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APPENDICES

Appendix 1 Research Instrument

Open-ended Questionnaire

Link Google Form: <https://forms.gle/vu1xxMHQ5VabKEFWA>

“Factors Causing the Difficulties in Essay Writing Faced by Third Semester Students of English Education Department at Universitas Pancasakti Tegal”

I am Susi Nur Amalia, 9th semester student of English Education Department at Universitas Pancasakti Tegal. I am working on my research for my final project entitled “AN ANALYSIS OF ESSAY WRITING DIFFICULTIES FACED BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS PANCASAKTI TEGAL ”. The objectives of the research are to identify the difficulties in essay writing and to know factors of difficulties in essay writing among 3rd semester students of English Education Department at Universitas Pancasakti Tegal.

These open-ended questions will only be used solely for the research purposes. The safety of your privacy is guaranteed. There is no wrong or right answer, therefore, I humbly encourage you to provide honest feedback according to the real situation. Thank you for sparing your time and attention.

You can answer it in English or Bahasa Indonesia

1. Name

The Nature of Writing Process

2. Do you know the sequence of writing stage? If you know, explain it! And if you don't know, please give the reason!

3. Do you feel that writing essay rules (organization, content, vocabulary, grammar, mechanic) are difficult? Please explain it!

Lack of Learners' Motivation

4. Do you like Essay writing subject? Please give the reason if you like it or if you don't like it!
5. Are you motivated and enthusiastic to learn essay writing subject? Why?

Inadequate Time

6. Does inadequate time affect your writing difficulties? Do you find it difficult to think of ideas and writing when the time is limited? Please explain!
7. Do you feel pressured by limited writing time? Why?

The Lack of Practice

8. Do you practice your essay writing at home? Or do you practice your writing skill only in writing class? Explain it.

Teachers' Feedback

9. How many types of essay have you learned during this semester? How many exercises? Is there any feedback from your lecturer? How is it? Is it helpful for you? Explain it.
10. In your opinion, what is the main cause of your difficulties in writing essay? Explain it.

J

Statement of Validation

Name : Susi Nur Amalia

Department : English Education Program Faculty of Teacher Training and
Education, Universitas Pancasakti Tegal

Has consulted the research design of her research project entitled:

**“AN ANALYSIS OF ESSAY WRITING DIFFICULTIES FACED BY
THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION
DEPARTMENT AT UNIVERSITAS PANCASAKTI TEGAL”**

In general, the research instruments are considered as applicable.

Tegal, 20 Desember 2023

Agreed by:

Validator



Fajar Prihatni, M.Pd

NIDN.0620098202

Appendix 2 Students' open-ended questionnaire transcript

The Nature of Writing Process

Q1. Do you know the sequence of writing stage? If you know, explain it! And if you don't know, please give the reason!

Q2. Do you feel that writing essay rules (organization, content, vocabulary, grammar, mechanic) are difficult? Please explain it!

DPF (S1): *“Tentu, tahapan penulisannya adalah menentukan tema/topik, menentukan tujuan penulisan, merumuskan masalah dan melakukan riset data, membuat outline, mengembangkan tulisan sesuai struktur, menyunting tulisan, revisi..”*

“Tentu, ada kesulitan dalam menulis essay misalnya ketika kita mencari ide topik yang akan dipilih dan penggunaan bahasa yang tepat, apalagi dalam bahasa inggris yang harus memperhatikan kosa kata, susunan grammar.”

MAE (S2): *“Brainstorming, choose a theme, make a mind mapping, make a thesis statement, and etc.”*

“It is difficult, cause actually I don't really understand grammar.”

AZR (S3): *“Tulisannya dimulai dengan perencanaan ide dan struktur, lalu nulis naskah awal. Setelah itu, revisi buat perbaikan, dan yang terakhir, penyuntingan untuk tata bahasa dan ejaan yang lebih baik.”*

“ Ya. Menulis esai bisa terasa sulit pada awalnya, tetapi dengan praktek dan pemahaman, itu bisa menjadi lebih mudah. Menyusun ide dengan teratur, memperhatikan konten yang relevan, memilih kata-kata yang tepat, mematuhi tata bahasa, dan memperhatikan mekanik tulisan memang memerlukan keterampilan.”

AP (S4): *“prewriting/planning, drafting, revising, editing, proof reading, publishing/sharing”.*

“yes, I think writing essay rules are difficult”

DAF (S5): *“look for ideas to write about, then make an outline so you don't get stuck in the middle of writing.”*

“I think it is quite difficult, because I entered and learned English at ups including beginners, I didn't know anything when I entered here. so I think it is quite difficult.”

AMJ (S6): *“Pertama menentukan topik, mengumpulkan informasi, membuat kerangka penulisan, mulai menulis dengan mengembangkan ide serta kata pendukung, revisi ulang dari awal (membaca ulang), edit, review”*

“yap, because I'm a little confused with grammar”

LMA (S7): *“Im so sorry, i cant explains about writing stage, because i really forgot”*

“If i don't fully understand it, it may seem difficult, but certainly if i understand it, it will be easier to understand.”

ANS (S8): *“I know, Introduction, body, conclusion”*

“Yes it is, because diction is confused”

ERA (S9): *“prewrite, planning the outline, write first draft, revision, edit”*

“mnurut saya susah karena saya belum terbiasa untuk menulis essay, saya harus memperhatikan ketentuan2 diatas yang mana saya masih kesusahan dalam menentukan penggunaan vocabulary, grammar, dan terkadang stuck pada ide kontennya apabila saya tidak terlalu menguasai topik yang ditentukan.”

CLN (S10): *“I haven't felt like learning it yet”*

“I think it's difficult because I don't understand it yet”

AEF (S11): *“Urutan tahapan penulisan dapat bervariasi tergantung pada jenis tulisan dan preferensi penulis. Secara umum, tahapannya melibatkan perencanaan, penulisan draf, revisi, dan penyuntingan. Perencanaan melibatkan pengumpulan ide, penentuan struktur, dan penyusunan rencana.”*

“Mungkin saya ada di tengah tengah, saya merasa cukup sulit karena aturan menulis esai biasanya memfasilitasi klaritas dan pemahaman yang baik. Organisasi membantu membentuk alur yang logis, isi mendukung argumen, kosa kata memperkaya ekspresi, tata bahasa memastikan kejelasan, dan mekanik (ejaan, tanda baca) menunjang kesan profesional. Meskipun pada awalnya bisa menantang, mengikuti aturan ini membantu penyampaian pesan secara efektif”

DE (S12): *“Introduction body conclusion”*

“Content, cause when I explain bout the content gimme stuck”

DAB (S13): *“Pre-writing stage: this stage consists of selecting topics, developing goals, considering the format of the essay, considering readers, collecting supporting data, developing titles, formulating a thesis, and summarizing ideas. Draft writing stage : consists of expressing ideas broadly in written form, developing ideas that are still beginning, and focusing on ideas. Revision stage : consists of adding, subtracting, removing, or structuring the content according to the needs of the reader. Editing stage : consists of improving the writing from various aspects. Evaluation stage : consists of re-examining the written results.”*

“For novice writers like me, writing is difficult, because the difficulty in writing usually occurs when determining the theme or writing material. Plus,

you have to think about the topic of writing, and grows ideas that will be poured into coherent sentences to become a written work.”

DNA (S14): *“Yes, I'm familiar with the general sequence of writing stages.”*

“For many, overcoming these challenges involves practice, feedback, and continuous improvement. Writing is a skill that can be developed over time. Seeking guidance from teachers, peers, or writing centers can be beneficial. Additionally, reading widely and regularly can expose Individuals to different writing styles and help them expand their vocabulary and grasp of various writing conventions.”

CLR (S15): *“Pre-writing: Brainstorming ideas, researching, and outlining your content. Drafting: Putting your ideas into a cohesive written form, focusing on getting your thoughts down. Revising: Reviewing and refining your draft for clarity, coherence, and overall improvement. Editing: Checking for grammar, punctuation, and spelling errors to improve the language and style. Proofreading: A final check for any remaining errors before publishing or submitting”*

“Writing essay rules can be perceived as challenging for some, as they involve various elements like organization, content, vocabulary, grammar, and mechanics. While these aspects may be challenging, practice, feedback, and a gradual improvement mindset can help writers overcome these difficulties and enhance their essay-writing skills over time.”

CYS (S16): *“No, I understand the order of writing from introduction to conclusion.”*

“yes, saya masih bingung untuk menyusun kata kata dengan baik terutama vocabulary”

FTA (S17): *“Ya tahu. Ada Introduction, Body, And conclusion. Di Introduction itu mengenalkan latar belakang dan apa yang akan di bahas. Di*

Body, menjelaskan masalah yang terjadi. Dan di Conlucion ada penyelesaian masalah dan penutup. Di penulisan Essay juga ada Thesis. Thesis biasanya di Introduction dan di akhir kalimat. Merupakan topic utama yang akan di bahas di Body”

” Menurutku yang paling sulit ada di grammar dan vocab. Belum bisa menentukan persis bagaimana penempatan verb. ”

WSM (S18): *“Yes, i think, i know. If I write I have sequence in writing. The first is to determine the topic, make a brainstorm, then determine the main idea and thesis statement”*

“yes, its difficult. My difficulty is that I find it difficult to determine grammar, ”

MT (S19): *“Sequencing is the identification of the pieces of a story or event—the beginning, middle, and end.”*

“Sometime

s difficult cause confused to arranged into the text structured well”

AMA (S20): *“I know but not really sure, I just know about preparation, research, organizing, drafting, revise”*

“Not All, just my vocabulary”

DAJ (S21): *“If my understanding was right, sequence of writing is steps to form a good written ideas. So, if that is right then the sequence are. Brainstorming, Mind-Mapping, Draft Picking and then lastly Editing. Again my understanding could be wrong, if so, i think its because i misunderstand what sequence mean.” “Mechanic and Vocabulary are probably the most difficult. I always go above the maximum words when it comes to writing, for example, i always go above the limit in miss noeris writing class assignment where the rule prohibited me to write more than 250 words.”*

ABR (S22): *“Belum tahu, karna saya belum begitu faham tentang penulisan ”*

“Sangat sulit, saya tidak begitu tahu tentang aturan menulis esai ”

Lack of Learners' Motivation

Q3. Do you like Essay writing subject? Please give the reason if you like it or if you don't like it.

Q4. Are you motivated and enthusiastic to learn essay writing subject? Why?

DPF (S1): *“tentu, karena dari mata pelajaran tersebut dapat mengasah kemampuan kita dalam menulis dan semakin berpikir kreatif, sekaligus membantu meningkatkan kosa kata bahasa inggris kita. ”*

“tentu, karena darisini kita dapat berpikir kreatif menuangkan isi pikiran, hati, dan dilatih untuk mengelola kata - kata melalui sebuah karya tulis. ”

MAE (S2): *“I dont like it, cause I don't know what will i write. ”*

“Not really”

AZR (S3): *“Suka, karna saya suka mengisi esay”*

“Karna menurut saya, saya bisa mengeluarkan kalimat yang menurut di otak saya itu pantas untuk di keluarkan”

AP (S4): *“ I don't like because it is so difficult”*

“yes, i'm motivated”

DAF (S5): *“I quite like the essay writing course, because here we can develop ideas and it is quite challenging ”*

“yes, because here we can develop the ideas we have ”

AJP (S6): *“of course, writing can help me in composing the correct words”*

“sure, because dengan mempelajari essay writing dapat membantu kita dalam membuat kalimat yg baik dan benar, menyusun kata dengan baik”

LMA (S7): *“If i say i like it, no, but if i say i don't like it, it's not so, because here i can also get some understanding that can only be obtained here.”*

“Yeah, As I explained above”

ANS (S8): *“Yes, because interesting..”*

“Yes, because fun”

ERA (S9): *“No, im not really into writing an essay because i personally find it kind of difficult cause im not used to it”*

“i kinda motivated to learn writing an essay cause i think it's important especially for me as a English education student in university”

CLN (S10): *“between likes and dislikes, because I'm not interested”*

“Maybe I'll study it more deeply if I'm interested”

AEF (S11): *“Yes, I like it because I also occasionally write stories on a platform”*

“Of course, the pressure of limited time made me feel a little confused”

DE (S12): *“Not really, I don't mind helping people with basic issues, but I'm more of a storyteller type.”*

“Yes, because I want to improve my essay writing”

DAB (S13):: *” Personally, I don't like writing. Because this requires organizing, research and self-discipline that is not a little. When I try to write about something I choose, I find it difficult to start writing. I don't like it more and more when I have to write an essay on a certain topic and have a*

deadline”

“Yes, maybe I am a little motivated to study the subject of essay writing. Because to improve written communication, as an opportunity to develop analytical and critical thinking. Enthusiasm may arise from the desire to communicate ideas clearly or from the pursuit of excellence in the expression of the mind. Exposure to interesting topics can also be a source of motivation.”

