

## **Problems faced by EFL students in learning to write**

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Naskah diterima: 18/05/2021; Revisi: 08/06/2021; Disetujui: 20/06/2021

### **Abstract**

*Writing in English is not an easy task for students. Many of the foreign language learners (EFL) find writing is a challenging activity and for some of them, writing is stressful. This paper is intended to describe the students' writing problems when they are joining a writing course. The study used a descriptive quantitative design. The participants were eighteen students from the English department of the Faculty of Letters, State University of Malang, and the rest were students who were interested in ESL from several universities. The instrument used in the study was a Likert Scale questionnaire, distributed by using a google form. Participants were asked to answer the questions listed in the questionnaire about problems in writing by choosing one of four options (strongly agree, agree, disagree, and strongly disagree) for the close-ended question, a short text answer for open-ended questions, and several choices regarding the types of writing errors. The finding shows that there are four main problems experienced by EFL students in learning to write in the Faculty of Letters, Universitas Negeri Malang, such as writer's block (43.5%), difficulty in expressing ideas (17.4 %), feeling less confident (21.7%), and afraid of making mistakes (17.4 %). The finding also shows that most errors and mistakes made by the students in their writing are the content of the writing (the unity and coherence), the organization, and the grammar. The study implies that the internal factors play an important factor in the students' success to accomplish the writing task. Thus, the writing instructors/lecturers need to give positive reinforcement to the students so that they have more confidence to write.*

**Keywords:** *internal factors, problems, writing*

### **Introduction**

Writing is a means of communicating one's thoughts or emotions through the use of a symbol. Writing systems use collections of symbols to represent sounds of speech, as well as symbols for punctuation and numerals. According to Dalman (2015), writing is an activity of communicating in the form of delivering messages (information) in writing to other parties using written

language as a tool or medium. Writing can also be interpreted as an expression of emotions that are expressed through writing. To put it another way, through the writing process, we will be able to communicate indirectly. Indeed, writing is actually not anything unusual for us. People write in many forms, from articles, journals, magazines, essays, reports, to stories, everything revolves around writing.

Writing is one of the four skills in the English language besides listening, speaking, reading, and writing. Writing is widely recognized as the most difficult but least liked of the four English skills since writing is a complex activity, despite the fact that it plays a critical role in language development ([Setyowati et al., 2017](#)). [Tarigan \(1987\)](#) defines writing as a language skill that is used for both productive and expressive purposes. He also believes that writing requires experience, time, learning opportunities, special skills, and direct teaching to become a writer. The ability to write well is not a skill that is acquired spontaneously. Writing skills must be honed with practice and experience. Writing often requires the ability to develop ideas, retell information in narrative or descriptive form, and translate information into new writing. According to [Scrivener \(2011\)](#), writing involves a variety of mental processes on the part of the learner. They need more time to think, reflect, prepare, practice, make mistakes, and find better alternatives and solutions in what they write.

Writing skills are indispensable both at school and in everyday life. Writing activities are also very important in education because they can help students practice thinking, express ideas, and solve problems. However, it seems that the learning of writing skills is not yet an exciting skill for students. Based on the writers' observation, students' interest in learning to write is still low. In today's educational environment, it is common for students to dislike and be reluctant to finish writing assignments. According to [Gardner \(2011\)](#), a reluctant writer is someone who exhibits habitual barriers to writing leading to incomplete or superficial writing over a period of time. [Yackanicz \(2000\)](#) believes that many reluctant writers identify writing with difficulties with handwriting, spelling, grammar, and punctuation. She also explains that many of these students' first attempts at writing have been returned to them full of red notations and corrections for spelling, grammar, and incomplete sentences. Therefore, this problem should be followed up more seriously in order to get a solution immediately. In addition, [Nasser \(2018\)](#) says that it is necessary to enhance student's skills in writing since it is an important tool in their educational progress.

Many studies have been conducted in order to explore the EFL students' problems in writing. One of them is [Alfaki \(2015\)](#) who found that there are various types of writing problems, specifically, mechanical problems, linguistic problems, cognitive problems, and psychomotor problems. He explained that the cognitive problems that students face in writing include problems of

punctuation, capitalization, spelling, content, and organization. He also recommended that the learners of the English language should read a lot, free writing practice is a good exercise for improving students writing ability, note-taking is also very helpful in enhancing the way students generate ideas, and learners should not panic when experiencing writer's block.

