STUDENTS' DIFFICULTIES IN WRITING CONCLUSION OF ESSAY

(A study conducted to fourth semester students of English Education Study Program Pakuan University)

A Paper

Submitted to the English Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University as a Partial Fulfilment of Requirement for *Sarjana Pendidikan* Examination

By:

Dian Rachmania

0311 11 104

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION SCIENCES
PAKUAN UNIVERSITY
2018

APPROVAL SHEET

STUDENTS' DIFFICULTIES IN WRITING CONCLUSION OF ESSAY

Approved by:

Supervisor I,

Dra. Atti Herawati, M.Pd.
NIP. 196801291993032001

Supervisor II,

Istiqlaliah Nurul Hidayati, M.Pd.
NIK. 0415128202

Dean of FKIP
Pakuan University,

Deddy Sofyan, M.Pd.
NIP. 195601081986011001
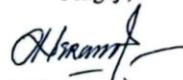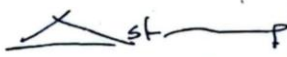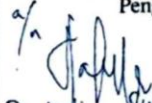
Head of English Education
Study Program,

Dra. Atti Herawati, M.Pd.
NIP. 196801291993032001

FORMAT PERBAIKAN SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FKIP – UNPAK BOGOR

Nama : Dian Rachmania

NPM : 0311 11 104

Judul : Students' Difficulties in Writing Conclusion of Essay

Tanggal Ujian : Juni 2018

Komponen Perbaikan	Tanda tangan Penguji
- Rearange `Reason for choosing the topic' using the principle of essay writing - Add experts in operational definition - Add more books in bibliography	Penguji, Atti Herawati Tanggal: 26 Juli 2024
- Research focus harus sama dengan data description - Revise the suggestion	Penguji, Asih Wahyuni, M.Pd. Tanggal: 26-7-2024
- Abstract add burning issue Recomendation	Penguji, Dr. Entis Sutisna, M.Pd. Tanggal: ....

Bogor, ...
Mengetahui
Ketua Prodi,

Mahasiswa ybs,

Dian Rachmania

Dra. Atti Herawati, M.Pd.
NIP. 196801291993032001

DECLARATION

I hereby declare that the paper entitled "Students' Difficulties in Writing Conclusion of Essay" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2018

Dian Rachmania

ABSTRACT

There are four skills in learning English that should be mastered to make learning process successful. One of them is writing. Writing is an activity to express thoughts and feelings in a written form and serves as a communication tool indirectly. It means students need time to think of ideas to be written in order to express their thought in a written form. This study is aimed to find out the students' difficulties in writing conclusion of an essay. In conducting this research, the writer applies descriptive method and to gain the data, she took students' work as documents, distributed questionnaires and conducted an interview. The research was conducted in fourth semester students of English Education Study Program, Pakuan University. The writer uses purposive sampling technique. She chooses one class and takes six students consisting of students who have lowest score of writing major. After analyzing the data, questionnaire and interview, the writer found that students still find it difficult to write a conclusion of an essay. Eleven students (52.4%) have a difficulty in psychological aspect. Eighteen students (85.7%) have a difficulty in cognitive aspect and nineteen students (90.5%) have a difficulty in linguistic aspect. The common difficulties that faced by students when they write a conclusion of an essay are timetable, structure usage, restating the thesis statement, vocabularies, essay organization and connecting one sentence to the other sentences.

Keywords: Students' Difficulties, Essay, Conclusion Paragraph.

PREFACE

Merely, the writer is grateful to Allah S.W.T, the Most Gracious, who has given her the opportunity, the patience, the health, the best direction and easy way to finish this paper. The title of this paper is "Students' Difficulties in Writing Conclusion of an Essay". The aim of this research is to describe the difficulties face by students when they write a conclusion of an essay.

The paper is written to fulfill one of the requirements for the *Sarjana Pendidikan* Examination at English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is still far from perfection, therefore she will appreciate all constructive criticism for the improvement of this paper. She hopes that this paper will be useful for her and those who read it.

Bogor, June 2018

The writer

ACKNOWLEDGEMENT

Praise to Allah SWT the most merciful for the immeasurable blessing so that the writer could finish this paper. The writer would like to express her deepest thanks, gratitude and appreciation to all people who have helped her to finish the paper, especially to Dra. Atti Herawati, M.Pd, as first supervisor and as the Academic Concelor, Istiqlaliah, M.Pd. as the second supervisor for their guidance, suggestion, motivation, and support.

The appreciation is also expressed to Drs. Deddy Sofyan S, M.Pd as the Dean of the Faculty of Teacher Training and Educational Sciences of Pakuan University, Dra. Atti Herawati, M.Pd as the Head of English Educational Study Program of Pakuan University, all lecturers and the staffs of FKIP of Pakuan University for the knowledge and the help.

She also would like to say thanks to the fourth semester students of English Education Study Program for their cooperation and support in conducting this research.

Her special thanks are dedicated for her beloved family: mother and brother for their endless prayer, love, financial support, motivation and patience. Additionally, her thanks are expressed to her beloved best friend: Amelia, Sarah, Isma, Indira, Rezna, Yusania, Kela, Witri, Adit, Lutfhi, and werewolfind's family members for their support, love, pray, and always reminded the writer to finish this paper as soon as possible, and also to all people who have helped her that cannot mentioned one by one.

Last, the writer realizes that this paper is still far from being perfect. Thus, any criticism and suggestion for the improvement of this paper will have highly appreciated. Hopefully, this paper is able to give distribution for the readers and useful for English teaching and learning process.

TABLE OF CONTENTS

CHAPTER V CONCLUSION AND SUGGESTION

BIBLIOGRAPHY

APPENDICES

Appendix 1: *Surat Izin Penelitian*

Appendix 2: Interview Guideline

Appendix 3: *Validitas Instrumen*

Appendix 4: Interview Transcription

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills in learning English that should be mastered to make learning process successful. One of them is writing. Writing is an activity to express thoughts and feelings in a written form and serves as a communication tool indirectly. It means students need time to think of ideas to be written in order to express their thought in a written form.

There are several ways to express students' thought in a written form, for example is an essay. Zemach and Rumisek (2003) say, "Combination of three or more paragraphs written about a single topic and central main idea named essay."

An essay has three main parts: an introduction, a body and a conclusion. When students write an essay, they are usually confused about making the conclusion. The conclusion itself is a summary or review of the main points discussed in the whole essay. They are confused to state the summary or review of the main points discussed in the body.

B. Reason for Choosing the Topic

Conclusion is a critical component of an essay, serving not only to summarize key points but also to provide closure and reinforce the main argument or thesis of the essay. Despite its importance, students often encounter challenges in effectively crafting conclusions that are cohesive,

impactful, and aligned with the rest of the essay. The reason of investigating students' difficulties in writing conclusion of essay stems from several compelling reasons 1) Students may have difficulties to an essay. 2) Students may have difficulties to make concluding paragraph.

When students write an essay, they have a big question in mind whether what they write is correct or incorrect. Writing also takes time and students need time to get ideas in order to express their thoughts. In making an essay, there are three main paragraphs that should be written: introduction, body and conclusion. A conclusion is a part of an essay, but students are confused to conclude the whole essay become a concluding paragraph.

From the reasons, the writer thinks that this research of students' difficulties in writing the concluding paragraph should be conducted. She wants to investigate about the causes of students' difficulties in writing a concluding paragraph.