DNA (S14): *“sometimes. because I often have difficulty coming up with ideas.”*

“Yes, of course to increase your knowledge about essay writing.”

CLR (S15): *“actually i dont really like writing subject because basically i dont into in writing. i am more into in listening and speaking than writing.”*

“sometimes yes but sometimes no. sometimes i feel motivated to learn essay writing because later I will need writing knowledge when writing a thesis”

CYS (S16): *“yes, we can express our thought through writing”*

“NO, Actually, I prefer speaking”

FTA (S17): *“50:50 suka karena bisa mengasah ide dan melatih ketrampilan menulis dengan benar. Tidak sukanya harus menentukan dengan benar dan tepat di grammar.”*

“Yes. Karena saya perlu mengasah lagi dan lagi ide dan ketrampilan menulis saya dalam berbahasa inggris.”

WSM (S18): *“I think, i like it. I like arranging words when writing essays. But I still have difficulty in the structure of arranging words. Including correcting grammar and limited vocabulary”*

“Yes, I want to develop my essay writing skills well”

MT (S19): *“No because writting is not my skill”*

“Yes i am,because i want to increase my writing skill”

AMA (S20): *“Not really, because I didn't interested in writing ”*

“Maybe, but not yet for now”

DAJ (S21): *“Yes i do like it, because writing is my weakness skills in english, so it challenges me to overcome and get serious about the subject to prepare me for the greater challenges ahead like a final project or writing my thesis. ”*

“Yes i am, my understanding that writing is my weakness is always becomes my spirit to learn writing seriously.”

ABR (S22): *“Saya bisa menyatakan suka, kalau saya faham tentang penulisan esai”*

“Saya tidak begitu antusias untuk mempelajarinya, karna saya sendiri sangat sulit untuk belajar bahasa inggris, dan saya juga tidak mempunyai basic di bahasa inggris”

Inadequate Time

Q5. Does inadequate time affect your writing difficulties?

Q6. Do you find it difficult to think of ideas and writing when the time is limited?

Please explain!

DPF (S1): *“tentu, terkadang waktu yang cukup singkat membuat kita menjadi gugup sehingga menjadi kebingungan dalam menulis sesuatu. ”*

“tentu, karena menulis essay tidak semudah yang terlihat kita harus menentukan topik, ide, mengembangkan penulisan, dan memilih penggunaan diksi yang tepat.”

MAE (S2): *“Yes of course. The atmosphere make me feel pressure”*

“Because my brain runs slowly”

AZR (S3): *“Sedikit kesulitan, karna saya merupakan tipe yang harus santai dalam berfikir”*

“Karna saya tipe seseorang yang berfikir harus santai”

AP (S4): *“Yes, Yes, the lack of time affects my difficulty in writing essays because I feel nervous and find it challenging to develop ideas”*

“yes, it makes me anxious”

DAF (S5): *“Sometimes yes, we have to be able to develop the idea so it doesn't get stuck there”*

“Yes, because sometimes I have difficulty developing ideas”

AJP (S6): *“Iya, karna kalo gugup susah untuk mengembangkan ide, kata, terlebih menggunakan bahasa inggris”*

“Iya, karna dalam keadaan tertekan otak saya susah untuk mengembangkan ide serta penyusunan kata dengan baik, saya juga tipe orang yang panikan”

LMA (S7): *“Yes, thinking about an idea takes a lot of time, just thinking about it takes time, let alone if you have to write an idea down on paper.”*

“Yea, because the limited time will make people's thinking messy.”

ANS (S8): *“Iya, karena membuat gugup.”*

“Iya karena takut kehabisan waktu”

ERA (S9): *“yes, I need time to think of the ideas and everything. if I don't have enough time to write it will affect my writing”*

“yes because I need a lot of time to think about the ideas, the used of

vocabulary, and the grammar”

CLN (S10): *“Yes, sometimes I write something but I have to stop, because sometimes I run out of ideas and forget it”*

“What is meant by the duration of time for writing? I think I don't agree that writing has to have a duration because sometimes I lose ideas on how to continue writing”

AEF (S11): *“Of course, the pressure of limited time made me feel a little confused”*

“yes, because I'm used to writing freely (without time limits and used to writing according to my mood)”

DE (S12): *“Yes, cause gimme think to hard or overthinking”*

“Yes, cause gimme think to hard”

DAB (S13):: *“When I have a time limit in writing, it will be difficult for me to think and find it difficult to find ideas. Because of the limited time I have, it makes me feel nervous so I can't think clearly, as a result sometimes the writing doesn't match the stages. “*

“Yes, because it requires us to think harder and faster in order to finish the writing.”

DNA (S14): *“very affecting”*

“Yes, I feel depressed”

CLR (S15): *“yes i do. it took me a long time to develop my idea. so when I have limited time to write, I can only write as much as I can.”*

“yes i do. because I will rush when writing it”

CYS (S16): *“yap betul sekali saya setuju”*

“waktu yang terbatas embuat saya tidak bisa berpikir leluasa”

FTA (S17): *“Iya. Karena saya perlu memikirkan stuktur dan perlu menempatkan grammar dengan baik. Butuh waktu juga untuk menyusun kalimat agar dapat dimengerti pembaca.”*

“Yes. Karena sulit menuangkan ide dengan kalimat yang panjang dan harus dimengerti.”

WSM (S18): *“Yes, I think the main difficulty of writing is limited time. Because I need a lot of time to develop an idea into a good text. I need to arrange words, look for facts, look for vocabulary, use good diction and make sure the grammar is correct”*

“Yes, because I need time to develop ideas into words that are arranged into paragraphs well”

MT (S19): *“Yes cause if the time is limit and i am stuck of the idea so it make me feel pressure.”*

“Yes i do i need more time to develop idea.”

AMA (S20): *“Yes, because my vocabulary is lacking so it makes me confused when I want to write”*

“Yess, because I need more time for it”

DAJ (S21): *“It doesnt really affect me when i am alone, but if its crowded and the time is limited, that is when the time feels like going faster and affect my way of writing.”*

“The reason as to why i feel pressured actually lies on everybody arround me. If i have limited time but i am alone and peaceful i can handle it. But if its crowded like inside of a class, its going to make my focus shattered and i cant handle it.”

ABR (S22): *“Ya karna menulis itu tidak mudah, dan saya merasa kesulitan untuk memikirkan ide dengan waktu yang terbatas”*

“Sangat merasa, karna saya tidak tahu aturan menulis, apalagi dengan diadakannya batasan waktu”

The Lack of Practice

Q7. Do you practice your essay writing at home? Or do you practice your writing skill only in writing class? Explain it.

DPF (S1): *“keduanya, agar terbiasa dan tidak kebingungan dalam menulis, saya terkadang berlatih dirumah, namun memang lebih sering dikelas.”*

MAE (S2): *“Only in writing class, i feel confused.”*

AZR (S3): *“Ya, saya berlatih menulis essay dirumah dengan kadang menggunakan aplikasi atau game untuk berlatih menulis essay”*

AP (S4): *“Only in writing class”*

DAF (S5): *“I rarely practice at home, because not having time to practice is also a problem”*

AJP (S6): *“kadang di kost juga nulis, tapi tidak terstruktur, lebih terstruktur saat di kelas”*

LMA (S7): *“In class only, hehe”*

ANS (S8): *“Saya tidak berlatih menulis dirumah”*

ERA (S9): *“I only practice in writing class because I actually not really into writing I like reading more than writing”*

CLN (S10): *“Sometimes I still write at home but not often Sometimes I still*

write at home but not often”

AEF (S11): *“I practice writing but in the form of fiction stories. If I practice writing essays, maybe I only go to writing class”*

DE (S12): *” Writing in writing class, I don't have much time to write an essay at home”*

DAB (S13):: *” Only in writing class, because actually I don't like writing either.”*

DNA (S14): *“I write essays during group work and outside of class”*

CLR (S15): *“just practice my writing skill just when in writing class. because i dont really interest in writing”*

CYS (S16): *“saya suka menulis diary dirumah, saya sedikit terlatih untuk menulis dengan mengembangkan pikiran saya”*

FTA (S17): *“Sometimes. Tidak sering menulis dirumah, mungkin jarang.”*

WSM (S18): *“Yes, sometimes i practice at home”*

MT (S19): *“I practice writing skill by make a diary in my home”*

AMA (S20): *“Nope, because I always confused for what I want to explain or what I want to write”*

DAJ (S21): *“Yes i do practice writing, sadly it is only in writing class. For me because i think essay writing is super strict, the fact that i have to follow some rules really stress me out.”*

ABR (S22): *“Saya tidak berlatih dirumah dan saya tidak juga berlatih di kelas, karna saya tidak begitu tahu tentang basic atau aturan dalam menulis, saya akan berantusias dalam hal tersebut apabila saya tahu tentang basic-basic nya”*

Teachers' Feedback

Q8. How many types of essay have you learned during this semester? How many exercises? Is there any feedback from your lecturer? How is it? Is it helpful for you? Explain it.

DPF (S1): *“ada sekitar 5 jenis, dan saya berlatih terus menerus selama materi tersebut dipelajari. tentunya ada tanggapan, baik melalui sebuah penilaian koreksi bersama, serta diskusi antar teman yang pastinya sangat bermanfaat karena kita dapat meningkatkan kemampuan kita lagi dalam menulis sehingga menjadi jauh lebih baik.”*

MAE (S2): *“Actually there is several essay, and my lecturer is helpful”*

AZR (S3): *“Sudah cukup banyak jenis essay yang saya pelajari, sudah banyak latihan yang sudah saya kerjakan, dan menurut saya sudah sangat cukup untuk bekal saya”*

AP (S4): *“yes there are feedback from my lecture and I think that is helpul”*

DAF (S5): *“there are only a few essays, including argumentative. Yes there is feedback “*

AJP (S6): *“Expository essay, and argumentatif essay Argumentatif essay ada feedback, yaitu di koreksi tulisan kita, dan hal itu sangat membantu saya untuk menulis essay lebih baik lagi kedepannya”*

LMA (S7): *“The exact number I forgot... But what is certain is that my friends and I have learned many types during this semester.” “The feedback from lecturer is help me”*

ANS (S8): *“Lebih dari satu, ya sangat membantu”*

ERA (S9): *“there's a lot types of essay I've learned this semester, and there is*

a feedback from my lecturer that really helpful for me when I write an argumentative essay, my topic is similar with compare and contrast essay there is no controversy in it cause I choose about "is it important to exfoliate your skin" as a topic. and I learned my mistake from that”

CLN (S10): *“I learned several types but I don't remember exactly”*

“yes, i got feedback and helpful”

AEF (S11): *“I learned to write expository and argumentative essays. and lecturers usually review our writing with comments that help us learn more. and than this is very useful for us”*

DE (S12): *“2 types, 5 exercises, yes it's help cause to improve my essay skills”*

DAB (S13):: *“There are more or less 5 types of essays that have been learned. For writing practice, there may be 4 practices. The feedback from the lecturer is quite satisfying, and makes me feel that i can write an essay quite well.”*

DNA (S14): *“there are several essays. i'm forgot, yes there are feedback, yes”*

CLR (S15): *“i learned more than 4 essay in this semester and its very helpful for me. many things that i got from writing exercise. for example how to write correctly, and some the aspects to assess a piece of writing.”*

CYS (S16): *“mmm banyak but I don't count it, alhamdulillah ada”*

FTA (S17): *“Sudah banyak berlatih. Tentang teks argumentatif, dan lain sebagainya. Its feedback to me. Karena latihan itu, saya bisa melatih diri saya lebih.”*

WSM (S18): *“2 types of essay. i dont know how many exercises maybe 5 or 6. Yes, it has enough feedback for me. I studied it well and developed my writing skills”*

MT (S19): *“2 types and there is so many exercise during this semester.the*

lecturer is good she explained clearly it helpful for me ”

AMA (S20): *“Because I'm conversion students, I just learn just for this semester, maybe 2/3 types of essay, and yeah that's good and she teach us so well”*

DAJ (S21): *“I learned several types of essay, compare and contrast, cause effect, descriptive, process, problem solution, and argumentative essay, i cant quite remember how many exercises that i did, but its probably a lot too considering miss noeris always provide us with training and practicing. My essay writing lecturer, Miss Noeris is really smart and critical, i remember when she is over and over gives us direction as to why thesis statement is the soul of your paragraph, and for me its really helpful. Because it turns out, once you understand your thesis statement, its should be easier for you to make an advancement to complete your paragraph.”*

ABR (S22): *“Saya tidak tahu sudah berapa jenis esai yang sudah saya pelajari dikelas, dan saya juga belum pernah melatih kemampuan menulis saya, tidak ada, sangat bermanfaat karna ini dapat menyampaikan keluhan kesah saya terhadap menulis”.*

Q9. In your opinion, what is the main cause of your difficulties in writing essay?