Different from (Alfaki), Seensangworn (2017) discovered that both English major and non-English major students experienced the same problems when writing in English. These problems are classified into four categories: (1) contents and ideas, (2) organizational pattern, (3) the development of ideas, and (4) language use. However, English major students have less writing difficulties than non-English major students since they have studied more English courses and subjects and practiced more frequently. Furthermore, it indicates that Thai English teachers may play an essential role in increasing the students' awareness and encouraging them to utilize the most effective writing skills to deal with such difficulties and problems. As a result of studying and applying suitable prewriting, writing, and revision procedures, Thai EFL university students' English writing skills may improve. Yet, research on students' writing problems in the Indonesian context, especially conducted during the outbreak of COVID 19, is scarce. Thus, the purposes of this paper are to describe the problems faced by EFL students in the learning to write process.

## **Methods**

This study uses a descriptive quantitative design. Sugiyono (2012) believes that quantitative research methods can be interpreted as research methods based on a positive philosophy, used for research on certain populations or samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing hypotheses that have been set. In the same book, he also explained that descriptive research is research conducted to determine the existence of the value of an independent variable, either one or more (independent) variables without making comparisons or associating with other variables.

The reason why this study uses a quantitative method is that the data mostly are in the form of numbers, starting from data collection, interpretation of the data, and presentation of data from observations. This study is explained by deduction or drawing conclusions from general theories to reach more specific conclusions, then the results of data collection are used to test the validity of the theory, and the conclusions are drawn from the analysis described descriptively since the results will be directed to describe the data obtained. In addition, based on the method and background of this study, the appropriate research method is a quantitative descriptive method. This is because the writer

calculates, processes, and analyzes the data collected in a descriptive quantitative method which can be interpreted as processing data or information in the form of numbers, and describes the data descriptively in the form of an explanation or statement.

### **The Participants**

The number of participants in this study was twenty-three second-year students with an age range between 19 years and 21 years who were randomly selected and voluntarily. Among twenty-three students, eighteen of them majored in English language and literature, Faculty of Letters, Universitas Negeri Malang. They were formally taught English composition in the department and were required to submit English writing assignments on a regular basis for their English writing courses for one or two years. The other five participants did not major in English language and literature. However, they were interested in studying the English language and were taking a general course in the English language skills at the management department at the Faculty of Economics and Business at UPN Veteran Jatim, department of public administration at the Faculty of Social and Political Sciences at Universitas Widya Mataram Yogyakarta, and architecture department at the Faculty of Engineering at Universitas Muhammadiyah Surakarta. Whether they were major or non-majors, these twenty-three students began their formal English education in their first or second year at the university and they had learned about basic concepts of English as a provision in their writing learning activities.

### **Instruments**

The data collection was carried out by distributing questionnaires from the 20 - 22 of May 2021. Through questionnaires, the writer collected information to answer the questions of this study. Questionnaires were distributed to the participants to find out EFL students' responses about the experience of learning to write English during their lectures, including the problems faced in the learning writing, types of errors in their writing, and does it make them reluctant to write. They were asked to fill out a questionnaire with close-ended and open-ended questions about the problems faced by EFL students in learning to write English on the google form. Furthermore, the stages of this study are as follows. The instrument used to collect data was a questionnaire in the form of a google form. Participants were asked to answer the questions listed in the questionnaire about problems in writing by choosing one of four options (strongly agree, agree, disagree, and strongly disagree) for the close-ended question, a short text answer for open-ended questions, and several choices regarding the types of writing errors.

The problems faced by EFL students in learning to write were analyzed by identifying the answer they chose for each question in the close-ended

questionnaire and identifying key ideas or keywords by counting the frequency with which they appeared in short answers in the open-ended questions. Based on these results, the authors conducted an analysis of each student's choice to find evidence of students' writing problems and explain whether these results were in accordance with well-known general facts. It is hoped that through a thorough understanding of the writing errors and problems faced by EFL students in writing, it can provide an understanding of the students' process in learning to write and can be taken into consideration for evaluation to improve their writing skills at university.