C. Research Question

Based on the title, there is question to be investigated in this research: what are students' difficulties in writing conclusion paragraph?

D.   Aim of the Research

The aim of the research is to analyze the students' difficulties in writing conclusion of an essay and the causes of it. In here, focus of the investigation is conclusion of essay.

E.   Research Focus

To limit the problem, the essay that investigated on this study is narrative essay.

F.   Operational Definition

1.   Essay writing is writing several paragraphs long instead of just one or two paragraph (Oshima and Hogue, 2007). Essay is a paper of several paragraphs, rather than one paragraph that support the single point (Langan, 2001). An essay is group of paragraphs written about in a single topic and it contains at least five paragraphs (Zemach and Rumisek, 2003).

2.   Conclusion is the final paragraph of an essay that summarizes the main point of an essay, restates the thesis statement using a different word, emphasizes an action that you would like reader to take (Zemack and Rumisek, 2003). It repeats the idea of topic sentence in different words or gives a personal reaction to the topic paragraph (Palvik, 1990).

G. Research Significant

The result of this research ideally could provide information about the students' difficulties in writing a conclusion of an essay. Therefore, this research could inform those reasons. When the research is done, it could help students write an essay with a good conclusion paragraph. Besides, the teachers could help the students to make a good conclusion paragraph as well.

CHAPTER II

THEORETICAL FOUNDATION

A. Essay

1. Definition of Essay

According to Oshima and Hogue (2007:100), "An essay is a piece of writing several paragraphs long instead of just one or two paragraph." Similar statement stated by Langan (2001:203), "Essay is a paper of several paragraphs, rather than one paragraph that support the single point." It is also mentioned by Zemach and Rumisek (2003:56) "An essay is a group of paragraphs written about in a single topic and it contains at least five paragraphs." It means that an essay is a combination of at least five paragraphs. Moreover, Smalley and Ruetten (1986:139) states, "An essay is a group of paragraphs that develops in central one idea." It means that to write an essay, students should think of the idea and develop it to some sentences and finally become some paragraphs.

Minifred Belmont and Michael Sharkey (2011:271) claimed, an essay consist a group of paragraphs focus on a subject. It supported by a good grammar, language and logical linking of sentence to connect one paragraph to another. It means that writing an essay needs planning and organization to make every single paragraph connected.

Based on some definitions above, the writer concludes that essay is a combination of at least five paragraphs elaborated from one single

point. It can be elaborated from the essay question or a case that given related to the essay that you are going to write. It is also supported by using good grammar, good language and logical linking of sentence so every single paragraph is connected to one another.

2. The Elements of Essay

When students want to write paragraph by paragraph until become an essay, they should know some elements used to make the essay well organized. Oshima and Hogue (2007:101) argued that an essay consist of three parts. They are as follows:

a. Introductory Paragraph

The introductory paragraph of an essay contains background information of the whole essay. The first sentence of introduction paragraph is some general statements about the topic to attract reader's attention. The following sentence is thesis statement to control the ideas of the topic before the student's start to write the body of the essay.

b. Body

The body of an essay is a development of the thesis statement or subdivision of the student's topic. Then, it is supported by subtopic to control the ideas of the topic. Usually, the body of an essay consists of three paragraphs to develop the thesis statement. Duigu, (2002:45) stated, "It is simply a matter of presenting one main point in each paragraph." It means that each paragraph should

begin with a topic sentence that states the point to be detailed in that paragraph.

c. Conclusion Paragraph

To conclude an essay, the students can summarize the essay by restating the thesis and the main supporting points of the essay using their own words. Sahanaya, Lindeck, and Stewart (1998:145) states, "A good conclusion summarizes the ideas presented in the text and restates the writer's opinion."

B. Definition of Conclusion

Every single paragraph has a concluding sentence. It repeats the idea of topic sentence in different words or gives a personal reaction to the topic of paragraph, stated by Palvik, (1990:25). A conclusion should remind readers of the essay's main idea without repeating it, claimed by Diana Hacker and Nancy Sommers (2011:19). It means that paragraph needs to have a controlling sentence to control the whole paragraph.

It is also the same with an essay. Conclusion is put at the end as an ending paragraph. According to Zemack and Rumisek (2003:74), "Conclusion is the final paragraph of an essay that summarizes the main point of an essay, restates the thesis statement using a different word, emphasizes an action that you would like the reader to take." Supported by Stephen Bailey (2006:43), the summary may be just one or two sentences, to explain the main idea of the article, and perhaps compare it with another

summarized test, or it might be necessary to include much more details. It means that conclusion is personal idea which comes after the writer finish making an introduction paragraph and body of an essay. Therefore, when the writer makes a conclusion, they can reinforce the previous statement and repeat the idea of the topic sentence, but use their own words. In other words, a summary can range from 1-2% of the original to be more than 50%: summarizing is a flexible tool.

On the other hand, Chin et. al. (2012:3) stated, the concluding paragraph ends the essay by reviewing the main ideas from each body paragraph and leaving the reader with a final thought. It means, concluding paragraph is served as a final thought by the writer in order that the reader knows the end of the text.

Based on the definitions, it can be concluded that conclusion is the writer's personal idea that is summarized from the whole essay to restate the main topic statement by using his/her own words.

C. Students' Difficulties in Writing a Conclusion of an Essay

In a learning process, students may have difficulties to understand materials of the subject, for example writing an essay. In essay writing, the students learn about elements of an essay. One of them is conclusion. Some students may have difficulties in restating the thesis statement in the introductory paragraph by using their own words. There are three major problems that cause writing difficult according to Byrne (1993):

psychological, linguistic and cognitive. Psychological problem is problem that caused from the writer's internally, such as expressing idea into written form. Linguistic problem related to the writers' ability in language, it covers sentence structure, grammatical and organizing text. It is supported by Younes and Albawi (2015) that found kind of different major problems faced by the students in three ways, namely grammatical, punctuation and spelling problem. Then the last problem is Cognitive that related to writer's ability in mastering written form, writing structure that makes writing communication effective.

D.   Related Research

There is researcher that investigated similar topic entitled, "Students' Difficulties in Writing a Resume". This research was conducted by Febriani in 2017. In her research the researcher investigated kind of students' difficulties to write a resume. The participants of the research were the fifth semester students of English Education Study Program, Pakuan University who were taken by using random sampling technique. The researcher used qualitative method and to gain the data, she used documentation, questionnaire and interview as instrument. The research showed that the students face difficulties in writing resume. Based on the data, the researcher found out kinds of difficulties which are faced by the students such as lack of vocabulary, adding important main idea from the article and making sentence using their own words.

The other study investigated difficulties faced by students in writing an essay. Students commonly did errors on tenses, vocabulary, auxiliary and sentence fragment. This similar study entitled, "EFL Students' Difficulties and Needs in Essay Writing". This research was conducted by A. Ariyanti and Rinda Fitriana in 2017. They apply descriptive method that used open-ended questionnaire as the first instrument and interview as the second instrument. They took fourth semester of English Department at Widya Gama Mahakam University Samarinda as their participants.

Another study showed that students face some difficulties in writing summary. The students found it difficult to comprehend the text, determine main idea, and omit unimportant and important words in the source text. This similar study entitled, "Analysis of Students' Difficulties on Writing English Text Summary". This research was conducted by Efrilianti in 2012. In this study, she applied descriptive method that used observation, interview and document analysis as instrument. She took second grade students of English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung.

