourth department,:

1. The lack of structure or grammar
2. Poor of Vocabulary
3. The lack of Practice
4. Problem with New writing material
5. Low motivation.

2. The students' effort to overcome the barriers in writing experienced by the fourth students of English department of IAIN Ponorogo in Academic year 2018/2019

The first barrier experienced by the students was the bad attitude. Based on the explanation above, the students who have bad habit have to be aware. The students TI-A was (21-22) ages. In this ages, the students should know the habit which can

made them improved or reduced of their writing ability. They has been differentiated these. Because of that, the students can choose their attitude in order to make them developed. The lecturer, Mr. Dolar has been assertive in their teaching. The all of the English who has been taught, has been known these. This benefit to increase the students discipline. He was so discipline in teaching of writing. Besides that,

In order to write a good written the students have some solutions. First. The students should force themselves to study about the structure. Make a good Writing need to learn the structure well, such as the grammar and tenses. Ulviana (ti-a) said :

“to engage grammar, the students usually studied it and got grammar books as like Modern English (Marcella Frenk) which was being learned so that I can learn grammar more. The students usually found out some books to test my English.⁴¹

In order to know the students development in grammar, this actually needed the process. There needed step by step that must be controlled. Based on the data, the lecturer even gave question related to improve the students grammar. This was effective to do. The lecturer test the students the grammar by reviewing the students assignment. With used grammar error, the students can analyze and try to answer what the grammar which is true which was used in these sentences. The students can find some/Toic books to challenge themselves in order to know the how much level they had mastered the grammar. They can visit also the pages of internet course as like *i talk.com* to study many kinds knowledge of English everywhere and everytime the students wanted. They can read the question, write the stories, talk with native people, and other interesting facilities.

Poor of vocabulary can be solved by adding the new vocabulary everyday. The students can make the list of memorizing vocabulary in order to improve the vocabulary memory. The students can make the table of vocabulary in a week and add the list continuedly in a month:

Table I.5

⁴¹ Interview with Ulviana in Monday, 12 March 2019, see on appendix

No.	Verb	Meaning	Noun	Meaning
1	Ask	Bertanya	Paper	Kertas
	Walk	Berjalan	Bike	Sepeda
3	Cook	Memasak	Bag	Tas
4	Put	Mengambil	Plate	Piring
5	Cut	Memotong	Lamp	Lampu
6	Support	Mendukung	Spone	Sendok
7	Run	Berlari	Water	Air
8	Drive	Mengendarai	Money	Uang
9	Read	Membaca	Mosque	Masjid
10	See	Melihat	Egg	Telur

Listing of vocabulary was needed to enhance the students learn in vocabulary. Related to writing, the advance the students understood in vocabulary also in doing writing. High memorized in vocabbulary benefit. In technological era, The way to easier to remember vocabbulary was used song. Many english song from famous singer alrady served in many platform digital. The students which all of the had smartfhone can download the song. For example:

song name : jar of heart

th singer: cristina perry

Lyric of song

I know i can't take one more step towards you

Cause all that waiting is regret

Dont you know i am not your gost anymore

You love the lost i lost the most

I learned to live , half alive

And now you want me one more time

Who do you think you are
Runnin' round living scars
Collecting your jar of heart
And tearing love apart
You're gonna catch a cold
From the ice inside your soul
So don't come back to me
Who do you think you are?

The song can be alternative ways to help the students to remember vocabulary inside the lyric of the song. From parts of the song the students can analyse the verb, noun, adverbs, to be, etc. Kusuma Dewi Arsita said that

“To engage my collecting vocabulary, I usually sing the song and I translate the lyric. I can be fast in remembering the lyric because I think that remembering vocabulary can be effective to do with relax and enjoy situation and condition.”⁴²

Many students said that they like to study with relax. Combining the touchful lyric and easy listening song made the students enjoyed study. Hope, this can enhance the students remember in collecting vocabulary.

