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## AN ANALYSIS OF THE STUDENT'S DIFFICULTIES IN WRITING SKILLS

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### ABSTRACT

This study aimed to describe the students' difficulties in writing. Based on the result of data analysis and discussion from a set of writing tests, 5 numbers of general English with 15 questionnaires by the 15 Students of Grade eleven at the Escola de Hospitalidade e Turismo Becora-Dili in the school year 2023 conclude the difficulties, the writer concluded that the students were able to develop their ideas in writing skill which is topic "Everyday Activities" with level of ability is 7.7 which is classified at GOOD Level. However, the factors that caused the difficulty in writing tests were vocabulary and grammar are very limited because lack of interest in learning English to memorize the vocabulary and regular and irregular verbs. The English teachers and students were suggested to teach the English vocabulary through any helpful strategy so that learning is not challenging to make students bored but make it fun and joyful activities to increase students' interest in English language learning.

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## INTRODUCTION

In Timor-Leste, English is not a second language, but it is taught and learned in class as a foreign language. The English language is one of the compulsory subjects among the other social and natural science programs at pre-secondary and secondary levels. It is pedagogically using one official language of Tetun to facilitate and introduce the teaching activity to explain well to students. Moreover, English is now spoken widely by many countries around the world, and some countries, use it as their

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second or official language (Singapore and Philippine). It comprises receptive skills of Listening and Reading and the productive skills of speaking and writing with other sub-skills such as grammar and vocabulary. However, the Constitution of Republic Democratic of Timor-Leste article 159 pronounced that; “English language is approved as working language”.

Writing is an essential language skill to be learned by foreign language learners, but many students still encounter difficulties in writing as it requires the correct use of rules’ structure and vocabulary mastery. The non-native English writer could express his emotion, thoughts, feelings, and ideas through standard writing text is quite difficult to transfer meaning to the readers. In other words, to write well or to get good writing, the writer must anticipate the reactions of the readers. Therefore, in writing, the students can devote some ideas in their mind on a piece of paper, they can write something that they cannot talk about, so, their idea can be understood by the reader. To make good paragraph writing, the students must pay attention to using every function of punctuation marks that influence the meaning of writing.

Based on the idea of Harmer (2004) explains that punctuation marks as one of the important features of writing and using punctuation correctly is an important skill many people judge the quality of what is written not just the content. Use of punctuation, if capital letters, commas, full stops, sentence and paragraph boundaries, etc. It’s very important to know all the punctuation marks, their meanings, and when to use them to produce a good piece of writing and more importantly, to convey the correct message.

Meanwhile, Graham and Perin (2007) defined writing as a skill that draws on the use of strategies (such as Planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Therefore, to write correctly, the students should have good ability in the writing process so that the readers are interested in reading their writing and understand the message clearly. It means that writing is an important skill because it is also the basic skill for students to communicate with others in written form. Writing is the second communication for people after speaking. Some important points in writing are W=word selection, R=recreation, I=imagination, T=talents, I=ideas and feelings, N=negotiation power, G=grammatical command. Writing is an exploration that you start from nothing and learn as you go.

Writing is one of the four skills (listening, speaking, reading, and writing) in language learning. Language is incomplete without writing. It is the system of written

symbols, representing the sounds, syllables, or words of language, with different mechanisms -capitalization, spelling and punctuation, word form and function. The process of writing is to teach students how to write with coherence, appropriate grammar structure, and acceptable spelling. Writing is a skill for sharing information, expressing an opinion, or conveying the message following grammatically in a correct sentence. If we use incorrect grammar, the meaning contained will be different.

Learning new words is not the only important part of learning English. But most of the problems that come up when learning English in areas like speaking, reading, listening, and writing are because the learner doesn't know enough about vocabulary and doesn't know how to use vocabulary in speaking, reading, listening, and writing. A good form of writing can be an effective tool to convey the message from one person to another. Writing is a way of learning; you can achieve deeper insights into any subject by writing out your thoughts. Many people sometimes can use their free time to express their feelings and thoughts through writing as an enjoyable activity if they have ideas to address each other. The writer must have a clear concept of what to convey to the readers.