These studies were similar to the research which investigates students' difficulties in writing a conclusion of an essay. However, the participants and sites are different. The participants of the first research that similar with this research were fifth grade students of English Education Study Program, Pakuan University whereas the participants of the second and third study were the fourth semester of English Department at Widya

Gama Mahakam University Samarinda and second grade students of English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung. In this research, the researcher chose the fifth semester students of English Literature Study Program, Pakuan University.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In this research, the writer applied qualitative approach in investigating students' difficulties in writing conclusion of an essay. She applied descriptive method to get the data by taking students' work as documents, distributing questionnaires and conducting interview.

For the first step of the research, the writer analyzed students' work. The second step of the research is distributed questionnaire which consists of ten closed questions. The last step, she also interviewed six students consisting of high, mediocre and low achievers to know what difficulties that are usually faced by them in writing an essay. The writer drew the research design to clarify the processes of the research.

```
┌─────────────────────────────────────────────────────────────────┐
│                      Research Question                           │
│ What are the students' difficulties in writing a conclusion of   │
│                        an essay?                                 │
└─────────────────────────────────────────────────────────────────┘
                               │
                               ▼
┌─────────────────────────────────────────────────────────────────┐
│                  Research Site and Participants                  │
│ The fourth semester students of English Education Study Program, │
│                    Pakuan University                             │
└─────────────────────────────────────────────────────────────────┘
                               │
                               ▼
┌─────────────────────────────────────────────────────────────────┐
│                    Research Instruments                          │
│          Documents, questionnaires and interview                 │
└─────────────────────────────────────────────────────────────────┘
```

Documents	Questionnaire	Interview Note
Students' work is analyzed to find out their essay writing.	The researcher distributes ten closed-ended questions to all students in the classroom to find out their difficulties.	Six students consisting of high, mediocre and high achiever are interviewed to confirm their difficulties in writing an essay and conclusion paragraph.

```
                    ┌──────────────────┐
                    │  Data Analysis   │
                    └──────────────────┘
```

Analyze fourth semester students' works.	Analyze the result of questionnaire.	Transcribe and summarize the result of interview.

```
              ┌────────────────────────────────┐
              │   Conclusion and Suggestion     │
              └────────────────────────────────┘
```
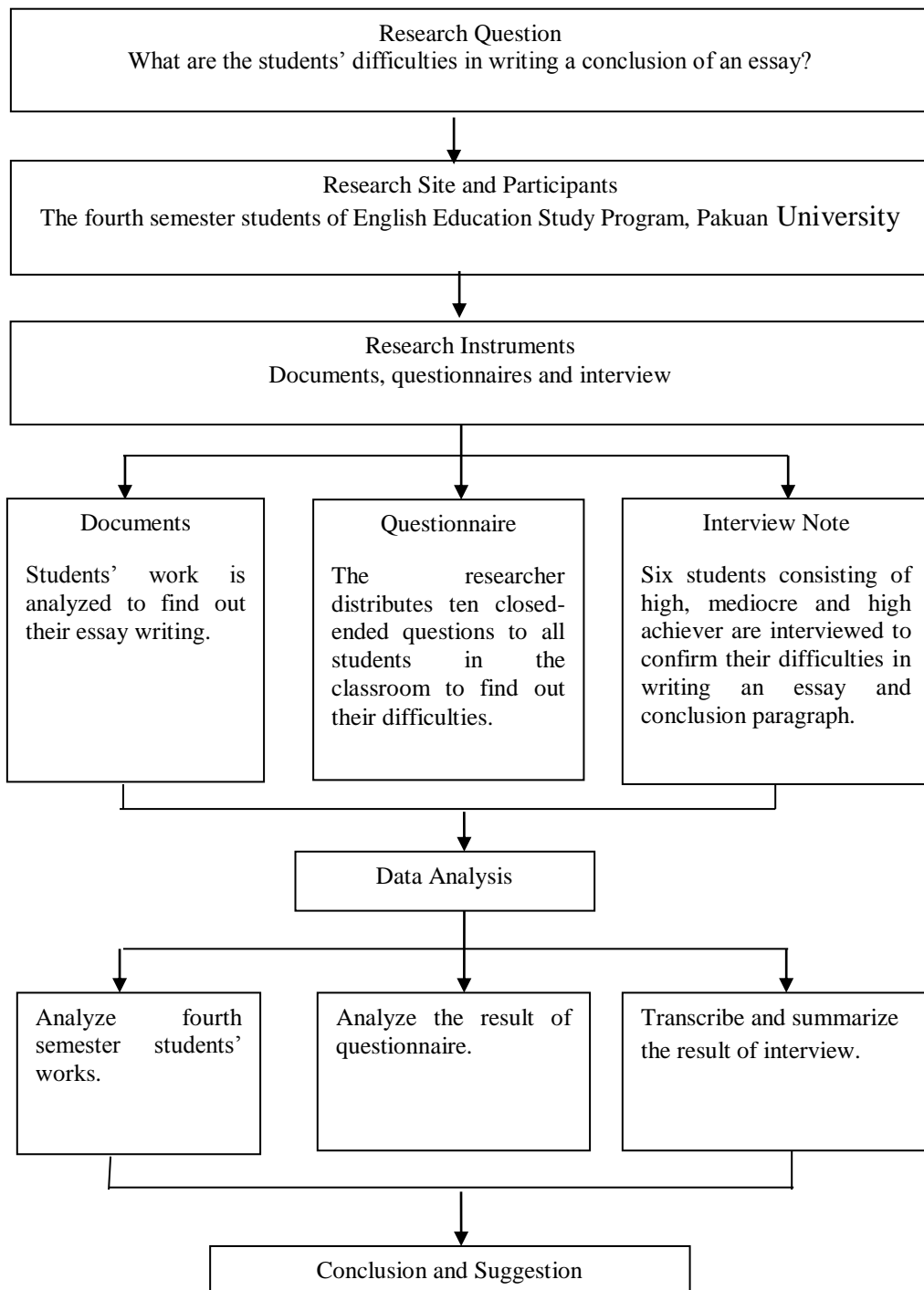
Figure 3.1
Research Design

B.   Research Site and Participant

The participants of the research were the fourth semester of English Education Study Program, Pakuan University. In this research, the writer used purposive sampling technique. She chose one class and took six students consisting of students who have lowest score in essay writing major.

C.   Data Collection Technique

There were three steps of collecting the data. There were documentation, questionnaire and interview. In the first step, she collected students' work as data documentation. Difficulties in writing a conclusion of an essay can be faced by all students consisting of high achiever, mediocre achiever and high achiever. Because of that, she took all students in one class.

The next step is to collect the data by distributing questionnaire to all students in one class. The questionnaire was in the form closed-ended questionnaire which consists of ten questions to gain information about students' difficulties in writing conclusion of an essay.

The last step was conducting interview to the student. The interview consists of five questions. She interviewed six students consisting of high, low and mediocre achievers to gain more information about the difficulties that usually faced when they are writing a conclusion of an essay.

D. Data Analysis

Descriptive method was used to analyze the data. The classifications of the data were:

1. Data analysis of students' work

    The students' works were analyzed by checking the mistakes which are made by the participants. In this case, the mistakes which are analyzed are from linguistic, psychological and cognitive aspect.