The lack of practice is the third barrier experienced by the students TI-A. Actually, practicing to write is not hard. Just do it. As based on the data above, some of the students said that they were afraid to write. They are afraid to make the mistakes. This usually happens with the students who got the bad result in their examination. Of course, this condition made them unconfident to move to write. This habit should be lost. The first people who are responsible in this condition was the lecturer. The whole writing process is taught by the lecturer. So, the people who know the students' development in writing is the lecturer. The lecturer may motivate the students and give feedback after presenting writing material. Evaluation is needed to give care and attention between the material which has been understood or not. Open-mindedness between the both of them was very important. In this condition, Mr Dolar has been stated in the data above related to giving feedback and explanation more

⁴²Interview with Kusuma Arsita in Monday, 19 March 2019, see on appendix

about the students difficultness to TI-A students offourth semester. Faradilah Istighfarah said that:

“ i am usually write in my best place. Sometimes, in the class when it was dirty, hot and trouble with LCD, i try to practice in the outdoor. Comforteable place is very support in practicing writing to minimize feeling bored or lazyness”⁴³.

From interviewed above, we know that writing need a good condition. Comforteable places, and time. Cause of this, the students should creative to choose where was the favorite places to learn and practice writing. Besides, the times is also influence in practicing writing. The students can used primarily time which choosen as the students best time to learn and practice writing. Good feeling is needed also to advance writing ability. The students should growth in their soul that writing is easy. Writing is not bad. Growth the suggestions in the students brain is very effective being them own motivation. This benefit also to make them brief in practicing writing without any feeling lose or fail.

The fourth barrier is the problem with new writing materials. Actually, this happend with all of the english writing. But, some of TI-A students state based on the data above. The new writing material is difficult. But, all of the knowledge can be mastered step by step. The students should be patient to learned the new materials. Many students is still confuse on the structure because the english material used different grammer. The lacked of grammer should though away, because the grammer can be mastered if have an effort. Being diligent was being the duty to understood the grammer. It was the same with new writing materials. It was so difficult baccuse the students wont to learned it well. Sometimes to get the aim, the people need to run so far to cacth it. Related to solve this barriers, there was needed many supported from the soul of the students itself and also the lecturer.

”Rudi Herianto said that i had difficultness in writing. The new theory being my problem. The new theory of writing is difficult. There are some theory i can not understand before, so it was so difficult adding new theory.”⁴⁴

⁴³Interview with Dila in I9 march 2019, see on apendix

⁴⁴Interview with Rudi Harianto in Monday, 26 ,March 2019

To solved the new writing material problems, the students needed to focus and always consentrate when the lecturer presenting the materials. The students also needed to keep in studying about the grammar, vocabulary, etc in order to support the students understood in materials.

The fifth barriers is low motivation. When the students often get low in their achievement, or they start to be lazy in writing the task, the lecturer can give them motivation to the students. For example: never give up. And you will never know if you wont to try. Beside that, the lecturer give the students some story about his experiencess in the campus, or his experiences relating with writing achievement was got by the lecturer, etc. The lecturer can give motivation videos to build the students empathy in order to be awerness to others, did not lazy, and always keep in studying. The students can practiced writing by the situation or condition which was they can choosed by the student own ways.

Supporting from the parents may given to created the students motivation. The parents is the people which always give loved to their childrent. To be Opened with the parents can lose the problems. The parents may looked for the people who can help the students to engaged the students skill in writing. Others, they will looked for the course to help the students practice easily with the best courses which may usually give more key to practice continuedly so that that will got more a better result in understanding of writing. Besides, growing the motivation can be gave on psycial of the students. The parents can give motivation videos. The exemple theme was about how get success, never give up, etc. The interesting of video will make them learn and understand how the important of study hard and how to maximally the opportunities that which so much given to us.

Friends as the close people in the class can gave motivation to others friends who get down their acchievement. They also can through out the problems with let them friends watched inspiring the movie , or thhrough them sadness with retell the experienced stories in order to noticed them not to get down fastly. Friends can give help to break out of the problems

CHAPTER V

DATA ANALYSIS

In this chapter, the research discuss the result of the research based on the statement of the problem. The result of the research taken from resarch of the observation and interview had to be analysed. The researcher discusses the result of the research which was done at fourth student's of English Department of Institute Islamic Studies of PonorogoThe discuss iongive explanation as follows:

A. Writing Barriers Faced By the Students.

There are some barriers are faced by the students in writing, as follow:First, the students difficult in grammer. Based on observation, the researcher found tat the students have the problems with grammer. When the lecturer asked TI-A students, one of the students was asked about the different about the sentences, phrases, and clauses. He just keeping silent while others tried to aswer correctly but there was the lecturer correct the true grammer itself.