Thus, writing skills are a way to communicate some messages, ideas, opinions, reports, queries, and feelings in terms of letters, alphanumeric signs, and symbols. To make the readers understand the research also uses punctuation marks. A punctuation mark is a way that helps the readers to understand the meaning of the sentence. If in a text, there are no punctuation marks the readers cannot understand the meaning of a text. This is why Punctuation is a set of marks used in writing to clarify the meaning and to separate the sentences, words, and parts of words. The use of Punctuation marks based on language expression is considered an important role in producing the writing skill.

Therefore, the researcher would like to conduct the research as the background of study above which is entitled: "An Analysis the Students' Difficulties of Writing Skill. (Descriptive study with the second-grade students of Escola Hospitalidade Turismo Becora in the school year 2023). The study aims to describe types of difficulties faced by the students in writing skills integrated with punctuation marks and the factors that are caused of difficulties. The findings could be as a reference to the English teachers to be adjusted to teach writing with correct punctuation marks and how to develop their ideas in writing. This study is one of the experiences to conduct the study in the scientific way to identify the difficulties and factors in teaching and learning English as foreign

language particularly, writing skill. This research could be used as reference for others researcher to conduct further research about analyzing the difficulties of writing skill with the punctuation marks. The students of English Language Department, Faculty Science of Education at Instituto Superior Cristal (ISC) Dili would select it as a reference for future research about the analysis of the student's difficulties in writing skills.

## LITERATURE REVIEW

Kirszner and Mandell (2013:3) stated that writing is a process that includes some steps that must be considered by the students as writers such as planning, organizing, drafting, revising, and editing, to make their writing product can be understood by the readers. Martin (1994) expresses a similar idea that writing is a process of transferring ideas into a written form that is understandable. The students should understand about generic structure and language features of the text. The students also should pay attention to content, organization, Vocabulary, language, and mechanism when writing a text. Writing is a skill which is important to master as well. As the writer, she/he should know how to develop paragraphs into good compositions. It included the ideas, unity of paragraph, sentence pattern, grammar, correct punctuation, spelling, and capitalization.

Greene and Ward (1975:285) manifest that writing is a personal act, it is a process that is done for a purpose, which results in a product the writing process compels the students to develop certain skills and abilities to gain the product and to accomplish the purpose. Jozsef (2001), states that writing is the most complex human activity. It involves the development of design ideas, experiences with subjects, and the capture of mental representation of knowledge. Writing is not about a group of letters or sentences, it is about writing in the right way using different vocabulary, grammar, and punctuation.

According to Gelb (1952:11), "Writing began at the time when man learned how to communicate his thoughts and feelings using visible signs". So, writing is the second communication for people after speaking. Furthermore, Creme and Lea (2003) mentioned that writing consists of words that are put together in a particular pattern to make sentences and so on. It means that writing is an activity that arranges words into sentences, sentences into paragraphs, and paragraphs into a good text. Oshima and Hogue (1999) consider that writing is not about creation, but about a process. It means that, in the writing process, people not only create a text or writing discourse from their minds but also convey ideas in good grammar and good vocabulary.

Furthermore, McCastill et.al (1998) add more ideas that writing cannot separate

from punctuation which is placed in the text to make meaning clear and to make reading easier. The various punctuation marks perform four functions there are: (1) separate (a period separates sentences), (2) group or enclose (parentheses enclose extraneous information), (3) connect (a hyphen connects a unit modifier), and (4) impart meaning (a question mark may make an otherwise declarative sentence interrogative). The function of a punctuation mark is the basis for the rules governing its use and should be the basis for determining whether it is needed.

Harmer (2004) argues that punctuation is one of the important features of Writing and using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, and the language but also on the use of punctuation, if capital letters, commas, full stops, sentence and paragraph boundaries, etc. So, Punctuation is one of the most important aspects of written English, and yet it is taken the most lightly. It is, in fact, this feature of writing that gives meaning to the written words much like pauses and changes in tones of the voice when speaking.

Similarly, the idea with Crystal (2003) agreed that punctuation plays a critical role in the modern system, yet its significance is regularly understood. In other words, if punctuation marks in the text are not properly used, the readers may have difficulties understanding the text. Similarly, a punctuation error can convey a completely different meaning to the one that is intended. Kane (2000) continued the idea above that all punctuation exists; basically, to help readers understand what you wish to say. It means that punctuation is a sign that shows the appropriate expression with the sentence that has been built by the writer.