2. Data analysis of questionnaire

    In analyzing the questionnaire, the reliability of questionnaire is counted as follows:

    a. Counting every answer of the questionnaire to determine the frequency,

    b. Counting the percentage by using $\frac{f}{x}$ x100%

        Note: f = the frequency of the participants answers

                 x = the number of participants

    c. Describing the data from the questionnaire

3. Data analysis of interview

    In analyzing the interview, the result of interview was transcribed and then summarized.

    The writer used triangulation as the technique to check validity of the data and to ensure that the research data are valid. Triangulation is used to check the validity of the data collected by comparing the data from questionnaires, interviews, and documentations.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A.   Data Description

The research was conducted from May 15th until July 15th, 2018 at English Education Study Program of Faculty of Teacher Training and Educational Science, Pakuan University. The writer uses three instruments: documentation, questionnaire and interview. In taking the respondents, the writer used purposive sampling technique where six students were taken as the respondents who have difficulties in writing conclusion of an essay.

1.   Description of Students' Works

It is the students' works on writing an essay. The writer got the students' works from the lecturer and then analyzed it by using framework that she wrote on the chapter II, there are psychological, linguistic and cognitive. Psychological is problem that caused from the student's internally, such as expressing idea into written form. Linguistics is problem about student's ability in language, such as grammatical, organizing text, diction etc. Cognitive is problem about student's ability in mastering written form, such as writing structure. The writer put check (√) when she found the mistake from the respondents. The result of the analysis is described in the table below.

Table 4.1

Students' mistakes in writing an essay

No.	Respondents	Psychological	Linguistic	Cognitive
1.	NO		√	√
2.	AKP	√	√	√
3.	F	√	√	√
4.	DN	√	√	√
5.	P	√	√	√
6.	WP		√	√
7.	FE		√	√
8.	AF		√	√
9.	SM	√	√	√
10.	AS	√	√	√
11.	TK			√
12.	ENH	√	√	√
13.	SHM	√	√	√
14.	FB			√
15.	IM	√	√	√
16.	GK		√	
17.	VSD		√	
18.	FA		√	
19.	IDO	√	√	√
20	CM	√	√	√
21	MHA		√	√
		11 (52.4%)	19 (90.5%)	18 (85.7%)

Based on the result, almost all respondents had difficulties in linguistic aspect. The common mistakes that are made by the respondents are about grammar, words organization and diction. There are nineteen respondents (90.5%) who make mistake in linguistic aspect. More than half respondents (52.4%) had difficulties in expressing their idea into written form. They had difficulties in understanding the topic sentence that is why they are not able to write the whole essay related to the main topic. Besides, they are not able to

restate the thesis statement into a conclusion paragraph. 18 respondents (85.7%) had difficulties in mastering the written form. Some of them are able to write an essay with good organization (introduction paragraph, body paragraph and conclusion paragraph) while the other respondents are not able to write it systematically. The other mistake that is made by the respondents there is no correlation between one sentence with another. Besides, they are also difficult in using punctuation correctly.

As can be seen in the explanation above, the most common mistake made by respondents is linguistic aspect. There are 19 respondents (90.5%) who are difficult in using a correct tense, word organizations and diction.

2. Description of Questionnaire

In this research, closed questionnaire was used to get more information of students' difficulties in writing conclusion of an essay. There are 12 statements which are divided into three indicators: linguistic (statement number 1-4), psychological (statement number 5-8), cognitive (statements number 9-12). The closed questionnaires are distributed to C class of the fourth semester. Furthermore, the writer chooses six students who get the low score in essay writing class based on the students' works that analyzed.

Table 4.2

The Result of Questionnaire

Student's Difficulties in Writing Conclusion of an Essay					
Indicator	**No**	**Statements**	**AA**	**F**	**P (%)**
Linguistic	1.	I had difficulty in spelling words correctly.	SA A N D SD	1 3 8 6 3	4.8% 14.3% 38.1% 28.6% 14.3%
	2.	I had difficulty in choosing appropriate words to write a conclusion paragraph.	SA A N D SD	1 10 7 3 -	4.8% 47.6% 33.3% 9.5% -
	3.	I had difficulty in writing a clear sentence.	SA A N D SD	- 4 12 3 2	- 19% 57.1% 14.3% 9.5%
	4.	I had difficulty in using correct tenses.	SA A N D SD	1 8 8 3 1	4.8% 38.1% 38.1% 14.3% 4.8%
Psychological	5.	I had difficulty in transferring my own idea to write a conclusion paragraph.	SA A N D SD	2 5 7 6 1	9.5% 23.8% 33.3% 28.6% 4.8%
	6.	I had difficulty in restating a thesis statement into conclusion paragraph.	SA A N D SD	2 9 5 5 -	9.5% 42.8% 23.8% 23.8% -
	7.	I had difficulty in using my own words to write a conclusion paragraph.	SA A N D SD	1 4 8 8 -	4.8% 19% 38.1% 38.1% -

			AA	F	P
	8.	I ran of time when I write a conclusion of an essay.	SA A N D SD	2 8 6 5 -	9.5% 38.1% 28.6% 23.8% -
Cognitive	9.	I had difficulty in using punctuation.	SA A N D SD	1 4 5 4 7	4.8% 19% 23.8% 19% 33.3%
	10.	I had difficulty in writing structural essay.	SA A N D SD	3 7 5 5 1	14.3% 33.3% 23.8% 23.8% 4.8%
	11.	I had difficulty in understanding the essay.	SA A N D SD	1 3 8 8 1	4.8% 14.3% 38.1% 38.1% 4.8%
	12.	I had difficulty in connecting one sentence to another.	SA A N D SD	2 6 9 4 -	5.7% 28.6% 42.8% 19% -

Note:
AA   = Answer Alternative
F   = Frequency
P   = Percentage
SA   = Strongly Agree
A   = Agree
N   = Neither
D   = Disagree
SD   = Strongly Disagree

The writer classified the result of the questionnaires into three indicators:

a. Linguistic

From the result of questionnaire, it could be seen that four respondents admitted that they had difficulty in spelling words correctly. It consists of one respondent (4.8%) who strongly agree

and three respondents (14.3%) agreed. Nine respondents stated that they had no difficulty in spelling words correctly. Six of them (28.6%) agree and three respondents (14.3%) strongly agree that they had no difficulty while eight respondents (38.1%) stated neither agree nor disagree. Next, 11 respondents stated that they had difficulty in choosing appropriate words when they write conclusion of an essay. It consists of one respondent (4.8%) who strongly agree and ten respondents (47,3%) agree while there are two respondents (9.5%) stated that they had no difficulty in choosing appropriate words when they write conclusion of essay. There were 10 respondents (47.6%) stated neither agree nor disagree.