Explain it.

DPF (S1): *“menurut saya penyebab utamanya adalah kurangnya ide sehingga terkadang bingung mau nulis apa, dan penggunaan bahasa inggris.”*

MAE (S2): *“Grammar”*

AZR (S3): *“Mungkin karna belum mengerti topik kalimat yang akan di jawab”*

AP (S4): *“Develop idea”*

DAF (S5): *“in developing ideas and vocab limitations”*

AJP (S6): *“yaitu penyusunan kata, grammar, teknik menulis seperti paragraf, penggunaan titik koma tanda petik, dll. dan saya sedang memperbaiki itu, agar penulisan saya lebih terstruktur”*

LMA (S7): *“Find ideas, organize them into sentences, put them in order, and come up with ideas for suitable openings and closings in the text”*

ANS (S8): *“Keterbatasan kosa kata dalam bahasa Inggris”*

ERA (S9): *“I think grammar and vocabulary. I need to expand my vocabulary so I won't be stuck when I write an essay also i find it hard to use the right grammar”*

CLN (S10): *“running out of ideas and writing duration benchmarks”*

AEF (S11): *“perhaps due to time pressure and limited ideas”*

DE (S12): *“Content, sometime gimme more stuck to explain the content”*

DAB (S13):: *“I think, because of my lack of interest in writing, I also don't practice much to write. Sometimes I also don't have knowledge about the topic, so I don't know where to start to compose and write it. ““*

DNA (S14): *“t's hard to come up with ideas quickly.”*

CLR (S15): *“I have difficulty developing my ideas. and also I still have difficulty arranging words related to the theme of my writing sequentially and clearly.”*

CYS (S16): *“saya kesulitan menulis essay terutama jika waktunya terbatas, menentukan thesis statement, grammar, diction. belum juga nanti memahami dulu isi topiknya yg kritis abiezzzz huhuhuhu semoga smt depan ga ktemu*

critical essay hehehehehehehehe”

FTA (S17): *“Ideas and grammar”*

WSM (S18): *“Limited time, and finding the diction, limited vocabulary and grammar”*

MT (S19): *“Difficult to develop the idea”*

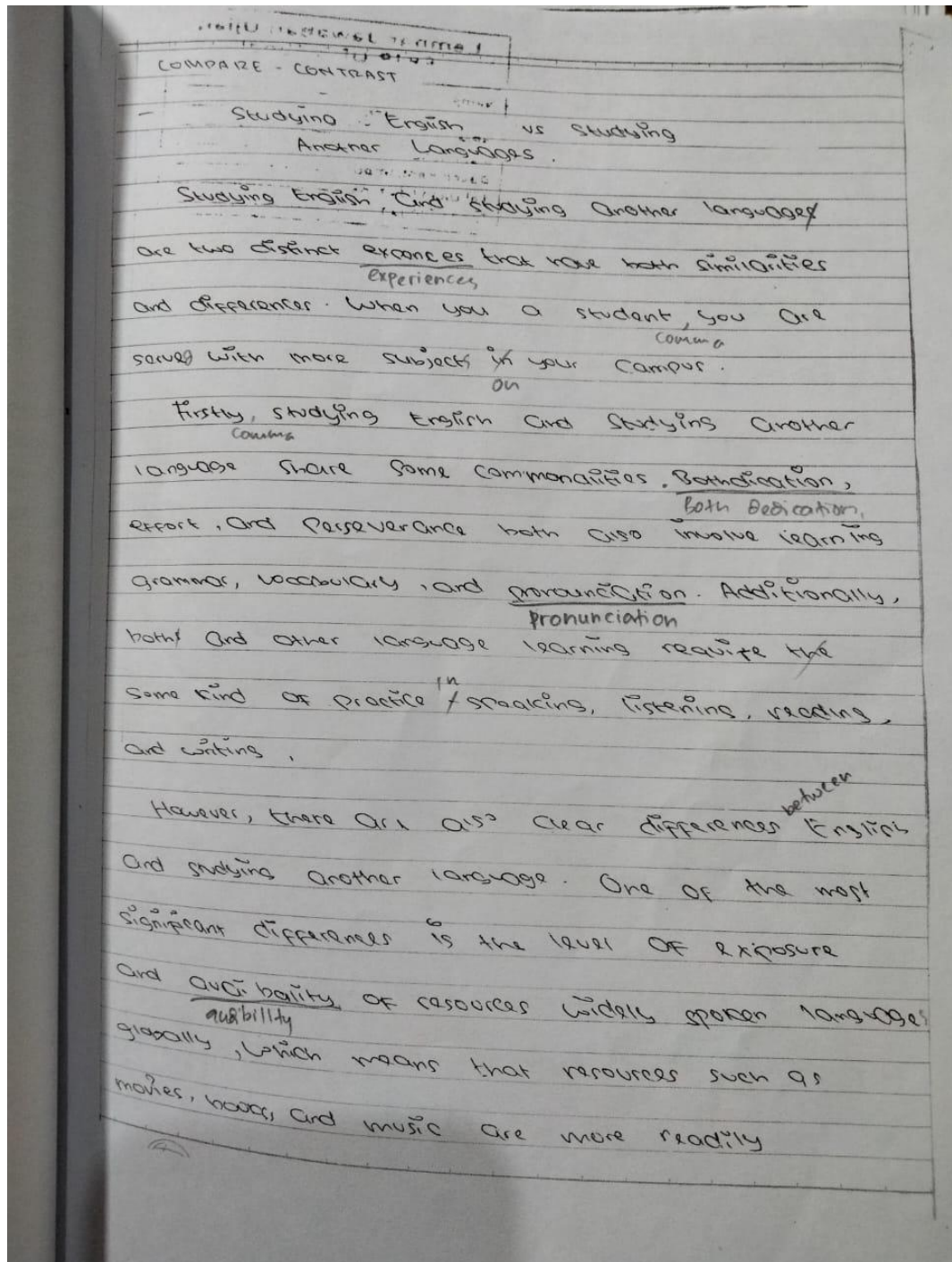
AMA (S20): *“My Vocabularies”*

DAJ (S21): *“Reading, because writing will always related to reading skills. And i think most of the time when i dont know what to write is caused because i didnt know anything about the topic. And also practicing with time limit and crowded area so i can write when and wherever i must write.”*

ABR (S22): *“Penyebab utama yang menyulitkan saya adalah saya tidak tahu tentang dasar atau aturan dalam menulis esai, apalagi saya juga tidak bisa dalam berbahasa inggris”*

Appendix 3 Students' Essay Writing

Student 1



available for English learners studying another language. Also, English is used as the primary language of instruction in many universities world wide, which means ^{lasted} to more academic material in English. ^{lasting}

Another difference is the cultural aspect of language learning. Studying language necessarily involves learning about the culture or cultures that use the language. On the other hand, English has been widely accepted ^{as} language necessarily involves learning about the culture or cultures that use the languages. On the other hand, English has been ^{widely} accepted as the international language of business, science and technology, so studying English in general provides access to a broader range of global opportunities.

In conclusion, both studying English and studying another language have their similarities and differences. While English offers greater

accessibility and opportunities, getting another language grants the learner insight into a different culture, ultimately, the choice of which language to study depends on individual goals and preferences.