### Findings and Discussion

This section discusses the findings of the data and its' interpretation in order to determine the overall outcome of the analysis. This section covers several EFL students' writing issues, such as; internal factors of EFL students' writing problems, types of error commonly appear in their writing, and EFL students' agreement about reluctance to write when faced with problems. Based on the questions in the questionnaire given to twenty-three participants who were randomly selected and voluntarily from different generations, the following data were obtained:

**Table 1.** EFL Student's problems in the writing process

Writing Problems	Frequency	Percentage
1. Writer's block	10	43.5%
2. Difficulty expressing ideas	4	17.4%
3. Feeling less confident	5	21.7%
4. Afraid of making mistakes	4	17.4%
Total	23	100%

From table 1, it can be seen that there are four problems often faced most frequently by EFL students in the learning to write process. The data show that 43.5% of participants chose writer's block as the most common problem, followed by feeling less confident in writing with a percentage of 21.7%, difficulty expressing ideas with a percentage of 17.4%, and afraid of making mistakes with the same percentage of 17.4%.

#### 1. Writer's block

**Table 2.** EFL students' experience for writer's block

Respondent agreements	Frequency	Percentage
Strongly agree	9	39.1%
Agree	8	34.8%
Disagree	5	21.7%
Strongly disagree	1	4.4%
Total	23	100%

The data show that the majority of students agree (73.9%) (Strongly agree 39.1% + Agree 34.8%) that they often encounter writer's block in their writing process. Yet, only 26.1 % of the students disagree (Disagree 21.7% + Strongly Disagree 4.4%) that writer's block is a problem that is often experienced by students in the writing process. The previous description indicated that seventeen out of twenty-three students experience writer's block in the writing process.

The first problem faced by EFL students when they learn to write is writer's block. Writer's block is a condition when a writer experiences a deadlock in ideas so that he cannot continue his writing activities or the inability to start writing something new. According to [Castillo \(2014\)](#), this term was popularized by a famous Austrian psychiatrist living in New York City, Edmund Bergler, in 1947. This psychoanalysis calls writer's block "a neurotic inhibition of productivity in creative writers". He states that writer's block is one of the many manifestations of "psychic masochism" or self-sabotage, which is a subconscious desire to beat one's consciousness and to enjoy self-constructed defeat. He also believes that some people prefer to call writer's block a "blank page syndrome," a state where you want to write something but only have a white screen that keeps on flashing. In this condition, starting a new article or even continuing writing will be very difficult. This condition usually leaves the writer feeling stressed and confused. Even waiting for a single word to appear and pour it out on paper can take a while. As a problem that makes most EFL students reluctant to write, writer's block is what almost all students face in the writing process. Writer's block can be experienced by anyone, even famous writers who have years of experience in writing can experience this condition. According to [Adams-Tukiendorf \(2008\)](#), writer's block is a common phenomenon that occurs during the writing process and is regarded as an impediment. He emphasizes that every writer, whether a professional or a novice, experiences writer's block at some point in their careers, and that this is concluded without the act of writing. Some writers even stop writing and choose to change the topic of their writing instead of having to continue writing which somehow will continue to the next paragraph, sentence, or even the next word. Everyone's writer's block is different. Some may find it difficult to focus suddenly, or until the stress persists. In her blog, [Lestari \(2015\)](#), the author of the novel "Perahu Kertas" and "Filosofi Kopi", divides writer's block into two types of conditions, namely acute and large. Acute writer's block is a condition in which the author is stymied by a little impediment that becomes magnified due to the writer's carelessness in allowing it to grow. However, these acute blocks are usually rarely severe since they may be alleviated by taking a break and breaking down thoughts one at a time. This form of writer's block, she believes, is better classified as a distraction rather than a deadlock. Meanwhile, a large writer's block might be described as a chronic condition, in which a

writer is suddenly obstructed by something big all of a sudden. When writers experience this condition, it feels like they have no way out. In this case, the writer feels trapped. They can be trapped for a very long time to years because of this obstacle.

**Table 3.** EFL students' unwillingness to give up when faced with writer's block

Category	Frequency	Percentage
Strongly agree	2	8.7%
Agree	4	17.4%
Disagree	14	60.9%
Strongly disagree	3	13%
Total	23	100%

If students experience writer's block, do not be reluctant to continue writing. As can be seen in table 3, seventeen out of twenty-three students chose to keep writing even though they experienced writer's block. Writer's block is not a reason for students to stop writing. In some cases, when experiencing writer's block, EFL students often delay continuing their half-finished writing. However, for novice writers or students who are just struggling in the world of writing, many have given up on the way and do not want to continue their writing. Then think that writing is difficult, draining and mindful, and depressing. Even the problem of writer's block often makes many students lose enthusiasm and choose to stop writing. Instead of just complaining, giving up quickly, and not wanting to find a solution, it is better for students to immediately find a solution to overcome writer's block. According to [Intan \(2020\)](#), as a psychological symptom, writer's block can be overcome with treatment, starting from easy things like bathing, since it can relax a tired body and go to new, faraway places to avoid boredom. This statement is supported by [King \(2015\)](#), she considers fun activities such as reading, watching movies or news, writing together, light exercise such as push-ups, sit-ups, or maybe a few minutes of yoga can be a solution to these writing disorders. Based on the ground of the discussion, it is better not to stop writing just because of writer's block.

