

Chapter Four

Finding and Discussion

Chapter four discusses the findings and discussion based on data analysis.

There are two major findings reported in this study based on the research questions. First, the researcher reports the benefits of essay writing in writing class as perceived by the students. Second, the researcher reports the challenges of essay writing in writing class as perceived by the students.

The benefits of essay writing in writing class as perceived by the students.

The first finding is related to the benefits of essay writing in writing class as perceived by the students. Based on the data gathered from this study, the researcher found that the students obtained several benefits during writing an essay in writing class. There are four benefits that are found in this study related to essay writing. Essay writing is found to enrich vocabulary, to improve grammar skills, to express idea, and to increase critical thinking. The detailed explanations related to five benefits of essay writing will be explained below:

Enriching vocabulary. The first benefit that is found in this study is that essay writing enriches students' vocabulary. Two participants of this study reported the statements regarding essay writing enriches students' vocabulary. First, Sarah reported that through writing an essay she could increase her vocabulary. It is seen from these following statements. Sarah mentioned "Writing an essay helps to increase vocabulary" (P1.1). Sarah mentioned that she could increase the vocabulary because she usually looks up the vocabulary meanings in

the dictionary to find out the correct word meaning. It is showed from the statement mentioned by Sarah who stated “Because we often look for vocabulary meanings in the dictionary and write it into sentences, thus it helps to enhance vocabulary” (P1.1). She said that she usually looks up the dictionary to find out the word meaning because she does not know the meanings of the word.

Moreover, Sarah said that “When I am writing an essay, there is vocabulary that I do not know then I open a dictionary” (P1.1). Second, Modjo also reported that writing an essay could enrich the vocabulary. It is supported with statement reported by Modjo who stated “The benefit that I got is to enrich vocabulary” (P3.1). He also said that he could write a good essay because he could use the correct word. Modjo said that “I can write well related to the use of the word, for example, I am able to use appropriate synonym word” (P3.3). He added that he can write a sentence using the correct word. It is dealing with Modjo who said “I can use the correct word to form a sentence, for example, stare for *menatap*, watch for *menonton*, see for *melihat* and it makes me easier to write sentence” (P3.3). Thus, both Sarah and Modjo agreed that essay writing enriches their vocabulary.

According to the explanation above, it can be concluded that essay writing enriches students’ vocabulary. The students’ vocabulary enriched because during writing an essay the students learned to use some vocabulary to write essay sentences. It is supported by Karakoc and Kose (2017) who argued that writing helps the students to increase their vocabulary. During writing an essay, the students need to look up the vocabulary meaning in the dictionary to find out the word meanings that they do not know. Additionally, Elsami (2013) stated that the

dictionary is the important source which include information of words in language. The students find out the word meaning to help them in writing essay sentences. Thus, it helps the students to add more new vocabulary.

Improving grammar skills. The second benefit that is found in this study is that essay writing improves students' grammar skills. The participants of this study reported that their grammar skills related to tenses, punctuation, and conjunction is improved through writing an essay. First, essay writing improves grammar skills in the term of tenses. Sarah said that writing an essay improves grammar skills related to the use of tenses such as past tense, future tense, and simple present tense. Sarah said "I can understand the structure of tenses, where is past tense, future tense, and other tenses" (P1.2). In addition, Sarah said that "Another tense is simple present tense" (P1.2). Sarah also explained that she can use the correct tenses including past tense, future tense, and simple present tense because she already learned these tenses when she writes an essay. It is supported with statement from Sarah who mentioned that "Usually, I learned simple present tense for example when I am writing an essay about vacation, besides that, I also learn future tense for example when I am writing an essay about traveling plan" (P1.2). Sarah learned to use past tense when she writes an essay that discusses the past events. Moreover, Sarah also mentioned "I learned simple present tense when I am writing an essay related to daily life" (P1.2).