Furthermore, Zuzana (2000) points out that proper punctuation makes a text clear to understand. Wrongly placed punctuation marks may make a sentence ambiguous or even change the meaning. It is supported by Winter (1999) that using punctuation is very important because it can make the reader easily understand writing so that one can understand the message conveyed even without looking at the expression of the person who wrote the message. Jackson (2005) states that the purpose of punctuation is to enable your reader to interpret unambiguously the structure, and therefore the meaning, of your writing. The absence of a full stop to distinguish the sentences in the email above is, in effect, an insult to the readers. Poorly punctuated writing can frustrate and annoy readers. Truss (2003) said that in written communication, punctuation marks such as commas, dashes, colons, and semicolons, provide most of these interpretation clues. They are signals to the reader that indicate a pause, place emphasis, alter the function, or show the

relationship between elements of the text. Academic Studies English (1999:2) punctuation replaces the pauses, gestures, and changing tones of voice that people use to make their spoken messages clear and have a soul. In addition, Widjono Hs (2007:61) confirmed that the Punctuation mark comprises of full stop, comma, semicolon, colon, hyphen, question mark, exclamation point, parenthesis, italics, and apostrophe.

According to Procter (1995:1146) Punctuation means "the use of special marks that are added to a text to show the division between phrases and sentences and make the meaning clearer." Also, Swannel (1992:876) states that: " Punctuation is the system of arrangement of marks used to punctuate a written passage". The American Heritage Dictionary of English Language (1994:782). Defines punctuation as "The use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases to clarify meaning." On the other hand, The Oxford Power Dictionary (2009:618) defines punctuation as One of the signs that you use when you are writing to divide the words into sentences, show that somebody is speaking."

Lamb, B. (2008:32) defines the concept of punctuation" as a series of marks which can be used to separate words or group of words to make the intended meaning clear and easy to follow. It can be used to emphasize certain words and phrases and to distinguish between major and minor ideas". Akaln et al (2005: 32) state that: "Good punctuation is crucial for successful academic writing. Many students' essays use little punctuation beyond commas and full stops. But to be restricted to just two forms of punctuation marks, when writing an essay, is like building a house using only a hammer and saw: the students can do it, but not very well. By learning to use more, or all the available forms of punctuation, the students will be able to communicate and express their ideas and argument more clearly"

In that Gartside (1976:120) states: " Punctuation is used in writing to do for the reader what pauses, and inflection of voice do for the listeners- it helps to make meaning clear." Lukeman (2011), states that punctuation is like the music of a writing text. As the maestro could affect the practicality of a song by manipulating its rhythm, punctuation could do so for the reading experience, highlighting the optimum in a written passage. Therefore, they are symbols that are used in various languages to organize sentence structure, to indicate the vocal rhythm and emphasis of words, phrases as well as sentences.

## **METHOD**

In this study, the researcher used the Descriptive Method to conduct the study with one group of grade Eleventh students of Escola de Hospitalidade Turismo Becora-Dili. The students were tested with writing skills and using punctuation marks at the proper position among the sentence writing which is the topic “Everyday Activity”. This study has been done to know about the difficulties of student’s ability in writing skills using punctuation marks. This is a case study which means that there was a case, and how to solve the case? “Case study” has two words which are “case” and “study”. Case means “an instance of something occurring.” And the word study means “the devotion of time and attention to acquiring information or knowledge, especially from books. “This case study was implemented at the Escola de Hospitalidade e Turismo Becora-Dili especially to the students grade eleventh in school year 2023.

The participants of this study were selected from 15 students of grade eleventh of Escola de Hospitalidade e Turismo Becora – Dili in the school year 2023. The instrument of this research was a set of writing tests was the topic “Everyday Activities”, 5 numbers of general English knowledge, and 15 Likert scale questionnaires to analyze the types of difficulties in writing skills faced by the students integrated with the punctuation marks. This writing test is to measure the student’s ability to use punctuation marks in writing text. The time for testing was 90 minutes.

The data was collected through the following tests.

- 1) The students were administered the test of writing skills with the topic ‘everyday activity’ and the worksheet of students was collected and checked to mark the score for each of the students in the tabulation. To classify the students’ scores based on the standard measurement that is being used in the local school refers.
- 2) The 5 numbers of general English knowledge were used to identify the students’ difficulties in writing skills.
- 3) The 15 Questionnaires were used to be answered by the respondents based on their feelings and knowledge that they have previously. After that, the worksheet of the questionnaires about writing skill integrated punctuation marks by the Grade eleven of Escola Hospitalidade Turismo Becora in the school year 2023 was analyzed to discover the factors that caused the difficulties in students’ writing skills.