جمله کمال و کمال کمال

Mind mapping
~~~~~

Thesis statement: Studying English and studying another language are two distinct experiences that have both similarities and differences.

In the paragraph I main idea is: When you a student you are serve with most subject in your campus.  $\Rightarrow$  paragraph I is introduction

In the paragraph II until C main idea in the first sentence.  $\Rightarrow$  paragraph II - II is body.

And the last paragraph is the conclusion.

|   |       |
|---|-------|
| O | : 19  |
| C | : 17  |
| G | : 16  |
| M | : 17  |
| V | : 16  |
|   | <hr/> |
|   | 85    |

Student 2

TikTok Effect

TikTok is a social media platform from China that is popular in the world. TikTok is a social media that concern <sup>is</sup> short video content. <sup>Initially</sup> TikTok is the pioneer of short video social media, so the other platforms like YouTube shorts or IG reels just <sup>copying</sup> their works. This social media bring a dopamine formula, the formula is so like the other platform that the user want to looking for the content they want but in TikTok the content come to the user.

The new formula from the TikTok is <sup>to</sup> rearrange the other social media, for more user come, and spend their time on scrolling TikTok. User is not to do anything for the content they want, but TikTok analyze their habits from the <sup>user</sup> and just give them the content they want. So the user may feel comfortable and spend more time on scrolling their social media.

This formula also bring the good effect for the online business. Let me explain to you why. TikTok is actually like the other platforms, they have two parts, the first is just short video and the second is the livestream. If the user just scroll the short video TikTok will give them one or two video from the seller, and when with the time, the user will usually see the content and <sup>start</sup> watch as the content. The user <sup>start</sup> watch the content and TikTok will <sup>then</sup> link them to the seller account. The seller usually use the livestream for selling their products. The seller who livestream on TikTok

is an attractive show one by one their products and always answer the question from the viewer, and they will make the viewer entertain and <sup>spend</sup> more time with the time they will buy the products. from their work, the seller is not to do hard work to sell their products and the user is still entertain from this platform.

Amount of words: 300 words

|   |   |    |
|---|---|----|
| O | = | 16 |
| C | = | 15 |
| G | = | 14 |
| M | = | 16 |
| V | = | 16 |
|   |   | 77 |

## Student 3

The Impact OF University Student Program

Impact OF University Student Program is good For students  
 The <sup>capitalization</sup> the

Because they can know about new cultures from the another Place.  
 learn cultures

So that the student can know about the new Culture on new experience  
 Culture

about that. Impact For this Program For the student is very good to study  
 about of

Because the student can studied about the new material and student  
 study

can know about the new cultural From that Place.

This Program is so good For students, because this Program can  
 beneficial it

encourage students to face these challenges. they are also studied with  
 encourages them new challenges and gain new experience

new experience, the example, is they can have a new friend, new Place,  
 for comma

new food, new material Etc. beside. An example is that they can  
 make new friends, explore new places, try new food,  
 and study new material

This program is given to selected students, from the group OF  
 students, only a few students were selected For this Program.  
 what comma

On this case, it shows that this program, University only selects the  
 shows

Selected a great students for this Program.  
 wordy

This Program learn student For life to stand alone.  
 teaches

Its that this University Student Program chose a Great Student  
 for Join this Program.

|   |                                            |                         |
|---|--------------------------------------------|-------------------------|
| O | = 14                                       | so many word repetition |
| C | = 12                                       |                         |
| G | = 13                                       |                         |
| M | = 15                                       |                         |
| V | = 12                                       |                         |
|   | <hr style="width: 50px; margin-left: 0;"/> |                         |
|   | = 66                                       |                         |



## Student 4

How TikTok Affect Online Business

In recent years, TikTok has emerged as one of the most popular social media platforms, revolutionizing the way people consume content.

TikTok's algorithm promotes content virality, allowing businesses to reach <sup>the</sup> an audience. Increased brand visibility and awareness, leading to potential <sup>in wide audience</sup> customer and sales growth. TikTok allows businesses to sell products directly through the platform. Streamlined purchasing process <sup>increasing</sup> sales and revenue for online businesses.

TikTok has significantly impacted online business by providing unique opportunities for marketing, creativity, and consumer engagement. The platform's viral nature, creative environment, influencer partnerships, interactive features, and e-commerce integration have the online business landscape.

As businesses continue to adapt to these changes, TikTok stands as a powerful tool driving growth and innovation in the digital marketplace.

TikTok make an impact to many people. Have platform to sell products. <sup>It provides (word choice)</sup>

<sup>Subject?</sup> Can sell with live in TikTok, and <sup>offer</sup> give discount <sup>on</sup> to products.

|   |   |    |
|---|---|----|
| O | = | 14 |
| C | = | 13 |
| G | = | 14 |
| M | = | 16 |
| V | = | 13 |
|   |   | 70 |

Student 5

Online shop from Tiktok

Tiktok is an application on the media social. In the Tiktok, there are many functions, like to create the video, watching the video and the last can buy, it online shop. Tiktok creates the online shop feature in the application. In this feature, can see and buy many commodities like bags, shoes, T-shirts, etc. But their business from Tiktok has been struck from another online shop applications, for example Shopee, Tokopedia, Lazada, and then another online application. Tiktok get the report because in the first, Tiktok creates the license for entertainment, can not to sell commodities like online shops. And then, Tiktok closes the future online shop in this application.

In the first, this feature from Tiktok can get profit for many people. For example, in the future can get the commodities with cheap price but with the high quality also so that many people to change their favorite online shop to Tiktok and the cause any other online shop application become quit.

Effect in this problem is that many people lost their commodities because they feel commodities in the other online shop is high price for them, how much more for ~~the~~ student in boarding house. So that, they feel firmant to buy commodities in the other online shop applications. But other effect in this problem is other online shop applications feel they profit to the last Tiktok shop. Tiktok shop wrong too in this problem form, because they don't create license this application

(SIDU)

|   |       |
|---|-------|
| 0 | = 14  |
| C | = 12  |
| G | = 12  |
| M | = 15  |
| V | = 14  |
|   | <hr/> |
|   | 67    |

## Student 6

Studying English vs Studying Korean Language.

I like studying a new language from another country. because <sup>learning a</sup> new language is very useful for your life. For example, if you <sup>come</sup> want to go to another country, you can speak language the country, because you know and you learn it. You can talk with tourist (like man language) with English language, it's interesting for me. We can make a friend from another country if we know the language or, maybe we can use international language (English language) to talk with tourist. Of course, <sup>learning</sup> new language is interesting for me. I enjoy it, I like it, but sometimes there are difficult language to learn, like Chinese, Germany, Spanish. But it's study. this challenge for me, I can do it, someday I can speak it.

I studying English from movie, music, reading English book, etc. English language is International language, so I think must learn it. I <sup>have been</sup> interested with English language since I was in Junior High school (SMP), that's why I took the major (English Education Department) in University of Pancasila Tojal.

I prefer studying English language than Korean language, but I know Korean language from movie (K-drama), music (K-Pop), just a little. Sometime I talk the Korean language with my friend. My friend know some knowledge of the Korean language from movies and music, about just a little.

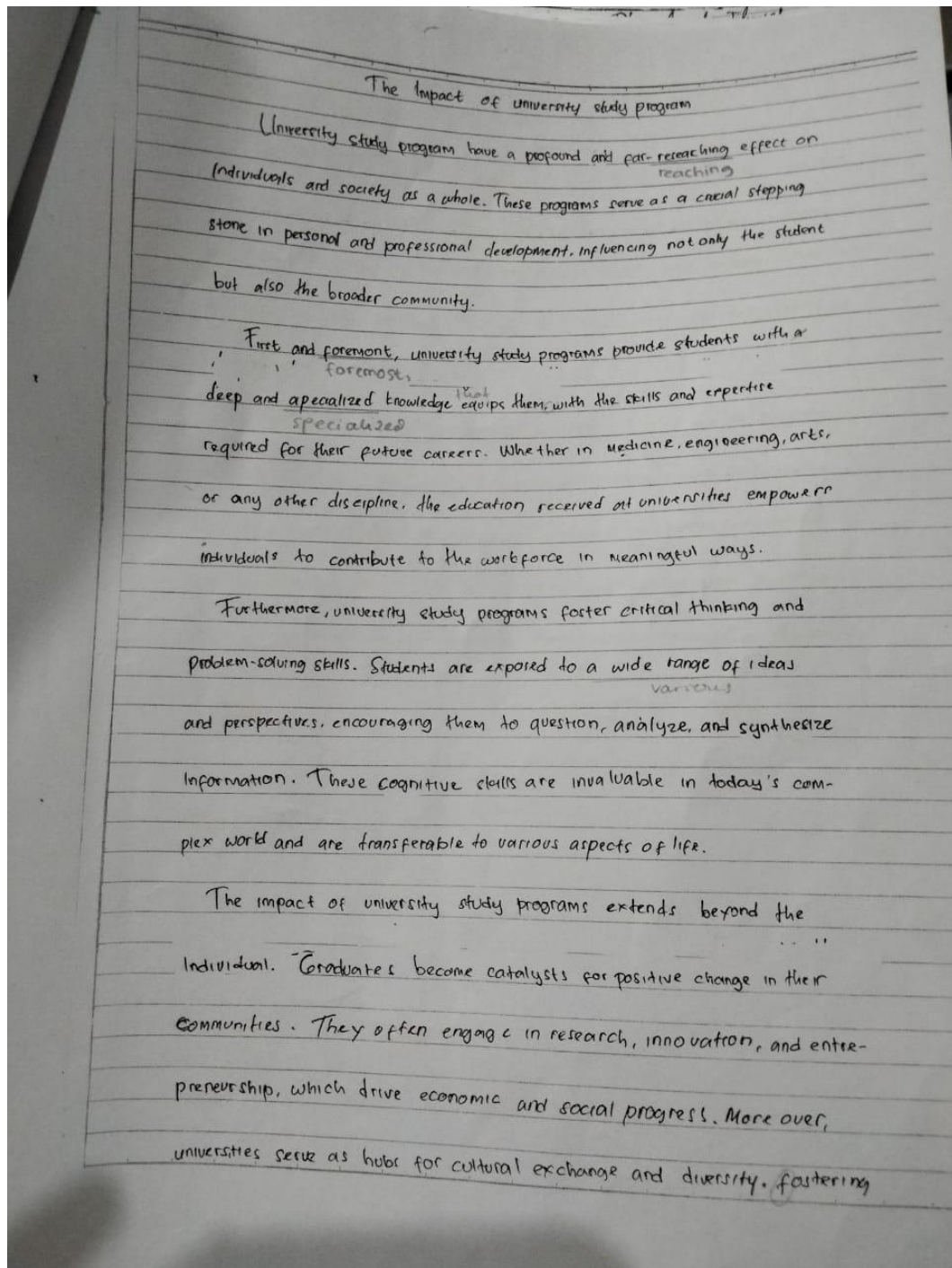
know Korean language because she is K-Pop, I also K-Pop, so me and my friend talk to much about K-Pop, like NCT, Black-pink, Aespa, etc.

So at the end I prefer to study into English language rather than Korean language because English language is used by the Country around the world (International language).

\* Count of word : 256 word.

|   |   |    |
|---|---|----|
| O | = | 16 |
| C | = | 14 |
| G | = | 13 |
| M | = | 16 |
| V | = | 16 |
|   |   | 75 |

## Student 7



a richer, more inclusive society.  
(polytechnic)

However, it's essential to acknowledge that the effects of university study programs can vary. Access to quality education remains a challenge in many parts of the world, creating disparities in opportunities and outcomes. Additionally, the choice of programs and fields of study can influence the trajectory of an individual's life significantly.

In conclusion, university study programs play a pivotal role in shaping individuals and society. They offer a platform for personal growth, skill development, and the creation of a more enlightened and prosperous community. Ensuring equitable access to these programs and continuously improving their quality is essential to maximize their positive impact on the world.

Numbers word : 296

$$O = 20$$

$$C = 20$$

$$G = 19$$

$$M = 18$$

$$V = 18$$

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$$95$$

## Student 8

English For everyone