Second, essay writing improves grammar skills in the term of punctuation. Sarah also argued that writing an essay improves grammar skills related to the use of punctuation. Sarah argued "I can improve grammar related to the use of correct

punctuation when I am writing an essay” (P1.3). She reported that her grammar skills improved because during writing an essay she learned to use correct capital letters. Sarah reported “Punctuation that I mean is like the use of the correct capital letter, for example when we write an essay, we use the capital letters on the first letter of each sentence and it makes me familiar to use a correct capital letter when I am writing” (P1.3). Sarah also mentioned that the improvement of grammar skills can help her in writing an essay. Moreover, Sarah stated “Through writing an essay, we can improve grammar and it can help us when writing an essay” (P1.3).

Third, essay writing improves grammar skills in the term of conjunction. Fitri reported that writing an essay improves grammar skills. It is presented with statement by Fitri who said “I can write better in the use of grammar” (P4.2). She can improve the grammar skills related to the use of conjunction. Thus, Fitri mentioned “I can understand the use of the conjunction” (P4.1). The grammar skills improve because during writing an essay, the participant often learns about grammar to form essay sentences. It is supported with statement from Fitri who said “I can write better because I had been practiced more in using grammar during writing an essay” (P4.2). In addition, Fitri mentioned “I can produce a good essay related to the use of the conjunction, such as then, so” (P4.1).

Based on the explanation above, it asserted that essay writing improves students’ grammar skills. Essay writing improves grammar skills in the term of the use of tenses, punctuation, and conjunction. The students can improve their grammar skills through writing an essay because during writing an essay they also

learn about grammar. It is supported by Rokni and Seifi (2013) who stated that academic writing increases the terms of grammatical. Through learning grammar, the students can produce good essay sentences with the correct meanings. It is relevant to the statement from Solikhah (2017) who said that the improvement of grammar skills makes the students more aware of placing correct English grammar in a paragraph. Thus, by using the correct grammar the readers can easily read and understand the essay sentences. Solikhah (2017) said that the use of proper grammatical structure makes the text more readily by the readers.

Expressing idea. The third benefit that is found in this study is that essay writing helps the students express their idea. Sarah reported that through writing an essay she can express her idea into sentences. It deals with the statement reported by Sarah who stated “The other benefits is to help us present what is on our minds into written form” (P1.4). Then, she added that by expressing ideas into sentences, it can help the readers to understand what she has been written in her essay. It is seen from the statement mentioned by Sarah who mentioned “Writing an essay can help us to express what is on our minds in order the other people can read it” (P1.4). Through writing an essay, she delivers their idea to communicate with the other people who read her essay. It deals with statement by Sarah who said “When the other people can read what we already presented through our essay, it means we also can speak up with the other people through our writing” (P1.4). Thus, essay writing can be used to communicate with others in a written way.

According to the explanation above, it showed that one of the benefits of essay writing is that essay writing can be used as a way to express an idea. During writing an essay the students need to write a good essay and it requires the students to deliver their idea into essay sentences. In addition, Sutrisno, Rasyid, and Rahmat (2018) stated that writing an essay encourages students to express their creative ideas. The students can use their creative ideas to form essay sentences readable by the readers. The readers can get some information regarding what the students had been written in their essays. So, indirectly through writing an essay the students can communicate to the readers in a written way. Moreover, Paul, Richard, and Elder (2005) said that writing can be used as a way to communicate an idea to others in the form of written text.

Increasing critical thinking. The fourth benefit that is found in this study is that essay writing increases students' critical thinking. Adelia mentioned the statement deals with increasing critical thinking. Adelia mentioned "My critical thinking increased because I often read some literature related to essay topic in order it makes me easier to process the word" (P2.1). Critical thinking refers to the way that she used to sort out which resources that suitable to the topic. It is supported with statement reported by Adelia who stated "Critical thinking is a way that I use before writing an essay as I look for the material to develop the topic. I am usually thinking whether this source is suitable or not with the topic" (P2.1). Before writing an essay, she usually finds several sources related to the topic to help her in developing the topic. Thus it helps her to increase critical thinking. It is supported with statement reported by Adelia who said "Critical

thinking can increase because before writing an essay I am usually looking for the material related to the topic” (P2.1). She usually finds sources related to the essay topics from journals, blogs, and websites. It is seen from the statement reported by Adelia who mentioned “I am looking for the material related to the topic from the journal” (P2.1). In addition, Adelia mentioned “I am also looking for the material related to the topic from blog or website” (P2.1)