The procedures of data analysis might be based on the tests that were conducted by the researcher to analyze the following three types of tests.

- 1) One set of Writing skill tests consists of five rubrics (1) using appropriate vocabulary, (2) correct grammar, spelling, and well-formed structure, (3) meaning (4) mechanism of writing (5) using punctuation marks in proper position among the sentences. The students' scores were processed according to the formula.

$$\frac{\text{total scores}}{\text{total respondents}}$$

- 2) Study 5 numbers in the students' Knowledge of General English; (1) Vocabulary, (2) Grammar and structure, (3) regular and irregular verbs, (4) tenses used, and (5) Dictionary used. These were used to analyze the factors of difficulties through the graphics presented.
- 3) 15 Likert scale questioners related to pre-writing, the process of writing and revision, and editing were answered by the students based on his /her psychological feelings reasons, and knowledge as the following scales.  
1=Never      2=Rarely      3=Sometimes      4=Often      5=Always

## RESULT AND DISCUSSIONS

The writer studied the students' difficulties of writing skills through writing tests, 5 questionnaires of students' knowledge of general English and 15 numbers of liker scales questioners. The tests were administered to 15 students in grade eleven of Escola de Hospitalidade e Turismo, Becora-Dili in the school year 2023.

The tests were conducted to identify the types of students' difficulties in writing skills through the following research instruments.

- 1) Writing skill test 'Everyday Activity,
  - 2) Study general English knowledge (vocabulary, tenses, grammar, and structure, used punctuation marks and the dictionary used), and
  - 3) 15 Likert scale questionnaires; (Pre-Writing, Process of Writing and Revision).
- In addition, this study was also to discover the factors that caused the difficulties of writing skills.

## Results

The writer analyzed the result of conducting research on Grade Eleven of Escola de Hospitalidade e Turismo Becora-Dili in the School Year 2023 in the following tables.

Nu. of Students	Rubrics					Total	Scores
	1 Vocab.	2 G&S	3 Meaning	4 Mechanism	5 Punctuation		
1	8	7	8	7	8	38	7.6
2	8	7	7	8	8	38	7.6
3	7	8	7	8	7	37	7.4
4	6	7	7	9	7	36	7.2
5	7	6	9	8	7	37	7.4
6	7	8	7	8	9	39	7.8
7	8	7	8	9	9	41	8.2
8	9	8	8	7	9	41	8.2
9	6	6	6	6	6	30	6
10	8	7	8	6	8	37	7.4
11	7	8	8	7	8	38	7.6
12	7	8	8	9	9	41	8.2
13	9	9	8	7	8	41	8.2
14	10	9	7	8	8	42	8.4
15	9	8	7	8	9	41	8.2
Total	<b>116</b>	<b>113</b>	<b>113</b>	<b>115</b>	<b>120</b>		<b>115.4</b>
scores	7.733	7.53	7.53	7.67	8		7.7

**Table 1: presents the score of the English writing test ‘Everyday Activities’**

This is based on the standard of measurement that is being used in the Escola de Hospitalidade e Turismo, Becora-Dili, the ability of Grade Eleven students in writing skill Integrated with Punctuation Marks is 7.7 which is classified at GOOD LEVEL.

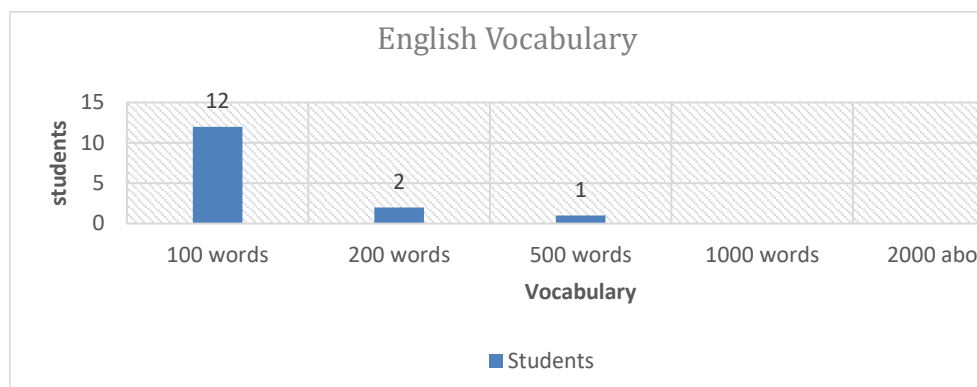
Nu	Standard of Measurement	Frequencies	Level of Mastery	Percentage (%)
1	9.5 – 10		Excellent	
2	8.5 – 9.4		Very Good	
3	7.5 – 8.4	10	Good	66.7%
4	6.5 – 7.4	4	Fairly Good	26.7%
5	5.5 – 6.4	1	Average	6.6%
6	4.5 – 5.4		Below Average	
7	3.5 – 4.4		Poor	
8	2.5 – 3.4		Very poor	
9	.1.5 – 2.4		Bad	
10	0 – 1.4		Very bad	
	TOTAL	15	-	100%