Language is a means of communication <sup>between</sup> humans. <sup>through</sup> language, <sup>between</sup> the messages and intentions <sup>function</sup> that someone wants to convey can be received and understood by <sup>with</sup> other people. Language has a very important <sup>role</sup> so it can be said that language is an asset for survival. In <sup>India</sup> India, there are various verbal languages that are characteristic of each ethnic group. As for communicating with people of different ethnicities, a unifying language is used, namely Indonesian. As a unifying language, Indonesian is used in everyday life, especially in big cities where people consist of various ethnic groups.

Regional language education and Indonesian have been taught in formal education. However, mastery of these two languages is not enough provision to face global interactions. This is what underlies the birth of foreign language education in schools. One of the foreign languages that is widely taught in <sup>formal</sup> formal education is English.

English language education in schools is considered commonplace, especially in urban areas. English is a subject that must be taught in formal education. So that children who go to school can receive English education. Currently, there are also English language course institutions that help teach English to the public with various interesting methods on offer. However, these course institutions are still limited to urban areas. So, English education is not spread evenly across all regions in Indonesia.

English education is an important thing to teach to people in all circles. Therefore, English education is not only for those who attend formal education, but also the entire community in various regions in Indonesia. This looks at the conditions of the Indonesian nation, which is part of a world country where one day we will be faced with the world community.

Most people's focus is how to teach English through formal education. ~~that teacher~~ <sup>on</sup> Formal education that teaches English also still helps <sup>the</sup> application of the English material. It so

Ati Nilam Sai Category

It's sad when formal education still relies on learning methods where the percentage of theory is more than the percentage of practice, with an average of 80% theory and 20% practice.

Even though <sup>the</sup> language is basically a part of culture that must always be <sup>practiced</sup> practical. So that it remains sustainable and exists in society.

Learning English can actually not only be obtained from formal education, but also non-formal education. Through this non-formal education, English can touch all elements of society.

In carrying out non-formal English education, <sup>people</sup> people need to be instilled with awareness about the importance of learning English.

③ 275 BQW

|   |      |
|---|------|
| O | = 18 |
| C | = 17 |
| G | = 17 |
| M | 19   |
| V | 16   |
|   | 82   |



## Student 9

Problem Solution Essay  
 It's Time to be Wise For Getting Information on the Internet  
 In this generation, especially this technology era, we can get any  
 informations so easy by using internet. All about current politic trending,  
 fashion trend, famous food places, even about celebrities' life we can  
 get easy on social media like Instagram, Twitter, Tik Tok, and etc.  
 The internet is flooding with a lot of overwhelming informations  
 making it difficult for users to find the different between the reliable  
 sources and unreliable sources. This information overload can lead to confusion  
 wasted time and the spread of misinformation. Not only misinformation  
 internet also can cause cyber bullying, and internet also can serve information  
 that it shouldn't be serving for us. For example if a mother let their  
 kids using social media like Youtube, the possibility of consuming misinformation  
 is really huge cause kids usually doesn't know what the right things  
 and the wrong things.

So, for internet users, we can trying to check the data that we  
 are getting from internet. Is the news have a clear sources or not.  
 We have to develop our digital literacy skill by double-checking the  
 data before we spread the information. Fact-checking is so important  
 to identify the reliable website. Misleading information can influence

Public opinion and even public risk so we have to minimize  
 the spread of mis information and we have to verify the accuracy  
 of information before it spreading to wide audience.

We also have to aware with internet algorithmic. we have  
 to know our preferences and our interest or what we need in the internet  
 in this era a lot of platforms having good algorithmic like Tik Tok.  
 Tik Tok can easy identify the user's preference by analyzing the "like"  
 of the user's content.

In conclusion, filtering information on the internet is  
 crucial for maintaining an informations. By developing our  
 digital skills, doing fact checking, and aware with internet algorithmic  
 being

Words : 298

|   |       |
|---|-------|
| O | = 19  |
| C | = 19  |
| G | = 15  |
| M | = 17  |
| V | = 17  |
|   | <hr/> |
|   | 86    |

## Student 10

How to earn money as a student

As a student I need more money for buy what I need and what I want, my parent also support me for my decision. One day, my Senior at English Education Departemen Say "I have work recruitment, you want it?" and I answer "How to get it?", "If you want, I'll tell my bos, so she can contact you, wait for it". So I work as a teacher, I teaching for child and baby, mostly from 2-6 years old. Actually I just play a game with them we explore for grow motoric sensory from the baby. I work as a teacher when I have more time, or we can call as freelance. but I feel I not enough with that, I feel I need more for earn money, because my parent stop to give me money.

So, when I get my assignment about "keutrasahaan" I choose to sell a snack. I sell a food with the name Risol mayo, to be honest, I make Risol mayo just for my self, but some of my friends say "what if you sell this Risol mayo, I think some of people like this" and finally, when I got a assignment to sell a product I choose sell Risol mayo, and yeah most people

buy risol from me want to repurchase and they approve  
 have nice taste. We have 3 variant: <sup>repurchase</sup> Risol mayo, Spicy Risol mayo,  
 and <sup>come</sup> Spicy Risol Chicken, I sell with the price 12.000 IDR / box (5 pcs)  
 but also you can choose risol mix and the price 15.000 IDR / box  
 (6 pcs). We have social media specifically Instagram @Risotranger.id.  
 If you want to order, you can contact me on Instagram. <sup>Specifically</sup> <sup>Function</sup>

But sometimes I don't have any order for my risol mayo,  
 so I sell <sup>design</sup> designs for certificates or power point for assignments.  
 I sell my design by request from customers, but also I have  
 characterist from my design. I sell my design in range  
 25.000 IDR until 100.000 IDR. so that 15 How to earn money as  
 a student <sup>to</sup> Cinta's version.

there is a clear thesis statement.

|   |       |
|---|-------|
| O | = 15  |
| C | = 14  |
| G | = 15  |
| M | = 16  |
| V | = 16  |
|   | <hr/> |
|   | 76    |

## Students 11

How Tiktok effect Online Bussines.

Tiktok is the most platform in the world. Many country use tiktok for a social media, a job, an entertainment account, and the new fibur is a online business. Many people, Selebgram, actrist or actor use tiktok for their daily life, dance, vlog, share a cooking recipe, or business. They make any content how make the other people intrest and follow it. For example, many selebgrams use tiktok for endors or online business. It makes the villager want to use tiktok and buy their product. And then, many offline stores endors the selebgram for make their business viral. It make many business use a tiktok account for their business. Online bussines in tiktok booming and make many people have a job, then reduce unemployment. Not long after that, tiktok being a big online business. It first collaboration for social media and business. Actrist and Actor follow open endors in tiktok. That 's way online tiktok more viral then another platform. In 2021, many bussineses start join in online business and then viral in 2022 - 2023. But in July 2023, many offline stores make a demo. They made a protest.

the reason because in <sup>is that</sup> offline stores, their business starting to quiet down and being replaced by online business. Not many businesses go bankrupt due to online business. And in September 2023, Online business in tiktok <sup>close</sup> close. SO, Online business <sup>was</sup> give a positive and negative effect

word : 256.

|   |       |
|---|-------|
| O | : 14  |
| C | : 13  |
| G | : 13  |
| M | : 14  |
| V | : 14  |
|   | <hr/> |
|   | 68    |

## Student 12

~~English~~ Studying English vs Studying Math

Studying is fun, right? Studying is fun if you know the rules. Studying language such as studying English is more speaking while studying math is more theoretical. Both have advantages and disadvantages. Studying English can use everyday than studying math.

Studying language such as studying English is reading, writing, speaking, and listening. In studying English, first step is you must read more and more. Writing is you put your idea. And then you write your idea. In speaking, you should speak cause learn language is more about talking. While talking you improve how far your English. Listening, if you don't know what people say, and then you don't know how to say you blow it. While studying math is more thinking to solve it. There are algebra, integral or more, but if you know how to solve it, and then you happy. People say math is fun, yeah it is true, but if you know to solve it. But for me, learn people language such as studying English is more fun while studying math while it is hard to pronounce, but it was fun. Sometimes studying math give headache and some people hate studying math. While math is more use with formulas, but if you can solve it, is fun too.

Studying English or studying math have advantages and disadvantages. people who like studying math usually they can solve their problems. while people who don't like studying math they can not solve their problems, and people who like studying English they can use English in everyday.

|           |   |    |
|-----------|---|----|
|           | O | 16 |
| 256 words | C | 15 |
|           | G | 17 |
|           | M | 16 |
|           | V | 16 |
|           |   | 80 |

## Student 13

3. Problem - Solution Essay.