## 2. Feeling less confident

**Table 4.** EFL students' experience for less confident in writing

Respondent agreements	Frequency	Percentage
Strongly agree	4	17.4%
Agree	13	56.5%
Disagree	5	21.7%
Strongly disagree	1	4.4%
Total	23	100%

Table 4 shows that more than half of the students agree (73.9%) (Strongly agree 17.4% + Agree 56.6%) that they feel they lack confidence in their writing. In contrast, only 26.1% (Disagree 21.7% + Strongly disagree 4.4%)

of students disagree if they experience a lack of confidence with their writing. The previous description showed that seventeen out of twenty-three students experienced a lack of confidence in both their writing skills and their writing results.

The second problem experienced by EFL students in learning to write is feeling less confident in both their writing skills and the result of their writing. Students frequently have great ideas and want to express them through writing. However, all those "great" ideas often just vanish because of a lack of self-confidence. Many students make reasons for being unable to write and suffering from a lack of self-confidence. This kind of phenomenon seems to be something that is considered normal by most of them. Indeed, it is remarkable for students who have been able to read and write since elementary school to claim that they are unable to write. Writing can be done by every student since writing is a form of activity to express someone's ideas or ideas through many mediums. The expression of this idea should not be limited by a students' lack of self-confidence since self-confidence is the main engine of someone in writing. According to [Dedmond \(2009\)](#), self-esteem is a complex set of feelings about ourselves that guide our conduct, shape our attitudes, and drive our motivation. It refers to a person's individual inclination that displays their judgments on their own worthiness or respect for their own. If a student feels less confident that he can write or even feels that he is unable to write, the ideas that are in his mind will get stuck and cannot be expressed in a written form. Every novice writer must have experienced a crisis of confidence since this crisis was experienced by most of the writers. This lack of self-confidence keeps the students stuck in a constant state, which makes them unable to move dynamically to channel ideas. This crisis can have a negative impact if students do not realize the importance of confidence in their lives. The feeling of being unable to do something continuously can result in the death of one's creativity.

**Table 5.** EFL students' reluctance to write because they feel less confident

Category	Frequency	Percentage
Strongly agree	3	13%
Agree	7	30.4%
Disagree	11	47.8%
Strongly disagree	2	8.7%
Total	23	100%

Lack of confidence should not be used as something that can make students reluctant to write. As shown in table 5, thirteen out of twenty-three students chose not to be reluctant to write if they lacked confidence in their writing. Some students who agreed that sometimes they felt less confident in their writing argued that they considered other people's writing to be better than theirs. They tend to compare their writing to those of their peers, which can lead



to feelings of inferiority. According to [Rosenberg and Owens \(2001\)](#) in their book entitled *Low Self-Esteem People: A Collective Portrait*, people who feel inferior tend to be hypersensitive, their self-confidence is very fragile, and can be easily swayed even by unreal rejection (they create your own). Sometimes, students criticize themselves, creating a perception that their writing is worse than other students if they feel their writing has weaknesses which results in a reluctance to write. This problem should be resolved immediately so that students find a sense of confidence in their abilities and the results of their writing. In an article published by Kompasiana, [Miladi \(2018\)](#) explains that in order to overcome a lack of confidence when writing, you should not feel inferior to the writings of other people (especially well-known writers), by trying hard, studying, and practicing to correct every mistake, sure one day we can be one of them. It takes the right steps so that we can be free from the shackles of feeling less confident.

### 3. Difficulties in expressing the idea

**Table 6.** EFL students' experience for difficulties in expressing ideas

Respondent agreements	Frequency	Percentage
Strongly agree	14	60.9%
Agree	5	21.7%
Disagree	2	8.7%
Strongly disagree	2	8.7%
Total	23	100%

Table 6 shows that more than half of the students agree (82.6%) (Strongly agree 60.9% + agree 21.7%) that they were often experiencing difficulties in expressing their idea. Meanwhile, the students who chose to disagree that they were often experiencing difficulties in expressing their idea were only 17.4% (Disagree 8.7% + Strongly disagree 8.7%). The previous description indicated that difficulties in expressing ideas are a serious problem for EFL students in writing.