**Table 2: presented the Distribution of students’ Level of writing skill**

The table of distribution calculates the ability to write skills of 15 students of Grade Eleven at Escola de Hospitalidade e Turismo Becora-Dili were 10 students or 66.7% at Good Level, 4 students, or 26.7% at Fairly Good, and 1 student, or 6.6% at Average Level.

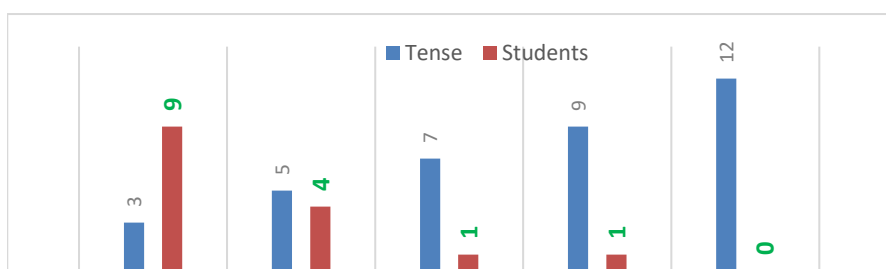
### General English knowledge

#### a. How many vocabularies do the students know?



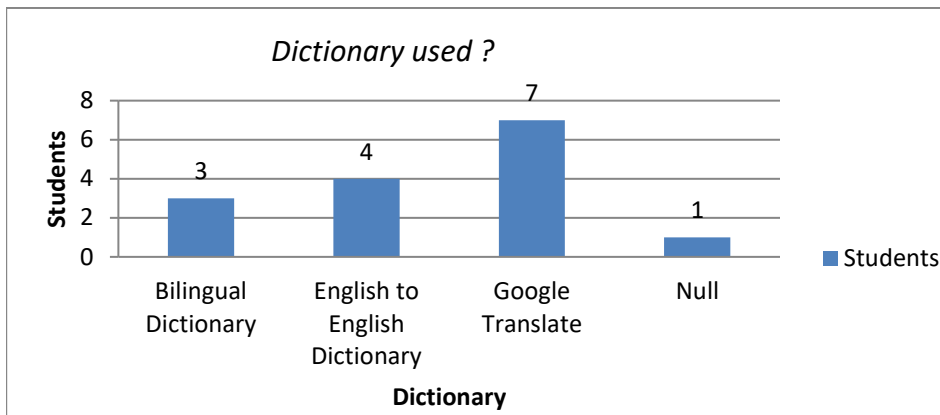
In General, English knowledge, particularly of vocabulary skills based on the study through the graphic presented; 12 students, or 80% have only 100 vocabulary, 2 students, or 13.3% have 200 vocabulary, 1 student, or 6.7% has 500 words and none of them have 1000 words above. It could be seen that the students lack vocabulary because most of them only know 100 vocabularies. It is indicated as one of the factors that could affect the student's ability in writing skills because they have very limited vocabulary. This is why there were some repetitions or redundant sentences in writing skills.

#### b. How many tenses do students understand?



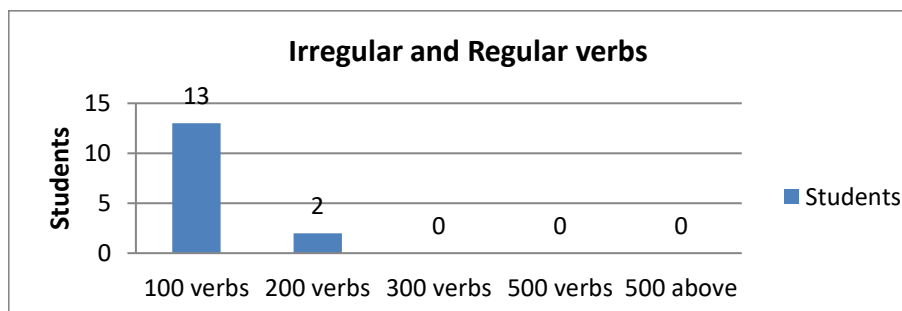
Specifically, the English tenses based on the study through the graphic presented; 9 students, or 60% have 3 tenses, 4 students or 26, 7% have 5 tenses, 1 student, or 6,7% have 7 tenses and 1 student, or 6,7% have 9 tenses.