### How to Earn Money as a Student

As students, of course, we need money to be able to finance needs such as paying school fees, buying books, and school equipment, and other needs. We, as students, certainly already have pocket money from our parents. Even so, knowing how to get money for school children and implementing it will certainly be something to be proud of.

By earning extra money, we can get used to managing money well from an early age and have provisions for the future. There are many opportunities that students can try to earn money, one of which is through the internet. Apart from earning money without capital via the internet, we can also start by selling food at school.

This food can be in the form of wet cakes, packaged rice, and other snacks, that we can offer to friends. We can use the income as extra money and also save and buy what we want. Of course, they will be interested, because they can have a snack without having to walk to the canteen or queue at the cooperative. That way, we will also reduce parents' expenses. And we could say that we have helped parents' income, although not as whole economy.

|  |   |      |
|--|---|------|
|  | O | = 10 |
|  | C | = 17 |
|  | G | = 17 |
|  | M | = 17 |
|  | V | = 18 |
|  |   | 81   |

Numbers of words : 251



## Student 14

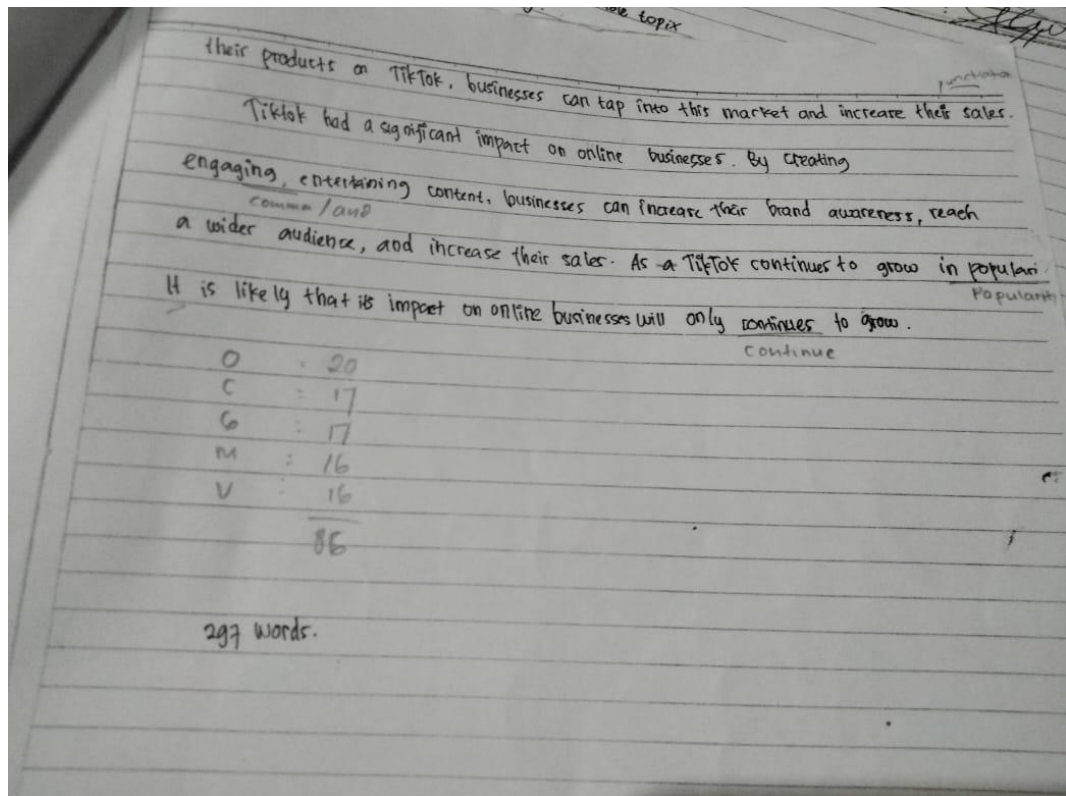
Cause effect essay

### The Effect of TikTok Online Business

TikTok is a social media platform that has gained immense popularity in recent years. It is a video-sharing app that allows users to create and share short videos set to music. However, the impact of TikTok is not limited to entertainment and social media. It has also had a significant effect on online businesses.

TikTok algorithm is designed to promote content that is likely to go viral. This means that videos that are engaging, entertaining, and shareable have a higher chance of being seen by a large audience. As a result, businesses that create content that resonates with TikTok users can reach a wider audience than they would on the social media platform. And then, TikTok's user base is primarily young and diverse. This means that businesses that target this demographic can use TikTok to reach their target audience more effectively than they would on other social media platforms.

By creating content that is popular on TikTok, businesses can increase their brand awareness. This is because TikTok algorithm promotes content to users who are likely to be interested in it. As a result, business can reach a wider audience than they would on other social media platforms. This increased exposure can lead to more followers, more engagement, and ultimately more sales. And then, by reaching a younger and more diverse audience, businesses can increase their sales. This is because younger consumers are more likely to be early adopters of new products and services. By promoting



## Student 15

Getting Earn Money as a Student

In this <sup>is</sup> ~~perode~~ <sup>PERIOD</sup> or age that more and more develop, it's important to teach <sup>the</sup> ~~young~~ <sup>PERIOD</sup> generation about how to get earn money. Although they are still students, it's a basic skill to survive in this hard life. This aims <sup>it is</sup> for students to be able <sup>to</sup> become an independent person or as a student.

Trying to get earn money <sup>by</sup> ~~ourselves~~ <sup>to earn</sup> ~~itself~~ <sup>ourselves</sup> it's also teach us to be a person that not intimate. Although we are from family that enough <sup>was</sup> ~~from~~ <sup>the</sup> ~~economy~~ <sup>economic</sup> side, it's not <sup>is</sup> ~~problem~~ if we want to work and get earn money as long as the work is Halal.

There are some problems <sup>with</sup> of how we get earn money in this period.

As we can see, many young generation <sup>way</sup> ~~that~~ <sup>many of the young</sup> don't want to work. In spite of they <sup>have</sup> ~~has~~ already graduate from school or they not a student anymore.

One of the reasons <sup>is that</sup> that they don't want to work is they feel esteem to get earn money. Another reason <sup>is that</sup> of this issue they feel lazy to work. So they still ask money from <sup>ask for</sup> ~~they~~ <sup>their</sup> parents. This problem that we have to look for the solution in order <sup>for</sup> ~~to~~ our generation can become an independent people.

Actually, there are many ways <sup>can</sup> ~~for~~ <sup>to</sup> get earn money as a student.

Today <sup>are</sup> ~~for~~ a lot of opportunities <sup>are</sup> ~~that~~ given for students to can work, one of the example is they can work as part-time employment. They can look

For the job in <sup>on</sup> waiter and try to <sup>apply for it</sup> applying it. For students maybe they can work as waiters, cashiers, admin or the others position.

Another ways of student can get earn money is <sup>by</sup> do a <sup>business</sup> business. They can sell anything they can do. for the example, clothes, snacks, food, <sup>books</sup> books and etc.

So actually, there are a lot of ways ~~at~~ a student can get earn money <sup>by</sup> ~~by~~ <sup>themselves</sup> themselves.

Count of word : 284 words.

O : 14

C : 15

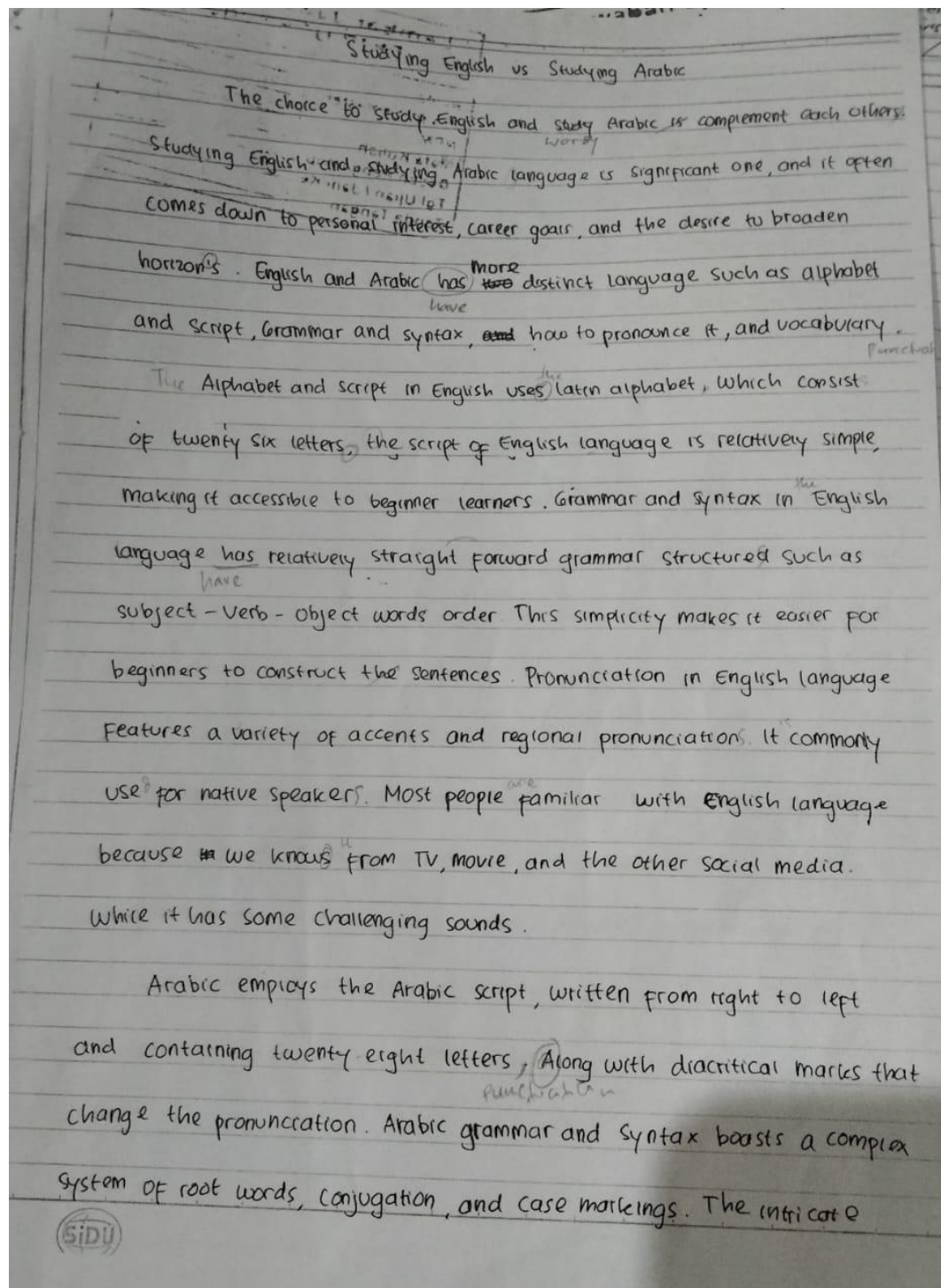
G : 13

M : 17

V : 14

73

## Student 16



grammar can be challenging for English speakers. Pronunciation in Arabic can be particularly challenging for English speakers due to unique phonemes and cultural sound that are not present in English. We know Arabic pronunciation maybe in the Television, movie "Omar bin Khattab" and the others. For people who speak English, its <sup>Pronunciation</sup> very difficult or rarely to heard.

<sup>Vocabulary in</sup>  
~~In conclusion~~ English has a diverse vocabulary words from various languages. This diversify the language but also be overwhelming to learners. While in Arabic offers to unique vocabulary, often based on triconsonantal roots. It provides <sup>thought</sup> into the culture and history of Arabic speaking regions. <sup>Pronunciation</sup>

<sup>Conclusion</sup> In conclusion, the choice between studying English <sup>and</sup> studying Arabic depends on individual goals and interests. English offers the advantages of global communication and access to a wealth of resources, while Arabic provides a gateway to a rich cultural and historical heritage.

Number of words : ~~278~~ words

O : 16

C : 18

G : 15

M : 16

V : 17

---

82

## Student 17

How Tiktok Effect Online Business.

In this <sup>period</sup> ~~period~~, a lot of people use phone for <sup>access</sup> ~~access~~ everything. A lot of activities can <sup>access</sup> ~~access~~ in internet. Started from <sup>money</sup> ~~money~~, a give a report from message, even of online shop. Now, other people can buy anything from online shop <sup>site</sup> ~~site~~ in their phone. The most one is application name is tiktok. Tiktok can give consolation of people <sup>to</sup> ~~to~~ which watch video. Tiktok also equip the online shop for <sup>equip</sup> ~~equip~~ necessity for every people. The people just take a time to buy in there. This application also set aside online payment, so it too easy for some people. This application so effective in this <sup>period</sup> ~~period~~. Even some object from other country we can get it for easy.

Tiktok shop not always give <sup>positive</sup> ~~positive~~ impact for some people. With this online shop, at last, the market more quite of often. The people prefer to bought their <sup>buy</sup> ~~buy~~ necessary in online shop from their home. In this case, tiktok shop give negative impact for trader, even their commodities in market. They lost their customer and the market more quite even the day.

The people more lazy to out from their house for just interaction with other people. They just <sup>access</sup> ~~access~~ from internet without out from their house and without interaction with other people. Its already much trader for <sup>protest</sup> ~~protest~~ in this case. They also cannot already <sup>do</sup> ~~do~~

for their necessities. In this case, the government have done for close the tiktok shop with the most equilibrium.

250 word.

|                    |      |
|--------------------|------|
| Score              |      |
| Organization       | : 1A |
| Content            | : 1A |
| Grammar            | : 13 |
| Mechanic           | : 15 |
| Style (vocabulary) | : 15 |
|                    | 71   |

## Student 18

Earning Money as Student

Students are often presented with financial challenges. Balancing academic, social life and finances can be very demanding. However, solutions to these challenges can be found through problem-solving techniques. There are a variety of creative and practical ways students can earn money.

The ways that student can do is have a side jobs. Student can have a freelancing or part-time work. Student can open online business because online business is a flexible. Student can also save their money by not spending a lot of money on things that are not needed. Student also can actively to find scholarship. Many organization, both government and private offer financial based on academic achievement or talent. So, students just focus on their academic to get the scholarship. Other ways, student also can open courses so we can get more money by that. For student with a creative hands, they can sell handicrafts, artwork, or unique product on online shop, so it can be a great business.

In the conclusion, being a student does not have to mean hard to save their money or hard to earn money. Students can look for different ways to earn money. Whether through freelancing, part-time jobs or selling product, or applying for scholarship. Many creative problem

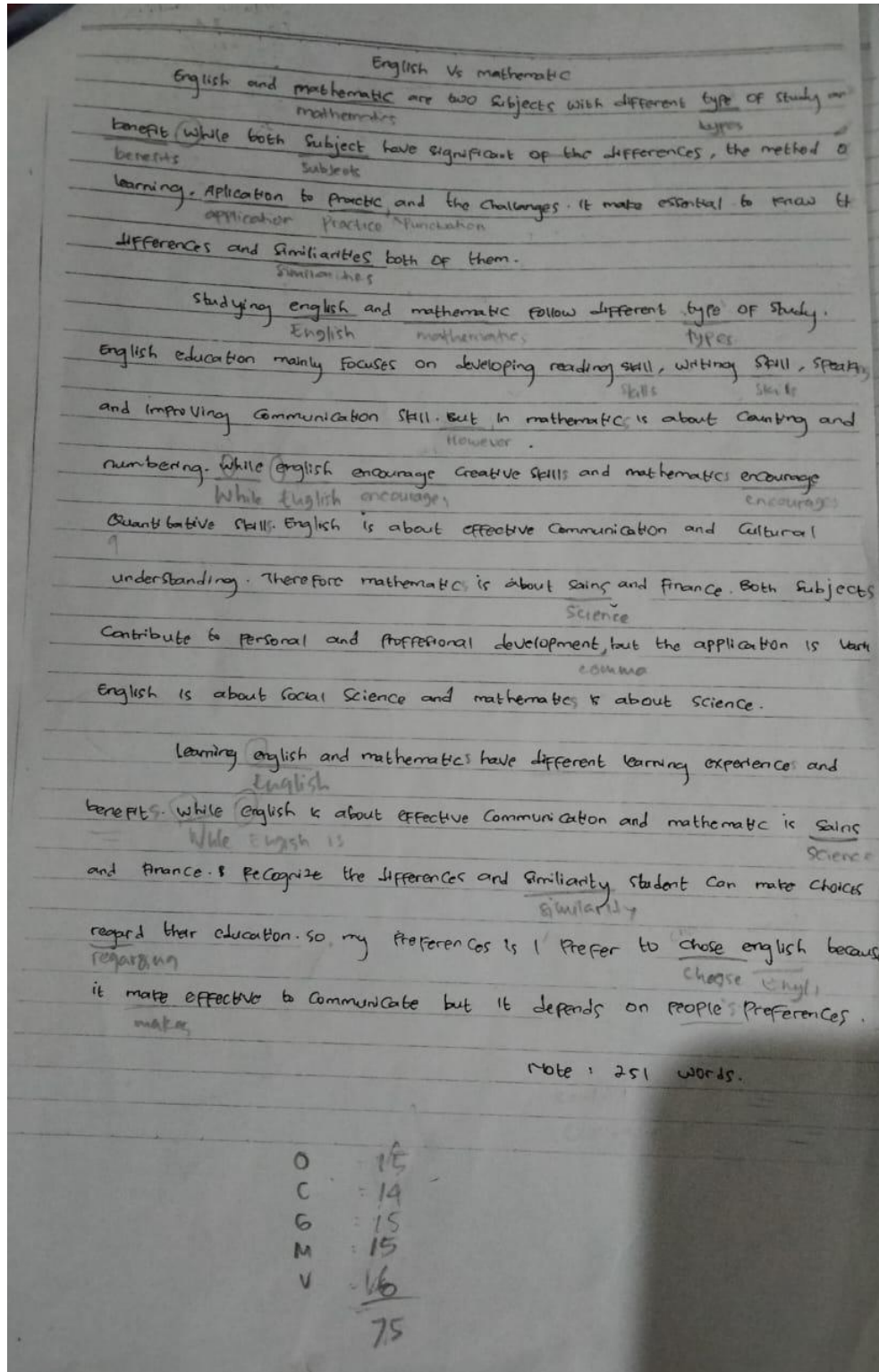
solving can help student to overcome financial challenges and focus on their education with more peace of mind. Academics do not disturb if they can distribute between work and academic.

252 words.

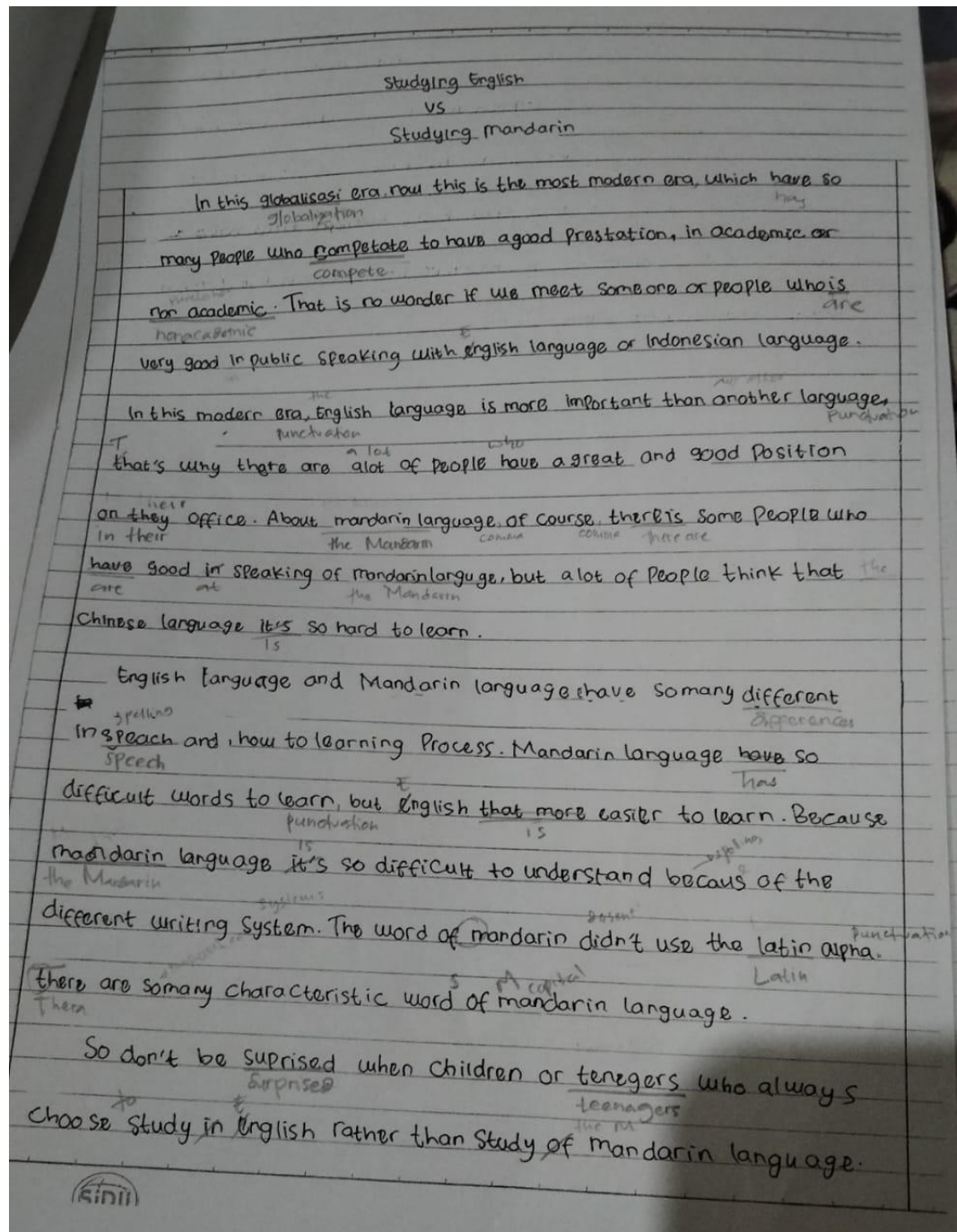
|   |   |    |
|---|---|----|
| O | = | 20 |
| C | = | 18 |
| G | = | 15 |
| M | = | 16 |
| V | = | 17 |
|   |   | 86 |



## Student 19



## Student 20



Because English studying is more easier to understand, because  
 the word and the alphabet of English it's not different usually words  
 that we speak in our live. In conclusion, studying English and another  
 language is more easy to learn. English is language who have  
 available to learn and in school and university we also use English  
 language, that's why English more easier than other language

O = 16

C = 12

G = 11

M = 13

V = 14

66