From the explanation above, it can be concluded that essay writing can increase students’ critical thinking. The students’ critical thinking increased because during writing an essay, the students need to find out and read some sources related to the essay topic. The students need to sort out some sources to determine whether the information can be used to support their essay or not. Belt, Mottonen, and Harkonen stated that (2011) that journal has kinds of the field, so the students should try to find out a suitable one. Thus, it helps the students to increase their critical thinking. It is supported by Tabatabaei and Assefi (2012) who stated that an essay helps the students to think critically.

The challenges of essay writing in writing class as perceived by the students.

The second finding is related to the challenges of essay writing in writing class as perceived by the students. Based on data gathered from this study, the researcher found that students faced some challenges during writing an essay. There are four challenges that are found in this study related to essay writing. They are difficulty in the use of correct spelling, lack of linguistic knowledge, limited knowledge of the topic and limited vocabulary. The detailed explanations

of three challenges faced by the students during writing an essay will be explained below:

Difficulty in the use of correct spelling. The first challenge that is found in this study related to the use of correct spelling. Sarah reported the statement dealing with the use of correct spelling. Sarah reported “I have less understanding of spelling” (P1.5). She does not really understand the use of correct spelling, sometimes she did some errors during writing related to the use of correct spelling. Sarah explained that “Sometimes I did some errors during writing, for example when I am writing the word sorry which it should use double r but I miss to put one r” (P1.5). Therefore, she agreed that difficulty in the use of correct spelling becomes a challenge during writing an essay.

From the explanation above, it asserted that during writing an essay the students faced challenges regarding difficulty in the use of correct spelling. Sometimes, when students writing an essay they did some technical errors, one of them is a misspelling. For example, when the students should write the word that contains double letters, but they miss one of the letters. Alşabaeva (2011) argued that technical writing error is one of the common mistakes that most of the students did during writing. Misspelling can make the word have incorrect meaning. Therefore, the students should pay attention during writing an essay to avoid misspelling.

Lack of linguistic knowledge. The second challenge that is found in this study related to lack of linguistic knowledge. The participants of this study

reported that they have lack of linguistic knowledge. There are some problems faced by students regarding lack of linguistic knowledge during writing essay process. They are limited vocabulary, word choice problem, and the use of formal language. The detailed explanation about some problems regarding lack of linguistic knowledge will be explained in the statements below based on what the participants had been reported.

Limited vocabulary. The first problem regarding lack of linguistic knowledge is that the students have a limited vocabulary. Modjo stated that he could not write a good essay because he has a limited vocabulary. Modjo stated “Limited vocabulary is also one of the causes that makes me difficult to write a good essay” (P3.8). He also stated that he could not use the correct word when he writes an essay because of the limitation of vocabulary. It is presented with statement reported by Modjo who argued “The challenge that often found during writing an essay is that confused to use the appropriate word because of the limitation of vocabulary” (P3.6). Additionally, Modjo argued “Lack of vocabulary causes incorrect word choice” (P3.8). Thus, Limited vocabulary became one of the problems regarding lack of linguistic knowledge which influenced the student cannot form a good essay.

According to the explanation above, it revealed that the students have lack of linguistic knowledge regarding limited vocabulary. The limitation of vocabulary makes the students cannot use the appropriate word and it makes them cannot states their ideas in the form of essay sentences. It is supported by Rabab’ah (2003) who argued that students difficult to state their ideas because of

lack of vocabulary. Understanding vocabulary becomes one of the important things in writing an essay because it influences to produce a good essay. If the students have lack understanding of vocabulary, they will difficult to express their ideas into essay sentences and it becomes a challenge to write a good essay.