According to Ellis,the difficulty in learning grammercan be grouped into three,namely: the difficulties associated with enviroental factors of language, with linguistic factorsand psychological difficultness. Factors related to language environment are how often the input obtained psychological factors refer to the ability to learn.⁴⁵

Grammer is a set of rules that explores the forms and structures of sentences that can be used in a language.There are two important concepts related to the grammar: morphology that studies the formation of words, their structure and relationship between them, and syntax that studies the structures of sentenses,

⁴⁵ Muh Saeful Effendie, Umi Rockayati, *A study on grammer teaching at an english education department in an EFL context*. International Journal studies in English Languageand literature, Vol.5, Issue I, January 2017

relations between the sentence units, the internal structure of phrases and relationship between them that give meaning to sentences⁴⁶

In other side, because of the lack of the grammar, the students limited to write. The scary if they will be false. Afraid of making mistake. All language learners make mistakes. If mistakes occur it is important to pay attention to their type and reason why they have occurred. Thornbury said that It is also to analyse different ways to prevent mistakes.

The second Barrier was Poor memorizing of vocabulary. Based on interview, Many students of TI A felt so difficult to construct the words because poor of vocabulary. The lack of vocabulary disturbed them to write. If they were not add their memorizing the words, they will not out of these problems. The important of strong in memorizing the vocabulary should be awareness not only for the students themselves but the lecturer also. The students need to communicate with the lecturer in order to make personal assignment to memorized vocabulary. Then in every some collected words which has been memorized, the students asked the lecturer to test them memorizing. The other way, the students can make a group which divide in some of students. The lecturer can give group assignment. In every group should collected some words which content memorizing data of the students. Then every groups collected memorizing the data. Made a group discussion may helped some students who got some vocabulary problems. They can asked to others friends to judge them. This method will made the students easier to added vocabulary memorizing.

In order to understand the language, vocabulary is crucial to be mastered by the learners. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. According to Webster, mastery refers to⁴⁷ (I).a. The authority of a master: dominion, b. The upper hand in a contest or competition;

⁴⁶Krista Uibu, Merili Liver, *Students' grammar Mistakes and Effectiveteaching strategies*, International Journal Of teaching and education Vol III, No.I/ 2015

⁴⁷Movareh Al Qohtani, *The importance of vocabulary in language learning and how to be taught*, International journal of teaching and education, vol III, No.3, 2015

superiority, ascendancy and (2) a. Possession or display of great skill or technique. b. Skill or knowledge that makes one master of a subject component. While Hombly defines mastery as a complete knowledge or complete skill. From that knowledge that make someone.

The third barrier in writing is the lack of practice. Writing consists of two elements, they are: theory and practice. To master writing ability, the students need to learn the theory. Besides that, practice is very important for them. Without practicing writing, the students will find it difficult to make a written work. The students who usually practiced their writing looked different with the students who did not do anything practiced. The students who often practiced their writing know the structure and tenses. While, the students who did not practice will be lazy to do. Some of them felt confused to write because they were seldom to write.

Grabe and Kaplan believe that writing does not naturally but rather gained through continuous effort and much practice. In addition, learners must take responsibility for their learning if meaningful learning is to take place. He also adds the best ways to learn any skill would be in practice. To become a good driver, the best way is to drive. Similarly, to become a proficient writer, the best way is again in writing a lot. Furthermore, Hedge states that "my own experience tells me to become a good writer, the students need to write a lot".⁴⁸

Based on the discussion above, the researcher underlines the words that much the TI-A students can practice maximally, they will find it easier to write. The students can practice writing theory by their best ways as condition and situation they choose.

The Fourth Barrier is the low motivation. Based on the interview of some students TI-A, they said that they had low motivation. The first factor is they did not master the grammar and shorten in vocabulary. Motivation is an important factor to develop writing skill. Without good or high motivation, the students will feel down in every writing exercise. Motivation rises in students themselves, but if the students did not have a good motivation enough, the lecturer should give them motivations. As research observed, Mr. Dolar as the writing lecturer of TI-A has been motivated the

⁴⁸William T Littlewood, *Foreign And Second Language Learning (Language Acquisition Research And Its Implication For The Classroom)*, (Cambridge University Press), p. 78

students with giving him experienced along the study in order to raise the students empathy to study hard. The fact that with study hard, his children can raised they wanted.