## Student 21

Being a Freelancer  
as a Student at University  
By: Dena Aranda Juliano

In today's era with the high of primary needs on education especially at university, set up, has led the student to feel the urge to earn money on their own. The key reason for that matter lies on student poor economic condition. Sadly, although the student has the courage to earn money, there is also several factors that prevent them from doing so. Student has several factors that prevent them from earning money, but there is a solution for that matter that lies on the student potential of themselves.

There are two main factors why student can't make money on their own. First, being a student itself already prevents them from having a job due to their young age or the fact that they don't have the skills to do so. Second, limited time that the student has also stops them from having a job, because it already takes a lot of the student time that make them don't have enough time.

Being an only boss for oneself or a freelancer is one specific solution for student to earn money. Becoming a freelancer has a lot of outcomes, you can explore your

hobby or liking over something, then turn it into a Content  
 that process will make you become a Content Creator. The  
 reason why being a freelancer will help you earn money  
 is because you can do your hobby while doing it, it doesn't  
 require any specific age or skills to do so, and you can  
 do it anytime you want. Because being a freelancer can  
 provide you from any difficulties that you're facing, all  
 you need to do now is practice it, good luck.

Total of Words : 274 words.

O = 20

C = 19

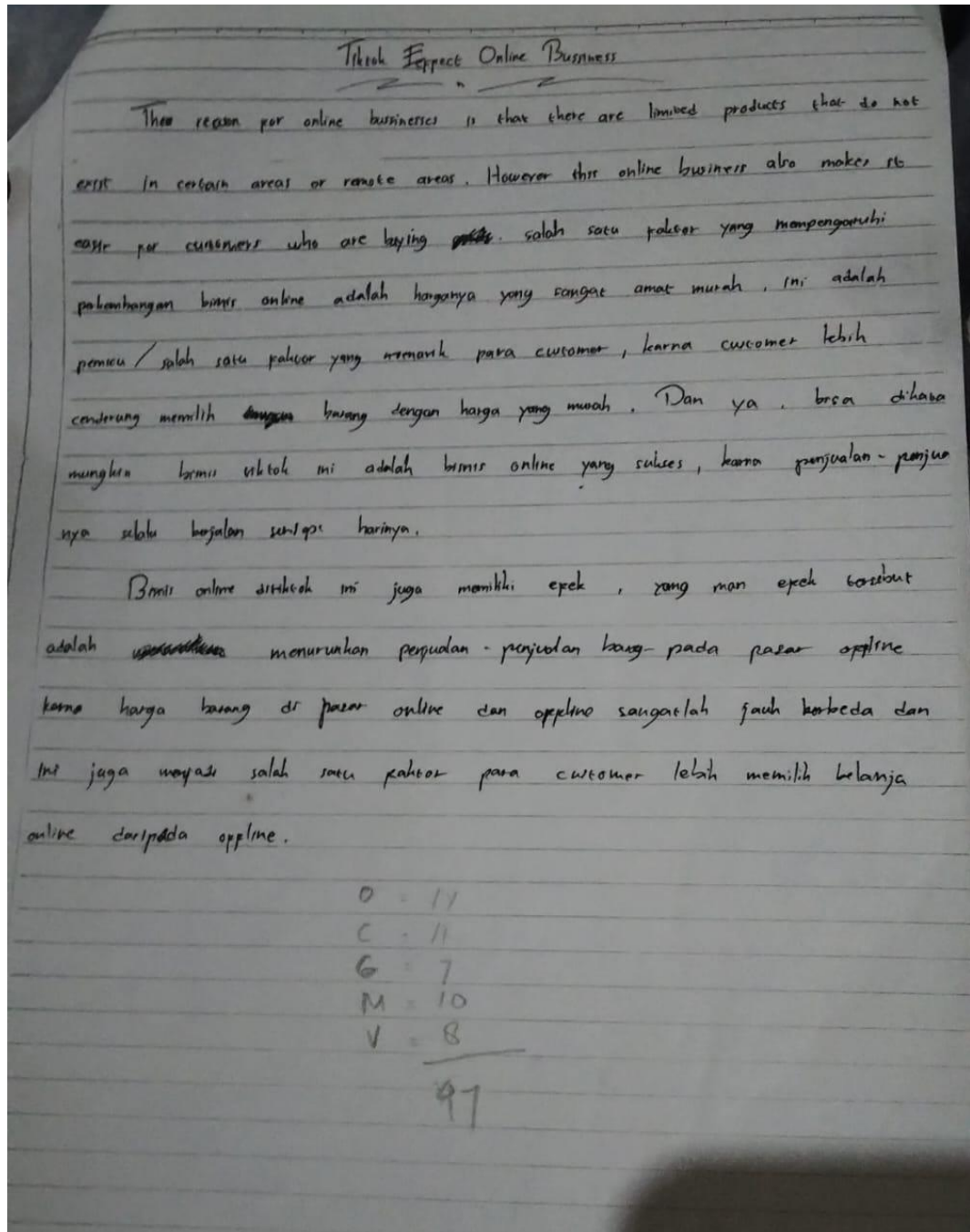
G = 15

M = 18

V = 18

· = 88


## Student 22



Appendix 4 Students' Score

| No | Name  | Organization<br>(20) | Content<br>(20) | Grammar<br>(20) | Mechamic<br>(20) | Vocabulary<br>(20) | Total<br>Score |
|----|-------|----------------------|-----------------|-----------------|------------------|--------------------|----------------|
| 1  | DPF   | 19                   | 17              | 16              | 17               | 16                 | 85             |
| 2  | MAE   | 16                   | 15              | 14              | 16               | 16                 | 77             |
| 3  | AZR   | 14                   | 12              | 13              | 15               | 12                 | 66             |
| 4  | AP    | 14                   | 13              | 14              | 16               | 13                 | 70             |
| 5  | DAF   | 14                   | 12              | 12              | 15               | 14                 | 67             |
| 6  | AJP   | 16                   | 14              | 13              | 16               | 16                 | 75             |
| 7  | LMA   | 20                   | 20              | 19              | 18               | 18                 | 95             |
| 8  | ANS   | 18                   | 17              | 17              | 14               | 16                 | 82             |
| 9  | ERA   | 19                   | 19              | 15              | 17               | 17                 | 87             |
| 10 | CLN   | 15                   | 14              | 15              | 16               | 16                 | 76             |
| 11 | AEF   | 14                   | 13              | 13              | 14               | 14                 | 68             |
| 12 | DE    | 16                   | 15              | 17              | 16               | 16                 | 80             |
| 13 | DAB   | 18                   | 17              | 17              | 17               | 18                 | 87             |
| 14 | DNA   | 20                   | 17              | 17              | 16               | 16                 | 86             |
| 15 | CLR   | 14                   | 15              | 13              | 17               | 14                 | 73             |
| 16 | CYS   | 16                   | 18              | 15              | 16               | 17                 | 82             |
| 17 | FTA   | 14                   | 14              | 13              | 14               | 15                 | 70             |
| 18 | WSM   | 20                   | 18              | 15              | 16               | 17                 | 86             |
| 19 | MT    | 15                   | 14              | 15              | 15               | 16                 | 75             |
| 20 | AMA   | 16                   | 12              | 11              | 13               | 14                 | 66             |
| 21 | DAJ   | 20                   | 19              | 15              | 18               | 18                 | 90             |
| 22 | ABR   | 11                   | 11              | 7               | 10               | 8                  | 47             |
|    | TOTAL | 359; 16.32           | 336;<br>15.27   | 316<br>14.36    | 342 .<br>15.54   | 337 15.31          | 1690           |

## Appendix 5 Research Permit Letter


**YAYASAN PENDIDIKAN PANCASAKTI TEGAL**  
 UNIVERSITAS PANCASAKTI TEGAL  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 PROGDI. PPKN, PBSI, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONSELING,  
 PEND. EKONOMI, PEND. IPA DAN PPG  
 SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

---

Nomor : ~~CC/K/A-2/FKIP-UPS~~ 2023 Tegal, 20 Desember 2023  
 Lampiran : 1 Lembar  
 Perihal : *Permohonan Izin Studi Lapangan (Penelitian)*

Yth Noeris Meiristiani, M.Pd  
 di - Tempat

Dengan hormat kami mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami,

Nama : Susi Nur Amalia  
 NPM : 1619500026  
 Program Studi : Pendidikan Bahasa Inggris  
 Maksud : Menyebar kuesioner dalam rangka  
           Penyusunan Skripsi Strata 1 FKIP UPS Tegal.


Judul : "AN ANALYSIS OF ESSAY WRITING DIFFICULTIES  
 FACED BY THIRD SEMESTER STUDENTS OG ENGLISH  
 EDUCATION DEPARTMENT AT UNIVERSITAS PANCASAKTI  
 TEGAL"

Pembimbing I : Noeris Meiristiani, M.Pd  
                   II : Endang Sulistianingsih, M.Pd

Selanjutnya, kami mohon kiranya Bapak/Ibu berkenan memberi bimbingan dan arahan agar mahasiswa kami tersebut dapat menyelesaikan skripsi dan studi dengan baik.

Demikian, atas bantuan dan kerjasamanya, disampaikan terima kasih.

a.n. Dekan,  
 Dekan I Bid. Akademik,

  
**D.P. Hanung Sudibyo, M.Pd**  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN 2316981983

Tembusan :  
 - Dekan sebagai laporan.

\*Melampirkan Fotocopy Lembar Pengesahan Proposal





**BERITA ACARA UJIAN SKRIPSI**

**No : 068/K/A-2/FKIP-UPS/1/2024**

Dengan ini Dewan Penguji Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal Nomor : 037/K/A-2/FKIP-UPS/1/2024 tanggal 08 Januari 2024 menyatakan bahwa pada hari Senin tanggal 5 bulan Februari 2024 pukul 08.00 WIB sampai dengan selesai telah dilaksanakan Ujian Skripsi Mahasiswa FKIP UPS Tegal :

Nama : Susi Nur Amalia  
N P M : 1619500026  
Progdi : **Pendidikan Bahasa Inggris**  
Judul Skripsi :  
AN ANALYSIS OF ESSAY WRITING DIFFICULTIES FACED BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS PANCASAKTI TEGAL  
Nilai : Angka **87** ..... Huruf **A-87** .....  
Keterangan : LULUS

Demikian berita acara ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Tegal, 12 Februari 2024  
Tim Penguji,

1. Ketua  
Nama : Dr. Hanung Sudibyo, M.Pd  
NIDN : 0609088301  
Pangkat/Golongan : Penata/ IIIc  
Jabatan : Lektor  
(.....)
2. Sekretaris  
Nama : Yuvita, M.Pd  
NIDN : 0601077705  
Pangkat/Golongan : Penata / IIIc  
Jabatan : Lektor  
(.....)
3. Penguji I  
Nama : Drs. Masfuad E.S., M.Pd  
NIDN : 0630086302  
Pangkat/Golongan : Penata/IIIc  
Jabatan : Lektor  
(.....)
4. Penguji II/Pembimbing II  
Nama : Yuvita, M.Pd  
NIDN : 0601077705  
Pangkat/Golongan : Penata/IIIc  
Jabatan : Lektor  
(.....)
5. Penguji III/Pembimbing I  
Nama : Noeris Meiristiani, M.Pd  
NIDN : 0628058306  
Pangkat/Golongan : Penata/IIIc  
Jabatan : Lektor  
(.....)



Untuk diketahui,  
Dekan FKIP,  
Dekan I

**Dr. Hanung Sudibyo, M.Pd**  
0609088301



YAYASAN PENDIDIKAN PANCASAKTI TEGAL  
UNIVERSITAS PANCASAKTI TEGAL  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
PRODI – BK, PPKN, PE, PBSI, PBI, PMAT, dan PIPA  
SEKRETARIAT : JL. HALMAHERA KM.1 TELP (0283) 357122 TEGAL

### BERITA ACARA BIMBINGAN SKRIPSI

Dengan ini Komisi Pembimbing Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal, yang terdiri atas:

1. Pembimbing I

N a m a : **Noeris Meiristiani, M.Pd**  
NIDN : 0628058306  
Pangkat / Golongan : Penata/ IIIc  
Jabatan : Lektor

2. Pembimbing II

N a m a : **Yuvita, M.Pd**  
NIDN : 0601077705  
Pangkat / Golongan : Penata/ IIIc  
Jabatan : Lektor

Menyatakan bahwa mahasiswa berikut ini :

N a m a : **Susi Nur Amalia**  
NPM : 1619500026  
Jurusan / Progdil : **Pendidikan Bahasa Inggris**

telah menyelesaikan SKRIPSI dengan judul :

AN ANALYSIS OF ESSAY DIFFICULTIES FACED BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS PANCASAKTI TEGAL

dengan tahap pelaksanaan sebagai berikut :

| NO. | TAHAPAN                    | TANGGAL PELAKSANAAN               |
|-----|----------------------------|-----------------------------------|
| 1.  | Pengajuan Judul            | 11 Januari 2023                   |
| 2.  | Penulisan Proposal         | 1 Februari 2023 – 8 November 2023 |
| 3.  | Pelaksanaan Penelitian     | 30 November – 5 Januari 2024      |
| 4.  | Pengumpulan Data           | 30 November dan 22 Desember 2023  |
| 5.  | Analisis Data              | 5 Desember 2023 – 5 Januari 2024  |
| 6.  | Penyusunan Laporan/Skripsi | 5 Januari 2024 – 15 Januari 2024  |

Skripsi tersebut telah dipertahankan di hadapan Dewan Penguji Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal pada hari Senin tanggal 5 bulan Februari tahun 2024

Demikian Berita Acara Bimbingan Skripsi ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Tegal, 13 Februari 2024

Pembimbing I,

Noeris Meiristiani, M.Pd  
NIDN. 0628058306

Pembimbing II,

Yuvita, M.Pd  
NIDN.0601077705



Melalui Berita Acara ini,  
Mengetahui,  
n. Dekan FKIP  
Wakil Dekan I

Dr. Hanung Sudibyo, M.Pd



YAYASAN PENDIDIKAN PANCASAKTI TEGAL  
**UNIVERSITAS PANCASAKTI TEGAL**  
**UPT INOVASI DAN PUBLIKASI ILMIAH**

JL. Halmahera Km. 1 – Tegal 52122  
Sekretariat: Telp./ Fax. (0283) 351082 / Rektor: Telp./Fax. (0283) 351267  
e-mail: [ipi@upstegal.ac.id](mailto:ipi@upstegal.ac.id) website: [www.upstegal.ac.id](http://www.upstegal.ac.id)

Nomor :006.a1878/K/A-2/IPI-UPS/II/2024

2/19/2024 13:43:55

Lampiran : -

Perihal : **HASIL SCAN SIMILARITY**

Kepada,

Yth. Susi Nur Amalia