Soule, Whiteley, and McIntosh (2007) mentioned that people become worried to express their thought because of the limitation of the word. In addition, Wardani, Basri, and Waris (2014) argued that if the students have low vocabulary size, it can influence the students to express and develop their thought during the writing process. Thus, the students should have more vocabulary to make them easier in developing a good essay.

Word choice problem. The second problem regarding lack of linguistic knowledge is the word choice problem. Two participants of this study reported the statements dealing with word choice problem. First, Fitri reported the statement regarding with word choice problem. Fitri said that she often uses improper word during writing an essay and it makes her cannot write a good essay. It is seen from the statement by Fitri who stated “I often use the incorrect word in a particular context” (P4.4). In addition, Fitri said “I thought that I often to use the word that it is not suitable with the context then it makes me cannot write a good essay” (P4.4). Second, Modjo also reported the statement regarding with word choice problem. He said that during writing an essay, he hard to use the incorrect word. Modjo added “Sometimes, when writing an essay I am confused to use the correct word related to synonym word, thus it makes the word have incorrect meaning”

(P3.7). Therefore, the use of the incorrect word became a problem regarding lack of linguistic knowledge to produce a good essay.

Based on the explanation above, the students have lack of linguistic knowledge regarding problem with word choice. During writing an essay, the students often faced the problem with word choice, for example, they cannot use the correct word in a particular context and also cannot use the correct synonym word. Alfaki (2015) who stated that the students faced a challenge in using the correct word. Sometimes, during writing an essay the students are confused to use the appropriate word to form essay sentences. The students use the word that not in line with a particular context and it can make the word have incorrect meaning, it influences the students cannot produce a good essay. It is supported by Martin (2014) who stated that word choice is one of the problems in writing that makes students do a little research to clarify the words. The students should pay more attention to avoid the use of the incorrect word, especially in writing an essay in order they can create a good essay. Hatch and Brown (1995) explained that word choice is one of the essentials things in writing and speaking.

The use of formal language. The third problem regarding lack of linguistic knowledge is the use of formal language. Sarah reported the statement regarding the use of formal language. She reported during writing an essay, sometimes she forgot to use formal language. It is dealing with Sarah who argued “Sometimes, I forget to change the informal language into formal language and it can make an essay less good” (P1.8). She was difficult to change informal to formal language because she usually uses informal language when she talks with

each other. It is seen from the statement from Sarah who mentioned “Because I often to use informal language in spoken language, I am difficult to change informal to formal language when writing” (P1.8). In addition, Sarah added “For example, when I am writing an essay, I use the word “I couldn’t” because I am often to use it when I am speaking up to each other (P1.8).

From the explanation above, it can be concluded the students have lack of linguistic knowledge regarding the use of formal language. The students are difficult to change the informal language into formal language because they often used informal language especially when they talk with each other. Pineteh (2014) pointed out that the students difficult to change the informal language into formal language because they often use informal language. When the students writing an essay the students should use formal language. But, sometimes the students write an essay use informal language. In addition, Mutimani (2016) pointed out that students cannot really distinguish formal and informal language styles.

Limited knowledge of the topic. The second challenge of essay writing that is found in this study related to limited knowledge of the topic. Two participants of this study reported the statements dealing with limited knowledge of the topic. First, Sarah argued that less understanding of essay topic becomes a challenge in writing a good essay. It is seen from statement mentioned by Sarah who stated “Sometimes when I am writing an essay I cannot write a good essay because I have less understanding of the topic that given by the lecturer” (P1.6). She also argued that she is hard to develop an essay topic because she has limited knowledge of the essay topic. It is supported by Sarah who mentioned “I am

difficult to develop an essay topic because I have less of reading” (P1.6). In addition, Sarah mentioned “When I am writing an essay, I already had been an idea but in the middle of writing an essay I am difficult about what I should write because less of reading” (P1.6). Second, Adelia also argued that less understanding of essay topic becomes a challenge in writing a good essay. She explained that limited knowledge of the topic also made her cannot free to develop her ideas. It is seen from statement that argued by Adelia who said “When I am writing an essay, I lose the idea and it makes me confused what should I write” (P2.3). Therefore, limited knowledge of the topic makes the students difficult to develop an essay topic and also their ideas and it makes the students cannot write a good essay.