The importance of the lecturer factor having a high level motivation is second language aquisition is important. The way that the lecturer implement in teaching strategy will give an effect toward motivate, this is an axcited approach is more likely to motivate than a gloomy approach. Related to motivation in learning, Graham suggest that to successfully engaged the students to have motivation in writing, teachers are required to have appropriate believe in writing. When motivation is viewed and considered as an attitude to be developed and improved though meaningful activities, the setting of writting tasks will be clearly different. It is obvious that writing tasks sometimes can be boring, prediecteable, and the result of doing the task sometimes are not noticeable. Therefor, to help the students become a competent writer, it requires both the students' invilvment and lecturers' authority in setting up the exercise.⁴⁹

Beside the lecturer, the one who can give motivation is close friends. Every one have a closed friends. He/she is the one know us and wanted us in happiness or sadness. The closed friends may let us got up and never said give up. He/she who always support us who got the problems and gave the solution., the next motivator is the parents, As the explanation in Chapter 4, The parents supported give big impact fr the students to enhance themselfe. They are the people who keep and give love to us everytime and everywhere. So, if there was some problems with writing problems, the parents can give the best solution .

The fourth barrier is the difficultness in achieving writing new material. The students have the cale in acheiving the material which gave by the lecturer. There were low, standart, or advance. Based on the interview, Ti-A students difficult to received new materials. The students should be patient to learned the new materials. Many students is still confuse on the structure because the english

⁴⁹Nita Maya Valiantien, Ririn Setyowati, Setya Ariani, *Igniting students' motivation in Writing through Journal Writing*, Journal ISELT-4, 2004

material used different grammar. The lack of grammar should be put away, because the grammar can be mastered if there is an effort. Being diligent is the duty to understand the grammar. It was the same with new writing materials. It was so difficult because the students want to learn it well. Sometimes to get the aim, the people need to run so far to catch it. Related to solve these barriers, there was needed many supported from the soul of the students themselves and also the lecturer. Writing is difficult.

Writing is a complex because it requires the mastery of grammatical devices, conceptual thinking and judgemental (have purpose and activating element). Classified the writing complexities into psychological, linguistic, and cognitive problems.⁵⁰

So, based on the discussion above, the researcher can understand the word that the students should be diligent and believe in themselves that the material is easy to do. These suggestions need to motivate them by themselves. The students were free to ask the lecturer, friends, search Google in order to overcome laziness, or other bad habits that make the barriers in adding new material.

2. The students' effort to overcome the barriers in writing experienced by the fourth students of English Department of IAIN Ponorogo in Academic Year 2019/2020

There are some problem-solving to overcome the barriers which has been explained above. They are

⁵⁰Alfald Ibrahim Mohamed, *University Students English Problems: Diagnosis and Remedy*, Vol.3, No.3, pp.40-52, May 2015

First barrier, To solved Grammer problems the students should learned grammer by reading grammer books and practiced it into a written text. The students can found out many exercise in toufle books which will help the students to learn.

Toufle is a standardiazed test used to measure non-native English Speaker's proficiently even though the paper based test (PBT) as well as the computer based test (CBT) may seem absolutevand have progressively been replace by the internet-Based Tes(IBT).Most universities and institutions still make use of PBT as a graduation requirrement. There are three sections in PBT, namely listening comprehension,structure/written expression and reading comprehension. However, this study only aims to provide information on students' problems, particulary, those in grammar selection in PBT Toefle.⁵¹

Poor vocabulary were the disaster for students to advance their writing, based on the data on the fourth chapter, poor of vocabulary can be solved by remember vocxabulary by list the words which has been remembered.

There are several technique concerning with the teaching of vocabulary. However, there are a view things that have to be remembered by most english English teacher if they want to present a new vocabulary or lexical items to their students. It means that the english teacher want students remembered new vocabuaries. Than, it needs to be learnt, practiced, and revised toprefent students from forgetting. Techniques employes teachers depaan on same factors, such as content, time availability, and its value for the learners. This makes the teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned items, the teacher usually combined more than one technique. Instead of employing one single technique.teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible.⁵²

⁵¹ Taniharjo, Jonathan, Analysis of Studens' English competence in the grammer section in the (PBT) toufle at Department In Bunda Mulia University,Journal Of English language and culture, Vol.6, No.1.