Four respondents (19%) admitted that they had difficulty in writing a sentence correctly while five respondents had no difficulty. It consists of three respondents agree and the other two respondents strongly agree. The rest 12 respondents (57.1%) stated neither agree nor disagree that they had difficulty in writing sentence correctly. Next, nine respondents admitted that they had difficulty in using correct tenses. There was one respondent (4.8%) that strongly agree and eight respondents (38.1%) just agree while four respondents had no difficulty in using correct tenses. The rest of eight respondents (38.1%) stated neither agree nor disagree that they had difficulty in using correct tenses.

b. Psychological

Seven respondents admitted that they had difficulty in transferring their own idea into a conclusion paragraph. Two of them (9.5%) strongly agree and the rest five respondents (23.8%) just agree while seven respondents stated that they had no difficulty in transferring their own idea into a conclusion paragraph. Six respondents (28.6%) agree and one respondent (4.8%) strongly agree that they had no difficulty in transferring their own idea into conclusion paragraph. Then, more than half respondents stated that they had difficulty in restating a thesis statement into conclusion paragraph. Two respondents (9.5%) strongly agree and nine respondents (42.8%) just agree while five respondents (23.8%) did not have difficulty in restating a thesis statement into conclusion paragraph.

Five respondents admitted that they had difficulty in using their own words in writing a conclusion paragraph. One respondent (4.8%) strongly agree and four respondents (19%) just agree while eight respondents (38.1%) stated that they had no difficulty in using their own words in writing a conclusion of an essay. Besides, 10 respondents asserted that did not have enough time to write a conclusion paragraph. Two of them (9.5%) strongly agree and eight respondents (38.1%) just agree while five respondents (23.8%) stated that they had enough time to write a conclusion paragraph.

c. Cognitive

Five respondents (23.8%) admitted that they had difficulty in using punctuation. One respondent strongly agree and four respondents just agree while 11 respondents (52.4%) had no difficulty in using punctuation. Next, almost half of the respondents (47.6%) admitted that they had difficulty in writing structural essay. Three of them strongly agree and seven respondents just agree while six respondents disagreed.

Four respondents (19%) stated that they are also difficult to understand the essay. It consists of one respondent who strongly agree and three respondents just agree while eight respondents (38.1%) had no difficulty in understanding the essay. Moreover, eight respondents (38.1%) admitted that they had difficulty in connecting one sentence to another sentences. Two of them strongly agree and six respondents just agree while four respondents (19%) had no difficulty in connecting one sentence to another sentences.

Based on the data description from questionnaire, it can be concluded that every single aspect has their own difficulty. The most difficulty that faced by respondents are from linguistic aspect. 11 or more than half respondents stated that they are difficult in choosing appropriate words to write a conclusion paragraph. Besides, there are 10 respondents find the difficulty in both psychological and cognitive aspects. The most

difficulty that faced by respondents in psychological aspect is they are lacking of time. Moreover, in cognitive aspect, they are difficult to write a structural essay.

3. Description of Interview

In this research, the last step to analyze the data is interview. It is given to six respondents. The interview was used to find out further information about students' difficulties in writing a conclusion of an essay. The interview transcription can be seen in appendix 1. To describe the data of the interview, the writer classified the students' answers into three indicators: linguistic, psychological and cognitive.

a. Linguistic

The first question is about the difficulty in using correct tenses. Four of the respondents said that they difficult in choosing the correct tenses when they write a conclusion of an essay. Respondent #12 stated:

Excerpt #1

Sulit, kak.

[That is difficult.]

Respondents #19 stated:

Excerpt #2

Iya, kak. Suka kesulitan nyusun kata nya sama bingung harus pakai tenses apa.

[yes, that is difficult. It is hard to compile the word and which tenses should I use.]

The second question is about the difficulty in choosing appropriate words in writing conclusion of an essay. The data shows that five from

six respondents stated that they have difficulty in choosing appropriate diction. Respondent #3 said:

Excerpt #3

> *Iya banget. Kadang saya memakan banyak waktu hanya untuk mencari kata yang tepat.*
>
> [That is difficult. Sometimes I spend a lot of time to find appropriate word.]

Respondent #12 stated:

Excerpt #4

> *Iya kak, sulit. Susah pilih kata yang pas banget dan enak dibaca sama pembaca essay kita.*
>
> [Yes, that is difficult. It is hard to find appropriate words that readable for our reader.]

Respondents #20 added:

Excerpt #5

> *Iya, saya mengalami kesulitan dalam menentukan kata yang tepat sesuai konten nya. Mungkin karena vocabulary saya yang masih kurang.*
>
> [Yes, I have difficulty in choosing appropriate words based on the context. Maybe it is because that I lack of vocabulary.]

Based on the description of the interview, the most difficulty in linguistic aspect is choosing appropriate words. One respondent said that is because lack of vocabularies when the other respondent said that she finds it difficult to find a word based on the context of the essay. Besides, four respondents also said that they difficult to use a correct tense.

b. Psychological

The first question is about time. Do they lack of time when they write a conclusion paragraph or not. Four respondents stated that they always ran of time when they write a conclusion paragraph. Respondent #3 said:

Excerpt #6

Sangat kurang, kak.

[Yes, I really lack of time]

Respondents #19 also said:

Excerpt #7

Iya, kak. Butuh waktu apalagi bikin conclusion.

[Yes, I lack of time especially in writing a conclusion paragraph.]

Second question is about their difficulty in restating the thesis statement into a conclusion paragraph. Half of them feel difficult to restate the thesis statement. Respondent #3 stated:

Excerpt #8

Menurut saya me-restate itu lebih susah daripada membuat kalimat yang baru. Sulit untuk mengulang kalimat yang sama tapi pakai kata kata kita sendiri.

[In my opinion, restating is more difficult than write a new sentence. It is hard to re-write a sentence using our own words.]

Respondent #12 said:

Excerpt #9

Iya, kak. Apalagi kalau waktunya mepet.

[It is difficult especially when the time is limited.]

Based on the description above, the most difficulty that faced by respondents in psychological aspect is time management. They said that they are lack of time especially in writing conclusion paragraph. Four respondents agree that they are lack of time.

c. **Cognitive**

The first question is about the difficulty in writing structural essay. More than half respondents are not that difficult to write a structural essay. Respondent #19 stated:

Excerpt #10

> *Iya, kak. Soalnya penulisan essay sama text biasa kan beda.*
>
> [Yes, that is difficult because writing an essay is different with writing a text.]

Respondent #20 added:

Excerpt #11

> *Terkadang saya kesulitan dalam menyusun introduction, body dan conclusion paragraf dengan baik.*
>
> [Sometimes I have difficulty in compiling a good introduction, body and conclusion paragraph.]

The second question is about a difficulty of connecting one sentence with another sentence. All the respondents stated that they difficult to do it.

Respondent #3 said:

Excerpt #12

> *Iya, kak. Saya bahkan sering membuat kalimat yang nggak nyambung dari kalimat sebelumnya.*
>
> [Yes, it is hard. I even write a sentence that do not relate to the previous sentences.]

Respondent #12 stated:

Excerpt #13

> *Terkadang, kak. Biasanya tuh karena dikejar-kejar waktu jadi nulis kalimat seadanya.*
>
> [Sometimes. Mostly is because running of time so I will just write makeshift sentences.]

Respondent #20 added:

Excerpt #14

> *Sulit, kak. Kadang sulit bikin kalimat supaya gap nya gak terlalu jauh."*
>
> [Yes, it is difficult. Sometimes it is hard to write sentences that have a less gap between other sentences.]

The most common difficulty that faced by respondents in cognitive aspect is connecting one sentence to the other sentences. All of respondents find it difficult to connect one sentence to the other sentences.

Based on the result of the interview above, the writer found that students got difficulties in writing a conclusion of an essay. The difficulties are the usage of correct tenses, choosing appropriate words, lack of time, writing a structural essay, connecting one sentence to another, and restating the thesis statement into a conclusion paragraph.