Dalam rangka pencegahan kasus plagiasi dalam penyusunan karya ilmiah dosen dan mahasiswa di lingkungan Universitas Pancasakti Tegal, maka saya yang bertanda tangan di bawah ini:

Nama : Susi Nur Amalia

Jenis karya : SKRIPSI

Judul : AN ANALYSIS OF ESSAY WRITING DIFFICULTIES FACED BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS PANCASAKTI TEGAL

Dengan ini menyatakan bahwa SKRIPSI dengan judul : **AN ANALYSIS OF ESSAY WRITING DIFFICULTIES FACED BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS PANCASAKTI TEGAL** telah dicek kesamaan (similarity) menggunakan Turnitin dengan hasil kesamaan sebesar **27%**. Atas pernyataan ini, saya siap menanggung resiko atau sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukan adanya pelanggaran terhadap kode etik publikasi dalam karya saya ini

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pemeriksa

Kepala UPT. Inovasi dan Publikasi Ilmiah  
Universitas Pancasakti Tegal



Yuni Arfiani, MPd  
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File Hasil Uji Similarity

Tegal, 19 Februari 2024  
Yang menyatakan,

Susi Nur Amalia



# JURNAL BIMBINGAN SKRIPSI


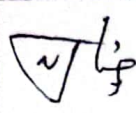

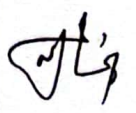




|                      |                                                                                                                                            |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NAMA</b>          | SUSI NUR AMALIA                                                                                                                            |
| <b>NPM</b>           | 1619500026                                                                                                                                 |
| <b>PRODI</b>         | Pendidikan Bahasa Inggris                                                                                                                  |
| <b>TAHUN</b>         |                                                                                                                                            |
| <b>JUDUL SKRIPSI</b> | AN ANALYSIS OF ESSAY WRITING DIFFICULTIES FACED BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS PANCASAKTI TEGAL |
| <b>PEMBIMBING I</b>  | Noeris Melristiani, M.Pd                                                                                                                   |
| <b>PEMBIMBING II</b> | Endang Sulistaningsih, M.Pd                                                                                                                |

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS PANCASAKTI TEGAL**




**PEMBIMBINGAN PROPOSAL SKRIPSI**

**PEMBIMBING I**

| No | Tanggal           | Maksud Bimbingan | Uraian Hasil Bimbingan                    | TTD                                                                                   |
|----|-------------------|------------------|-------------------------------------------|---------------------------------------------------------------------------------------|
| 1  | 2/ - 2023<br>/ 10 | proposal         | Revise the references and grammar         |    |
| 2  | 2/ - 2023<br>/ 11 | proposal         | Add the theories & draw conclusion        |    |
| 3  | 7/ - 2023<br>/ 11 | Bab 2            | teori lengkap                             |    |
| 4  | 8/ - 2023<br>/ 11 | Proposal         | ace                                       |    |
| 5  | 8/ - 2023<br>/ 12 | instrumen        | Revisi instrumen & tambahkan instruksi    |  |
| 6  | 29 - 2023<br>/ 12 | instrumen        | Segera memperbaiki instrumen ke responden |  |
| 7  |                   |                  |                                           |                                                                                       |
| 8  |                   |                  |                                           |                                                                                       |
| 9  |                   |                  |                                           |                                                                                       |
| 10 |                   |                  |                                           |                                                                                       |
| 11 |                   |                  |                                           |                                                                                       |
| 12 |                   |                  |                                           |                                                                                       |


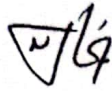
**PEMBIMBINGAN PROPOSAL SKRIPSI**

**PEMBIMBING II**


| No | Tanggal     | Maksud Bimbingan | Uraian Hasil Bimbingan | TTD                                                                                 |
|----|-------------|------------------|------------------------|-------------------------------------------------------------------------------------|
| 1  | 7 / 11 2023 | Proposal         | revise reference.      |  |
| 2  | 8 / 11 2023 | Acc              | Acc proposal           |  |
| 3  | 8 / 12 2023 | Instrumen        | Menambahkan instruksi  |  |
| 4  |             |                  |                        |                                                                                     |
| 5  |             |                  |                        |                                                                                     |
| 6  |             |                  |                        |                                                                                     |
| 7  |             |                  |                        |                                                                                     |
| 8  |             |                  |                        |                                                                                     |
| 9  |             |                  |                        |                                                                                     |
| 10 |             |                  |                        |                                                                                     |
| 11 |             |                  |                        |                                                                                     |
| 12 |             |                  |                        |                                                                                     |

# PEMBIMBINGAN SKRIPSI

## PEMBIMBING I

| No | Tanggal       | Maksud Bimbingan | Uraian Hasil Bimbingan        | TTD                                                                                 |
|----|---------------|------------------|-------------------------------|-------------------------------------------------------------------------------------|
| 1  | 22/2024<br>11 | Bab 4-5          | Tambahan sample<br>pada bab 4 |  |
| 2  | 24/2024<br>11 | Bab 1-5          | Acc                           |  |
| 3  |               |                  |                               |                                                                                     |
| 4  |               |                  |                               |                                                                                     |
| 5  |               |                  |                               |                                                                                     |
| 6  |               |                  |                               |                                                                                     |
| 7  |               |                  |                               |                                                                                     |
| 8  |               |                  |                               |                                                                                     |
| 9  |               |                  |                               |                                                                                     |
| 10 |               |                  |                               |                                                                                     |
| 11 |               |                  |                               |                                                                                     |

**PEMBIMBINGAN SKRIPSI**  
**PEMBIMBING II**

| No | Tanggal      | Maksud Bimbingan | Uraian Hasil Bimbingan | TTD                                                                                 |
|----|--------------|------------------|------------------------|-------------------------------------------------------------------------------------|
| 1  | 24 / 01 2024 | Bab 1 - 5        | Acc ujian .            |  |
| 2  |              |                  |                        |                                                                                     |
| 3  |              |                  |                        |                                                                                     |
| 4  |              |                  |                        |                                                                                     |
| 5  |              |                  |                        |                                                                                     |
| 6  |              |                  |                        |                                                                                     |
| 7  |              |                  |                        |                                                                                     |
| 8  |              |                  |                        |                                                                                     |
| 9  |              |                  |                        |                                                                                     |
| 10 |              |                  |                        |                                                                                     |
| 11 |              |                  |                        |                                                                                     |
| 12 |              |                  |                        |                                                                                     |