c. *What type of dictionary do you usually use?*



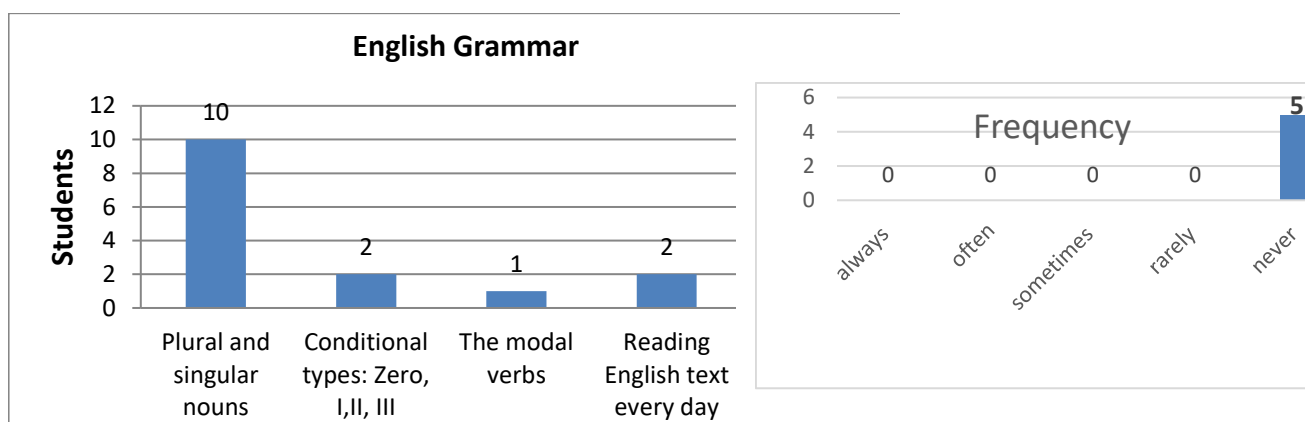
When the students found the difficult words, based on the study through the graphic presented such as 7 students, or 46, 7% used Google Translation, 4 students, or 26,7% used English to English Dictionary, 3 students, or 20% used Bilingual Dictionary and 1 student is Null.

d. *How many Irregular and Regular Verbs do you know?*



The student's ability to know the Irregular and Regular verbs based on the study through the graphic presented such as 13 students or 86,7% have 100 verbs, and 2 students, or 13,3% have 200 verbs however, none of them know 300 verbs above. It is one of the factors that caused the difficulty in writing skills

e. Do you know English Grammar?



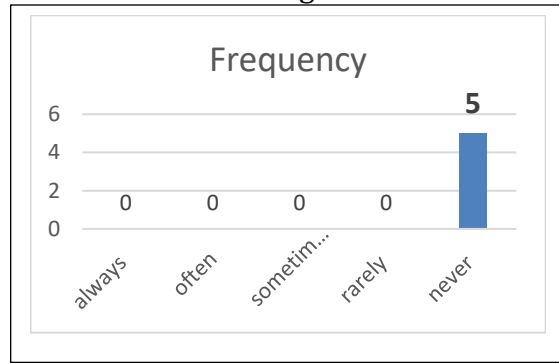
In English Grammar based on the study through the graphic presented as 10 students or 66, 7% have plural and singular nouns, 2 students, or 13, 3% have 2 conditional types: Zero, I, II, III, 2 students have Reading English text every day, and 1 student or 6,7 have The Modal Verbs.