⁵²Alqahtani, Mofareh, *The Importance of Vocabulary in language learning and how to be taught*, International Journal of Teaching and Education, Vol III, No.3/ 2015

The next barrier was the lack on practice. Based on the data in the chapter four, the researcher analyse that there are some problem solved related to the lacked of practice .The lack of practice is the third barrier experienced by the students TI-A. Actually, practiced to wrote is not hard. Just did it. As the based on the data above, some of students said that they were afraid to wrote. They afraid to make the mistakes. This usually happend with the students who got the bad result in their exmination. Of course, this condition made them unconfident to move to wrote. This habbit should be lost. The fist people who responsible in this condition was the lecturer. The all of writing process is taught by the lecturer. So, the people who knows the students' development in writing is the lecturer. The lecturer may the students motivated and give feed back after presenting writing material.

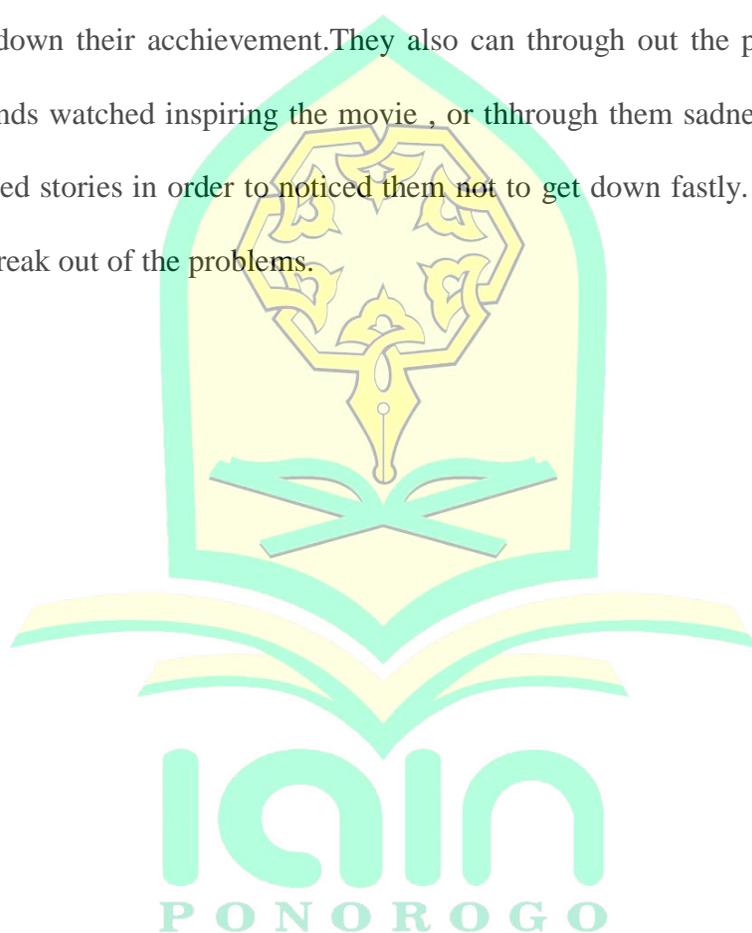
The fifth barriers is low motivation. When the students often get low in their achievement, or they start to be lazy in writing the task, the lecturer can give them motivation to the students. For example: never give up. And you will never know if you wont to try. Beside that, the lecturer give the students some story about his experiencess in the campus, or his experiences relating with writing achievement was got by the lecturer,etc. The lecturer can give motivation videos to build the students empathy in order to be awerness to others, did not lazy, and always keep in studying. The students can practiced writing by the situation or condition which was they can choosed by the student own ways.

As is it clear, motivation is a process. It is not an aim, like a product. On the country, is the tools that halp as to reach our aim. First, the students interest and set a goal and decide to take an accion accordingly. Than, we try to mainttainour interest and

Supporting from the parents may given to created the students motivation. The parents is the people which always give loved to their childrent. To be Opened with the parents can lose the problems. The parents may looked for the people who can help the students to engaged the students skill in writing. Others, they will looked for

the course to help the students practice easily with the best courses which may usually give more key to practice continuedly so that that will got more a better result in understanding of writing. Besides, growing the motivation can be gave on psycial of the students. The parents can give motivation videos. The exemple theme was `about how get success, never give up,etc. The interesting of video will make them learn and understand how the important of study hard and how to maximally the opportunities that which so much given to us.