B. Data Analysis

Based on the data from students' works, questionnaire result and interview transcription the writer found the students' difficulties in writing a conclusion of an essay. The writer divides it into three different problems: linguistic, psychological and cognitive.

1. Linguistic

The first difficulty is linguistic problem. As described in data description above, these are the specific difficulties in linguistic aspect.

a. Using correct tenses

The first difficulty is using correct tenses. From the data description taken by questionnaire, there are nine respondents who stated that they have a difficulty in using correct tenses. It is also supported by the result of the interview where four respondents admit that they have difficulty in using correct tenses. Besides, their works also show that they have difficulty in using correct tenses because they still use random tenses.

b. Choosing appropriate words

The second difficulty in linguistic aspect is choosing appropriate words. Based on the description of students' work, some of respondents are still difficult to choose appropriate words. Then, from the data description taken by questionnaire, more than half of the respondents (52.4%) stated that they difficult to choose appropriate words. The data is strengthened by the interview result.

Five from six respondents admit that they have difficulty in choosing correct words. It is because they are lack of vocabularies.

2. **Psychological**

The second difficulty is psychological aspect. The writer found the difficulties related to psychological aspect. There are two difficulties found based on the data.

a. **Restating thesis statement**

The first difficulty in psychological aspect is restating the thesis statement into a conclusion paragraph. Based on the description of students' works, some of them find it difficult to restate the thesis statement into a conclusion paragraph. Their conclusion paragraphs are not even related to the topic. Next, based on a questionnaire result, eleven respondents (52.4%) admit that they difficult to restate the thesis statement into a conclusion paragraph. It is supported by the result of interview where half of the respondents said that it is difficult to restate the thesis statement.

b. **Lack of time**

The second difficulty in this aspect is time. It can be seen from the students' work that most of them cannot finish their essay perfectly. Based on the result of questionnaire, ten respondents (47.6%) stated that they have not enough time to write a conclusion paragraph. The result of the interview transcriptions is telling the

same way. Four respondents admit that they have not enough time to write a conclusion paragraph.

3. **Cognitive**

   The last difficulty is cognitive aspect. Based on the data description, the writer found two difficulties related to cognitive aspect.

   a. **Writing structural essay**

      The first difficulty in cognitive aspect is writing structural essay. From their works, some of them cannot write the essay based on the rules of essay. An essay should have at least three paragraph contains of introduction, body and conclusion paragraph. Based on the result of questionnaire, almost half of all respondents stated that they difficult to write a conclusion essay. It can be seen from their work that most of them have a mistake in writing conclusion paragraph. It is also strengthened by the result of interview transcription where half of respondents stated that they have difficulty in writing structural essay.

   b. **Connecting one sentence to other sentences.**

      The last difficulty is connecting one sentence to other sentences. Eight respondents stated that they have this difficulty based on the questionnaire result. It is also can be seen from their works where half of the respondents are still struggling to connect sentence to the next sentence. This problem is also supported by the

result of the interview transcription. All the respondents stated that they difficult to connect one sentence to the other sentences.

From the explanation above, the data analysis shows that the students have difficulties in writing conclusion of an essay. They have difficulty in all aspects: linguistic, psychological and cognitive. The most common difficulties of writing a conclusion of an essay are choosing appropriate words, using of correct tenses, restating the thesis statement, lack of time, writing a structural essay and connecting one sentence to other sentences. Al-Khasawaneh in Adas (2013:2) states "Indicated that students identified that the teaching method and the environment are the main causes of their weakness in English. First, they are weak in qualification of English which is related to the lack of their motivation. Second, organize ideas logically. The last, English learners have limit on language especially of vocabulary and lack of grammar." Beside of that, lack of vocabularies may cause the students do not have enough time to make conclusion paragraph because the students do not know which words that appropriate or relate to the topic. Starkey (2004:67) stated, "The more the people spend on their essay, the greater in the result of their essay."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the writer concludes that students still have difficulties in writing conclusion of an essay. The writer finds there are three different aspects faced by students: linguistic, psychological and cognitive.

Linguistics aspect is related to the ability in mastering language. There are two difficulties that faces by students related to this aspect: using correct tenses and choosing correct words. Students may struggle to maintain consistent verb tenses throughout their essays. Besides, they might use vague or incorrect words that do not convey their intended meaning, leading to ambiguity or misinterpretation since selecting appropriate words is essential for precision and clarity.

Psychological aspect is about students' personal problem to express their idea into a written form. There are two difficulties faced by students when they write a conclusion of an essay: lack of time and restating the thesis statement. Effective time management involves planning and pacing the writing process. Students might find it difficult to allocate their time wisely between researching, drafting, and revising, leading to rushed or incomplete essays.

The last aspect is cognitive. It is about the ability to master the written form. Again, there are two difficulties that make students difficult to

write a conclusion of an essay: writing a structural essay and connecting one sentence to the other sentence. Students often struggle with organizing their thoughts and structuring their essay coherently.

In conclusion, students still find it difficult to write conclusion paragraph. The factors that cause the difficulty in writing conclusion of an essay are timetable, structure usage, restating the thesis statement, vocabularies, essay organization and connecting one sentence to the other sentence. So, they need to improve their vocabulary enrichment for making a good conclusion of an essay.

B.   Suggestion

Based on the result of the research, there are some suggestions. Students should encourage to create detailed outlines before starting their essay. This helps in organizing their thoughts and structuring their arguments logically. Besides, they should learn and practice more in restating the sentence because conclusion is a restatement of the thesis statement and written in a different form. It will ease the students in writing a conclusion paragraph. Moreover, they do not need a lot of time making a conclusion paragraph because they just look at the beginning of the essay and restate the main topic of that paragraph. Besides, they also need to enrich their vocabulary. It will ease them to express their idea into a written form and also, they do not have to spend a lot of time in writing a conclusion paragrasph when they know words that should be used.

BIBLIOGRAPHY

Ariyana, A. And Fitriana. F. (2017). *EFL Students' Difficulties and Needs in Essay Writing.* Samarinda.

Bailey, S. (2003). *Academic Writing: A Handbook for International Students.* London: Routledge.

Belmont, W. Sharkey, M. (2004). *The Easy Writer: Formal Writing for Academic Purpose*. Frenchs Forest: Pearson.

Byrne, D. (1993). *Teaching Writing Skills.* Singapore: Longman Singapore Publisher Pte Ltd.

Chin, Peter, Samuel R., Sean W & Yamakaza, Y. (2012). *Academic Writing Skill Student's Book 2*. Singapore: Cambridge University Press.

Duigu, G. (2002). *Essay Writing for English Test*. Cammeray: Academic English Press.

Efrilianti. (2012). *Analysis of Students' Difficulties on Writing English Text Summary*. Bandung.

Febriani. (2017). *Students' Difficulties in Writing a Resume*. Bogor

Graff, G. Birkenstein, K. (2010). *"They say / I say": the Moves that Matter in Academic Writing.* United Stated of America: W. W. Norton & Company, Inc.

Hacker, D. Sommers, N. (2010). *A Writer's Reference*. New York: Bedford/St. Martin's.

Langan, J. (1991). *English Skill with Readings.* New York: McGraw – Hill. Inc.

Oshima, A. and Hogue A. (1999). *Writing Academic English*. New York: Longman.