The third problem EFL students face in learning to write is the difficulty in expressing ideas. Writing is pouring ideas and thoughts into writing. Writing or creating ideas through writing sometimes feels easy and light. However, sometimes in expressing these ideas the author experiences confusion in how to begin. Many people actually have ideas and a desire to write, but they find it difficult when they want to put them into writing. The difficulty of expressing ideas through writing may no longer be a big issue for a dependable writer, although they may still encounter deadlock. However, for novice writers, expressing ideas through writing can be a challenging lesson to learn. This is natural for every writer or beginner in writing. It involves selecting words and arranging them in sentences so that the ideas may well be delivered to the

readers. An idea must have crossed the mind which initially could be from what was seen, what was heard, what was felt, and what was thought. That idea can be described as an abstract picture, then a writer will try to break it down into more structured pictures. These structured pictures are the parts that makeup writing. The structured picture must be arranged coherently based on spatial order, time sequence, cause-effect sequence, or general-specific order and vice versa. If a writer cannot break down an abstract picture into a structured picture and then choose the right sentence, to begin with, there must be something "not quite right" in the writer's mind. Things like that can happen at times when the mind and heart are in turmoil and some other thing is holding them back.

**Table 7.** EFL students' reluctance to write due to difficulties in expressing ideas

Category	Frequency	Percentage
Strongly agree	4	17.4%
Agree	5	21.7%
Disagree	12	56.5%
Strongly disagree	1	4.3%
Total	23	100%

Expressing ideas in writing is not an easy matter, yet do not make this problem an excuse to stop writing. In table 7, it can be seen that thirteen out of twenty-three students chose not to stop writing even though they had difficulty expressing their ideas. This is a great spirit and needs to be emulated by other students. Indeed, in writing courses, EFL students are expected to be able to express what they know about various subjects through writing. However, sometimes a student may struggle with expressing him or herself in writing. They are unable to put their ideas down on paper. [Mahan and Day \(1980\)](#) that people feel difficulties expressing themselves in writing. Furthermore, [Langan \(2013\)](#) asserts that it is difficult to transmit one's thoughts and feelings from one's head to a sheet of paper. Sometimes they have ideas in their mind but do not know how to express them on a piece of paper. For that reason, it is important to give the solution for the students to help them in expressing their ideas through writing. Based on the results of research conducted by ([Susiana, 2016](#)) found that the pictures series technique could improve the students' ability in expressing ideas in writing. Picture series are effective educational tools for encouraging students to begin writing. By presenting the picture series, students will be active and spontaneously develop their vocabulary in their heads, which they will convey when they begin to write.

#### 4. Afraid of making mistakes

**Table 8.** EFL students are afraid to make mistakes in their writing

Respondent agreements	Frequency	Percentage
Strongly agree	3	13%
Agree	11	47.8%
Disagree	6	26.1%
Strongly disagree	3	13%
Total	23	100%

From table 8, it can be seen that 13% of students chose strongly agree and 47.8% of students agree that they were afraid of making mistakes in their writing. Meanwhile, the students who chose disagree were 26.1% and students who chose strongly disagree were 13%. The previous description indicated that fourteen out of twenty-three students experienced a fear of making mistakes in their writing.

The last problem EFL students face in learning to write is that they are afraid of making mistakes. All beginners in any case are generally afraid of making mistakes. Basically, fear is a natural thing to arise because we will do something new. Like starting a business, there must be fears that arise, as well as writing. However, this fear becomes unnatural when it dominates and makes the students not dare to do this new thing (writing). Fear is what becomes a burden which in the end makes the students even more trapped in mistakes. The fear of making mistakes is usually followed by the fear of being criticized. If students are afraid of making mistakes in their writing, they usually do not know what to write and tend to be afraid that the results of their writing will be criticized by others. Negative thoughts plus a lack of motivation in themselves make students less courageous in writing. Furthermore, this is also heavily influenced by the students' fear of being laughed at by other students or being criticized and chastised by the teacher. As a result, students frequently stop participating in the writing activity.