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CHAPTER VI

CLOSING

This chapter present conclusion and suggestions that are derived from the research findings.

A. Conclusion

The researcher concluded from the research barriers as follows:1)The problem faced by TI-A class in learning writing at IAIN Ponorogo (2) The strategies which were used in solving the barriers.

I. Writing barrier faced by the students

Based the result of interview, the researcher conclud about the barrier faced by TI-A students in writing learningat IAIN Ponorogo. The barriers experienced by the students were the difficulness in grammar, The second barriers was the poor vocabbulary memorizing. The third barriers was the lacked Practice.. The fourth barriers is low motivation.The motivation.Fifth. The new material about writing.

2. The strategies to solved writing barriers

There are some strategies to solved the . Vocabbulary problems, the students can make a list of memorizing and use sing a song to help alternative way in memorizing vocabulary. Lacked Practice problems, the students should felt aware in practicing. They can practice their writing gether with friends to asked the problems faced. Low motivation. The students can share them problems to the close people as like friends, parents.The last, new material problems. The students can asked the lecturer till they can understood the material maximally.

B. SUGGESTION

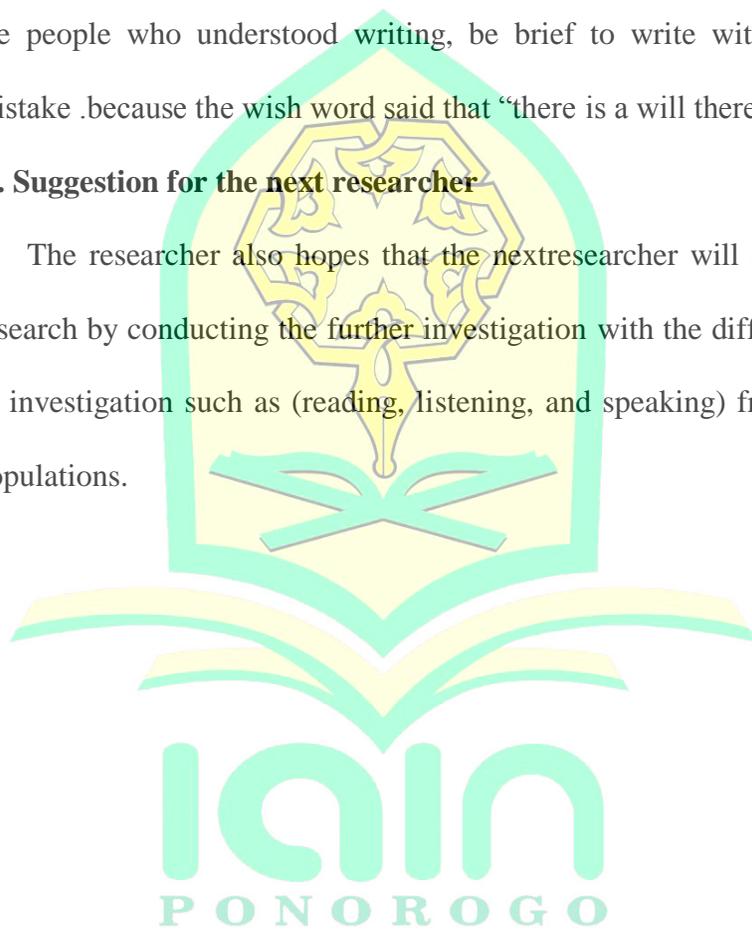
I. Suggestion for The students

For the students who wanted to write, the researchers give some suggestion. They are: First. Study hard.It will lost bored studying

materials only in the class. The students can choose the best places. the second tips related to adding new vocabulary was memorised the new vocabulary. in .the third suggestions related with the lacked practice. Googling or visited *italk.co.id* or others english learning aplication which can help the students write, speak, read,and listening who the teacher is native speakers.The fourth suggestion related to low motivation was motivated ourselves by watching youtube. Went out to get the solving problem there complitely. Being dilligent to asked the lecturer, friends, or the people who understood writing, be brief to write without to the mistake .because the wish word said that “there is a will there is a way” .

2). Suggestion for the next researcher

The researcher also hopes that the nextresearcher will continue this research by conducting the further investigation with the different subject of investigation such as (reading, listening, and speaking) from different populations.



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