Palvik, C. (1990). Second *Edition Interactions II a. Writing Process Book*. New York: McGraw – Hill.

Sahayana, W. Lindeck, J. Stewart, R. (1998). *IELTS Preparation and Practice; Reading and Writing Academic Module*. Melbourne: Oxford University Pressed.

Smalley, Regina L Rueten, Mary K. (1989). *Refining Composition Skills Rhetoric and Grammar for ESL Students*. Boston: Macmillan Publishing Co. Inc.

Z. B. Younes and F. S. Albawi. (2015). *Exploring the Most Common Types of Writing Problems among English Language and Translation Major*

Sophomore Female Students at Tabuk University. Asian J Basic Appl. Sci., Vol. 3, No. 2. PP. 7-26.

Zemach, Dorothy E and Rumisek, Lisa A. (2003). *College Writing from Paragraph to Essay*. Oxford: Macmillan Publishing Co, Inc.

Interview Guideline

Indikator:

- No. 1 – 2 about Linguistic problem
- No. 3 – 4 about Psychological problem
- No. 5 – 6 about Cognitive problem

1. Kesulitan apa yang anda hadapi saat menggunakan tenses dalam menuliskan conclusion paragraph?

2. Mengapa anda merasa kesulitan dalam pemilihan kata saat menulis conclusion paragraph?

3. Apakah anda merasa kekurangan waktu saat menulis conclusion paragraph? Mengapa?

4. Bagaimana cara anda me-restate thesis statement kedalam conclusion paragraph?

5. Apakah kamu merasa kesulitan dalam menulis sebuah essay secara struktural? Mengapa?

6. Apakah anda merasa kesulitan dalam menghubungkan kalimat satu dengan kalimat yg lainnya saat membuat essay?

VALIDITAS INSTRUMEN

Judul skripsi   : *Students' Difficulties in Writing Conclusion of Essay.*

Sasaran penelitian : Mahasiswa/i semester 4 Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan.

A. Pengantar

   Saya Dian Rachmania, mahasiswi program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan akan melakukan penelitian *"Students' difficulties in Writing a Conclusion of an Essay".* Untuk mendukung data penelitian yang saya lakukan, saya memohon kesediaan saudara/i untuk mengisi pertanyaan berikut ini.

B. Indikator
   - No. 1 – 4 about Linguistic problem
   - No. 5 – 8 about Psychological problem
   - No 9 – 12 about Cognitive problem

C. Keterangan Skala Penilaian
   - SS = Sangat Setuju
   - S   = Setuju
   - RR = Ragu-Ragu
   - TS = Tidak Setuju
   - STS= Sangat Tidak Setuju

Nama :_____

Pertanyaan	SS	S	RR	TS	STS
1. Saya mengalami kesulitan dalam penulisan/ejaan dalam bahasa inggris.					
2. Saya mengalami kesulitan dalam memilih kata yang tepat dalam menuliskan conclusion paragraph.					
3. Saya mengalami kesulitan dalam menulis satu kalimat dengan jelas.					
4. Saya mengalami kesulitan dalam menggunakan tenses yang tepat.					
5. Saya mengalami kesulitan dalam menuliskan ide atau gagasan saya dalam membuat conclusion paragraph.					
6. Saya mengalami kesulitan dalam me-restate thesis statement kedalam sebuah conclusion paragraph.					
7. Saya mengalami kesulitan dalam menggunakan kata-kata sendiri dalam membuat conclusion paragraph.					
8. Saya kekurang waktu dalam menuliskan conclusion paragraph.					
9. Saya mengalami kesulitan dalam menggunakan tanda baca.					
10. Saya mengalami kesulitan dalam menuliskan sebuah essay secara structural.					
11. Saya mengalami kesulitan dalam memahami isi essay.					
12. Saya mengalami kesulitan dalam menghubungkan kalimat satu dengan yang lainnya.					

Interview Transcription

Nama : Respondent #3

Kelas : 4C

I : Maaf ganggu waktu kamu sebentar hehe. Kita mulai ya wawancaranya.

R : Iya kak nggak apa apa. Silahkan.

I : Pertanyaan pertama, menurutmu, kamu merasa kesulitan nggak dalam menggunakan tenses saat menulis conclusion paragraph?

R : Kendala structure, grammar dan tenses hampir tidak ada, kak. Terimakasih kepada dosen structure saya hehe.

I : Jadi structure dan tenses bukan merupakan kendala ya bagi kamu walaupun jenis textnya beda-beda?

R : Iya, kak. Mungkin missed sedikit masih ada, cuma saya lumayan percaya diri kalau tentanf tenses.

I : Baik. Next question ya. Mengapa kamu merasa kesulitan dalam pemilihan kata yang tepat dalam menuliskan conclusion paragraph?

R : Karena mungkin banyak kata-kata yang nggak familiar dan nggak tau sinonim-nya, kak. Saya banyak menghabiskan waktu saat milah-milah kata.

I : Okay. Kita ke pertanyaan selanjutnya ya. Kamu merasa kekurangan waktu nggak dalam menulis conclusion paragraph?

R : Sangat kurang sih menurut saya. Atau mungkin waktunya cukup tapi saya aja yang mikirnya kelamaan hehe.

I : ya memang sih menulis itu butuh waktu.

R : iya kak, bener.

I : lalu, bagaimana sih cara kamu me-restate thesis statement ke dalam conclusion paragraph?

R : Nah itu kendala saya, kak. Menurut saya, me-restate itu lebih susah daripada membuat kalimat yang baru. Sulit untuk mengulang kalimat yang sama tapi pakai kata kata kita sendiri.

I : okay, saya ngerti hehe. Tapi kamu bisa kan menulis essay secara structural?

R : masih kesulitan, kak hehe. Kendala saya selalu dibagian body sama conclusion paragraph tapi lebih cenderung ke conclusion-nya kak.

I : okay. Terakhir nih. Apa kamu merasa sulit dalam menghubungkan kalimat satu dengan kalimat yg lainnya saat menulis?

R : Iya, kak. Saya bahkan sering membuat kalimat yang nggak nyambung dari kalimat sebelumnya.

I : okay, deh. Terimakasih ya Fit udah mau di wawancara dan diganggu waktunya hehe.

R : Nggak apa apa, kak. Sama sama. Semoga penelitiannya lancer kak hehe.

I : thanks a lot.

Interview Transcription

Nama : Respondent #12

Kelas : 4C

I : Maaf ganggu waktu kamu sebentar hehe. Kita mulai ya wawancaranya.

R : Yuk mulai, kak.

I : Pertanyaan pertama, menurutmu, kamu merasa kesulitan nggak dalam menggunakan tenses saat menulis conclusion paragraph?

R : sulit, kak.

I : sulitnya gimana tuh?

R : sulitnya sebenernya di word choice sih dibandingkan tenses. Sulit dalam pemilihan kata yg tepat supaya enak dibaca sama pembaca essay kita.

I : oh, jadi kamu lebih merasa kesulitan dalam pemilihan kata yang tepat ya daripada penggunaan tenses?

R : iya, kak.

I : baik. Kamu merasa kekurangan waktu nggak dalam menulis conclusion paragraph?

R : iya, kak. Kekurangan waktu.

I : okay. lalu, bagaimana sih cara kamu me-restate thesis statement ke dalam conclusion paragraph?

R : susah sih, kak. Apalagi kalau waktunya mepet.