N U.	Number of Respondents															Total	M a x	%	Ave r a g e
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1				
<b>1. Pre- Writing</b>																			
1	3	3	2	3	5	3	5	2	3	2	4	4	3	3	3	48	75	64	60.5
<b>3. Revision</b>																			
2	5	7	2	2	5	5	5	5	5	2	2	7	2	5	5	50	75	78.7	
<b>2. Process of Writing</b>																			
1. Pre-writing																			
Table of Distribution																			
Nu	Interval	Category	Frequency	1	2	1	2	4	3	36	75	48	60.5						
1	20<skor≤25	always	0																
2	15<skor≤20	often	0																
3	10<skor≤15	sometimes	0	2	1	2	2	4	3	45	75	60							
4	5<skor≤10	rarely	0	3	4	1	3	5	5	52	75	69.3							
5	≤5	never	5	2	3	1	2	4	4	49	75	65.3	61.9						
9	4	3	3	3	5	3	5	5	5	45	75	60							

Table 3: The types of students' Difficulties in writing skill

The *process of writing* by students is 61.9 which is classified as Average Level.

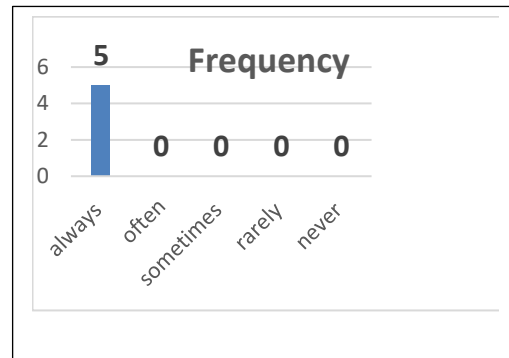
Nu	Interval	Category	Frequency
1	20<skor≤ 25	always	0
2	15<skor≤ 20	often	0
3	10<skor≤ 15	sometimes	0
4	5<skor≤ 10	rarely	0
5	≤ 5	never	5



The process of writing indicates that the students never use their independent thinking in writing is very limited but using punctuation properly; however, they also never organize their ideas to write a paragraph. In addition, they often use appropriate vocabulary and word forms to write sentence structures and they rarely do accurate paraphrases of information that they have read.

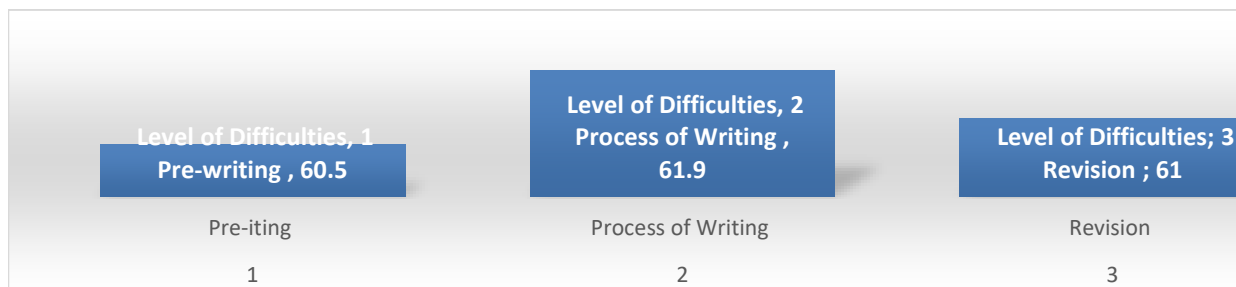
The revision of writing by students above is 58.7 which is classified at **AVERAGE LEVEL**.

Nu	Interval	Category	Frequency
1	20<skor≤ 25	always	5
2	15<skor≤ 20	often	0
3	10<skor≤ 15	sometimes	0
4	5<skor≤ 10	rarely	0
5	≤ 5	never	0



This means the students always revise and edit their writing to improve the wording, grammar, punctuation, and spelling. They sometimes summarize the text after the reading and write a good conclusion.

Table 4 presents the level of difficulty that is being faced by the students in grade eleven at Escols de Hospitalidade e Turismo Becora Dili in the school year 2023.



It is to conclude that the level of students' difficulties in writing skills integrated using punctuation marks by the grade eleventh Escola de Hospitalidade e Turismo Becora Dili in the school year 2023 was as the following level of difficulties.

- 1) The starting writing or pre-writing is 60.5 and the level of difficulty is high
- 2) The process of writing is 61.9 which means a high level of difficulty.

After the writing, the students revise, and edit is 58.7 which means a high level of difficulty as well.