The following are the types of mistakes that often appear in EFL student writing mentioned by participants in open-ended questions. The most common types of mistakes reported by the participants were related to the content of their writing which is related to coherence, unity, and coherence. In the aspect of the organization, the sentences were not well-ordered and structured, lack of using punctuation, and spelling errors. Also, the students often made errors in using the appropriate grammar and vocabulary aspects. To summarize, types of errors commonly appear in their writing. Table 9 summarizes the whole section:

**Table 9.** Types of error commonly appear in EFL students

Types of Error	Frequency	Percentage
Grammar	14	20.3%
Vocabulary	10	14.5%
Misspelling	1	1.4%
Punctuation	5	7.2%
Sentence structure	9	13.1%
Unity and coherence	18	26.1%
Cohesion	12	17.4%
Total	69	100%

**Table 10.** EFL students' reluctance to write because they are afraid of making mistakes

Category	Frequency	Percentage
Strongly agree	2	8.7%
Agree	8	34.8%
Disagree	7	30.4%
Strongly disagree	6	26.1%
Total	23	100%

When experiencing this problem, it is better for the students to keep writing. In table 10, it can be seen that almost half of the participants chose to be reluctant to write when they experience this problem. Errors in using proper grammar, spelling errors, errors in the vocabulary, errors in the sentence structure, errors in unity and coherence, and various other errors in writing. For many EFL students, the fear of making these mistakes can be so huge that they refuse to write. If a student or novice writer lingers in the fear of making mistakes and criticism, do not expect to be successful. In fact, by encountering errors and a lot of criticism will support success in writing. In an article published by IESE (August 17, 2016) Paul Gasol, one of the NBA club's professional basketball players stated that the best players learn from their mistakes and cope with failure as well as triumph. If you fail, you need to learn from your mistakes. Making mistakes is an essential part of the learning process. Suffering defeat should serve as a lesson to keep going and strive to be even better than before. In her study publication, [Ekorini \(2021\)](#) believes that making mistakes in producing writing is a common problem that is made by those who are in the learning process. She also explains that making mistakes in writing text will help the students to build their awareness to learn more in mastering the writing aspects in order to have better writing text. Therefore, it is essential for teachers to encourage their students that making mistakes is neither wrong nor harmful because students can learn from their mistakes. In accordance with the statement put forward by [Kaçani \(2014\)](#), she suggests that researchers of foreign language acquisition generally accept that mistakes or errors are an inevitable part of foreign language learning and teaching. Not being afraid of making mistakes in writing will certainly make students more able and courageous to express their head and heart. To minimize mistakes made in

students' writing, they should practice writing more often because the more you write the better you will become. Making mistakes is not a mistake but not improving them is a mistake. One gets better with practice. This being the case, the students should not easily give up if they face problems in grammar. Students can use automatic spelling checkers or grammar checkers on the internet, such as Grammarly, to minimize errors.

### **Conclusion**

Admittedly, this study is small-scaled with a limited number of participants involved. With a simple and basic questionnaire, this study portrayed a general view of the problems faced by EFL students in learning to write. The descriptive quantitative from their self-assessment uncovered four main problems experienced by EFL students in learning to write in the Faculty of Letters, Universitas Negeri Malang, such as writer's block, feeling less confident, difficulty in expressing ideas, and afraid of making mistakes. Besides the four main problems explained before, there are several types of errors that commonly appear in their writing. They are divided into three main aspects which are error in the content of their writing including cohesion, unity, and coherence; error in the aspect of the organization including misspelling, punctuation error, and the sentences was not well-ordered and structured; and the last aspect is errors in using the appropriate grammar and on vocabulary aspect was mostly error of words choice. The study implies that the writing instructors need to pay more attention to the internal factors that can make the students reluctant to write. The writing instructors need to grow the students' confidence and the feeling of success whenever the students have accomplished the writing task. One of doing this is to give positive feedback to the students either in written form or in oral mode.

Some recommendations are addressed to future researchers. Firstly, future researchers can investigate the students' motivation, strategies, and solutions to write in English from the perspective of the high achievers and the low achievers. Having this information will help the writing instructor to plan techniques, activities, and materials suitable for the students. Secondly, future researchers can investigate the students' self-efficacy belief in writing and how it correlates with their writing achievement. And thirdly, the writing instructor can do a classroom action research to help the students solve their writing problems and get better writing performance. All in all, the researchers believe that every student has their own writing problems. Yet, the problems should not stop them from continue learning of how to write well. Acquiring good writing skills, especially in English, will help students to have better academic achievements as well as career advancement in the future.

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