I : Terus, kamu merasa kesulitan nggak dalam menulis essay secara structural?

R : Kadang-kadang sih, kak.

I : okay, saya ngerti. Terakhir nih, Apa kamu merasa sulit dalam menghubungkan kalimat satu dengan kalimat yg lainnya saat menulis?

R : Terkadang, kak. Biasanya karena dikejar-kejar waktu jadi nulis kalimat seadanya.

I : okay. Terimakasih ya, Erna atas waktunya.

R : iya sama-sama, kak.

Interview Transcription

Nama : Respondent #15

Kelas : 4C

I   :   Maaf ganggu waktu kamu sebentar hehe. Kita mulai ya wawancaranya.

R   :   Nggak kok, teh.

I   :   Pertanyaan pertama, menurutmu, kamu merasa kesulitan nggak dalam menggunakan tenses saat menulis conclusion paragraph?

R   :   Iya, teh. Kesulitan.

I   :   Sulitnya kenapa?

R   :   mungkin karena penguasaan tenses saya yang masih kurang jadi agak susah nentuin harus pake tenses apa.

I   :   baik. Mengapa anda merasa kesulitan dalam pemilihan kata saat menulis conclusion paragraph?

R   :   susah aja teh milih vocab yang tepat saat nulis conclusion paragraph.

I   :   okay. Kamu merasa kekurangan waktu nggak saat menulis conclusion paragraph?

R   :   iya, teh. Kekurangan waktu.

I   :   okay. Lalu, bagaimana sih cara kamu me-restate thesis statement ke dalam conclusion paragraph?

R   :   tinggal liat di paragraph satu aja sih teh.

I   :   okay. Kamu merasa kesulitan nggak saat menulis essay secara structural?

R   :   nggak, teh. Saya bisa mengurutkan dari introduction, body sama conclusion nya.

I   :   okay. Pertanyaan terakhir, Apa kamu merasa sulit dalam menghubungkan kalimat satu dengan kalimat yg lainnya saat menulis?

R   :   Iya, teh. Kesusahan. Biasanya susah di penempatan titik sama koma sih.

I   :   okay deh. Terimakasih untuk waktunya ya.

Interview Transcription

Nama : Respondent #19

Kelas : 4C

I : Maaf ganggu waktu kamu sebentar hehe. Kita mulai ya wawancaranya.

R : oke, kak. Jangan susah-susah ya hehe.

I : nggak kok. Pertanyaan pertama, menurutmu, kamu merasa kesulitan nggak dalam menggunakan tenses saat menulis conclusion paragraph?

R : iya, kak. Suka kesulitan dalam menyusun katanya sama pemilihan kata juga. Bingung juga harus gunain tenses apa.

I : oh, selain tenses kamu juga merasa kesulitan ya dalam pemilihan kata yg tepat dalam menulis conclusion paragraph?

R : iya kak. Mungkin vocab saya terbatas.

I : okay, saya ngerti. Kamu merasa kekurangan waktu nggak dalam menulis conclusion paragraph?

R : iya, kak. Kendala selain vocab yang kurang, waktu juga bikin aku jadi susah dalam menulis conclusion.

I : okay. Terus, bagaimana sih cara kamu me-restate thesis statement ke dalam conclusion paragraph?

R : kalau me-restate itu menurut saya nggak terlalu sulit. Tinggal liat di paragraph awal aja.

I : okay. Menurutmu, susah nggak menuliskan essay secara structural?

R : nggak sih, kak. Saya tau mana introduction, mana body dan mana conclusion.

I : baik. Terakhir, kamu merasa sulit dalam menghubungkan kalimat satu dengan kalimat yg lainnya saat menulis nggak?

R : iya, kak. Sulit. Soalnya kan penulisan essay emang agak susah. Butuh waktu untuk memahaminya.

I : okay, thanks ya buat waktunya, Ndri.

R : sama sama kak.

Interview Transcription

Nama   : Respondent #20
Kelas   : 4C

I   :   Maaf ganggu waktu kamu sebentar hehe. Kita mulai ya wawancaranya.

R   :   siap, kak.

I   :   Pertanyaan pertama, menurutmu, kamu merasa kesulitan nggak dalam menggunakan tenses saat menulis conclusion paragraph?

R   :   kalau ini sih nggak, kak. Tidak terlalu sulit karena saya sudah menguasai tujuh tenses yang dipakai sehari-hari.

I   :   terus, kamu merasa kesulitan nggak dalam memilih kata yang tepat dalam menulis conclusion paragraph?

R   :   iya, kak. Susah.

I   :   susahnya kenapa?

R   :   saya merasa sulit dalam memilih diction yang tepat. Ya mungkin karena vocabulary saya yang masih kurang.

I   :   baik. Kamu merasa kekurangan waktu nggak dalam menulis conclusion paragraph?

R   :   kalau waktu sih nggak terlalu, kak. Soalnya aku tinggal me-restate thesis statementnya aja.

I   :   gimana sih cara kamu me-restate thesis statement untuk menulis conclusion paragraph ?

R   :   tinggal liat di paragraph satu terus tulis in different way aja. Terus tinggal tambahin inti satu satu dari tiap body-nya.

I   :   okay. Kamu merasa sulit nggak dalam menulis essay secara structural?

R   :   kadang sih, kak. Saya masih kesulitan untuk menusun introduction, body dan paragraph secara baik.

I   :   okay, then. Last question, apa kamu merasa sulit dalam menghubungkan kalimat satu dengan kalimat yg lainnya saat menulis?

R   :   iya, kak. Susah bikin kalimat yang gap nya nggak jauh antara satu dengan yang lainnya.

I   :   okay, saya paham. Makasih ya atas waktunya, Cin.

R   :   sama-sama kak. Lancar terus penelitiannya, kak.

I   :   thankyou.

Interview Transcription

Nama : Respondent #21

Kelas : 4C

I : Maaf ganggu waktu kamu sebentar hehe. Kita mulai ya wawancaranya.

R : iya teh.

I : Pertanyaan pertama, menurutmu, kamu merasa kesulitan nggak dalam menggunakan tenses saat menulis conclusion paragraph?

R : iya, saya masih merasa kesulitan dalam menggunakan structure yang tepat dalam menulis.

I : Lalu, kamu merasa kesulitan nggak dalam pemilihan kata yang tepat dalam menuliskan conclusion paragraph?

R : untuk pemilihan kata sih nggak ada. Soalnya saya kalau bikin conclusion balik ke paragraph awal, lalu diberi supporting sentence.

I : baik. Terus, kamu merasa kekurangan waktu nggak dalam menulis conclusion paragraph?

R : iya, teh kekurangan. Apalagi pas ujian kemaren itu.

I : kalo nulis buru-buru jadi gugup ya? Hehe

R : iya, teh.

I : lalu, bagaimana sih cara kamu me-restate thesis statement ke dalam conclusion paragraph?

R : balik lagi, kalo mer-restate itu saya liat ke paragraph satu terus tinggal tambahin supporting sentences deh.

I : saya simpulkan kamu nggak merasa kesulitan ya dalam menulis essay secara structural?

R : InsyaAllah nggak, teh.

I : baik. Pertanyaan terakhir nih. Kamu merasa kesulitan nggak dalam menghubungkan kalimat satu dengan kalimat yg lainnya saat menulis?

R : iya, teh. Agak sulit.

I : baik. Makasih ya waktunya, Har.