From the explanation above, it showed that the students faced the challenge related to limited knowledge of the essay topic during writing an essay. The students cannot free to deliver and develop their ideas into essay sentences because they do not enough knowledge about the essay topic. The students’ knowledge about the topic became one of the important things that students should be paid attention during writing an essay. If the students have limited knowledge about the topic related to the essay that they going to write automatically it can be a challenge when they are writing an essay. Hartley and Chesworth (2000) stated that students cannot really understand what they should write in their essays. In addition, the students difficult to create their essay because they do not really understand the topic being discussed in their essay. Students are hard to develop an essay topic because the students have a lack of

reading. On the other hand, if the students have good knowledge about the essay topic that they going to write, it can help them to make a good essay. Moreover, Hunter (2017) stated the students' knowledge can increase the understanding of the topic. Thus, if the students' understanding of the topic increased it can help the students to write a good essay.

Less understanding of essay structure. The third challenge of essay writing that is found in this study related to less understanding of essay structure. There were two participants of this study argued that less understanding of essay structure became a problem in writing essay. First, Sarah agreed that less understanding of essay structure including introductory, body, and concluding paragraph makes the students cannot write a good essay. It is showed from the statement reported by Sarah who stated "Less understanding of essay structure is also can be a challenge when writing an essay, essay structure includes introductory, body, and concluding paragraph" (P1.7). She also said that she could not write a good essay because she does not really know what is discussed in the introductory paragraph. It is supported by statement mentioned by Sarah who said "For example, we do not know what should be written in the introductory paragraph, then it can be a challenge to write an essay" (P1.7). Besides that, she could not write a good essay because she does not really know what is discussed in the concluding paragraph. She was confused to write criticism and suggestion. It is seen from the statement by Sarah who argued "I do not really understand how to write criticism and suggestion" (P1.9). Sarah also confused about how to write the concluding paragraph, whether she should rewrite what she already wrote in

body paragraph or write the concluding paragraph with new words. Additionally, Sarah explained “Sometimes, I do not really understand what should discuss in concluding paragraph, whether I should rewrite what I have written in body paragraph or I should write the conclusion use different sentences” (P1.9).

Second, Adelia agreed that less understanding of essay structure also become a challenge in writing essay. She was difficult to write opening sentences because she does not really understand what she should discuss in the introductory paragraph. It showed from the statement presented by Adelia who added “The challenge when I am writing an essay is that I am difficult to write opening sentences” (P2.2). Moreover, Adelia said that “I have already determined the topic, but I am difficult to determine opening sentences” (P2.2).

From the explanation above, it can be concluded that the students faced the challenge related to less understanding of essay structure. During writing an essay, the students difficult to write sentences because they do not know what should they write in a paragraph, for example, the students difficult to write opening sentences and also difficult to write the conclusion. Pineteh (2014) argued that one of the major weaknesses in students writing includes lack of mastery of academic writing rules, the ability to research and relate knowledge across singular context and poor sentence skills. In writing an essay, most of the students have a problem with essay structure including introductory, body, and concluding paragraph. Sometimes, the students difficult to write the introductory paragraph because they do not really know what should discuss in the introductory paragraph. Oshima and Hougue (2007) said that the introductory paragraph discusses what the essay is

about. The introductory paragraph is to grab the readers' interest. Sometimes the students also find it difficult to write the body paragraph. Oshima and Hogue (2007) argued that the body paragraph includes several paragraphs and each paragraph develops the main point. The students are also difficult to write the concluding paragraph during writing an essay. Oshima and Hogue (2007) pointed out that the conclusion is a summary of the main points discussed in the previous paragraph namely body paragraph. Moreover, it can make the students cannot write a good essay.