## **Discussion**

- 1) Table 1 presents the total score of the writing test Integrated Punctuation Marks by the grade eleven students of the Escola de Hospitalidade e Turismo, Becora-Dili was 115.4 which is divided into 15 students 7.7 which is classified at GOOD.
- 2) Table 2 presents the distribution calculates the ability to write skills by 15 students of Grade Eleven at Escola de Hospitalidade e Turismo Becora-Dili were 10 students or 66.7% at Good Level, 4 students or 26.7% at Fairly Good and 1 student or 6.6% at Average Level.
- 3) Table 3 General English knowledge
  - a) The graphic shows the factor of Vocabulary based on the study that 12 students or 80% have only 100 vocabulary 1 or 6.7% of students have 500 words but none of them have 600 words above. So, students have a lack of vocabulary because most of them only know 100 vocabularies. This is why there were some repetitions or redundancy sentences in writing. It is indicated that they have difficulties in memorizing the vocabulary.
  - b) The graphic shows the students' ability to use English tenses based on the study 9 students or 60% understand 3 tenses, 4 students, or 26, 7% understand 5 tenses, 1 student, or 6,7% understand 7 tenses and 1 student, or 6,7% understand 9 tenses.
  - c) The graphic presented such as 7 students or 46, 7% use Google translation, 4 students or 26,7% use English to English Dictionary, 3 students, or 20% use a Bilingual Dictionary and 1 student does not choose any Dictionary.

- d) The graphic presents the Irregular and Regular verbs based on the stud; 13 students or 86, 7% have 100 verbs, and 2 students, or 13,3% have 200 verbs. It can be considered that most of the students still have lack verbs because they only 100 verbs.
- e) The graphic shows the English Grammar such as 10 students or 66, 7% have plural and singular nouns, 2 students, or 13, 3% have 2 conditional types: Zero, I, II, III, 2 students have Reading English text every day, and 1 student or 6, 7 have The Modal Verbs. It can be interpreted that most of the students were unable to use plural nouns.
- 4) Table 4.2.4 presents the questionnaires that relate to the types of Difficulties in students' pre-writing, process of writing, and revision.
- 5) Graphic 4.2.4.1 presents the 5 questions related to pre-writing that the students rarely memorize the vocabulary and never brainstorm to gather ideas before writing. So, it is the factor that makes the student's ability very difficult in writing and how to start writing to develop the topic in sentences. And they know how to paraphrase information that they have read. So, these are the types of difficulties in writing skills.
- 6) Graphic 4.2.4.2 shows the 5 questionnaires related to the process of writing that the students never use their independent thinking in writing and organize their ideas to write a paragraph.
- 7) Graphic 4.2.4.3 manifests the 5 questions related to the revision of writing. The students always revise and edit their writing to improve the wording, grammar, punctuation, and spelling after the reading and write a good conclusion.
- 8) Table 4.2.5 presents the level of difficulty that is being faced by the students in grade eleven at Escola de Hospitalidade e Turismo Becora Dili in the school year 2023.
- a) The level of difficulties in pre-writing is 60.5
- b) The level of difficulty in the process of writing is 61.9
- c) The level of difficulties in revision is 58.7

## CONCLUSIONS

The result of data analysis and discussion from a set of writing tests, 5 numbers of general English with 15 questionnaires by the 15 Students of Grade eleven at the Escola de Hospitalidade e Turismo Becora-Dili in the school year 2023 could describe the difficulties and factors; The students were able to develop their ideas in writing with a level of ability is 7.7 which is classified as a GOOD Level. The factors that caused the difficulty in writing were vocabulary and grammar were very limited because lack of interest learning in English. The five graphics 4.1.3 show that out of the 15 students, 12 of them, or 80% memorized 100 words, 2, or 13% students had 200 words and 1 student, or 7% had 500 vocabularies and none of them memorized 500 above and lack of understanding of tenses. It looks quite difficult to write skills because very limited vocabulary and incorrect grammar structure produce repetition or redundancy sentences. For the Irregular and Regular verbs based on the study 13 students or 86, 7% have 100 verbs, and 2 students or 13,3% have 200 verbs, none of them know 300 verbs above. It is one of the factors that caused the difficulty in writing skills.

Based on the conclusion, the findings suggest that English teachers must teach English vocabulary through any helpful strategy so that learning does not make students boring but makes fun and joyful activities to increase students' interest in English language learning. English grammar must be assigned to students to do homework routinely exercise in front of the class and check it again students' understanding in every meeting in the class. The students must be assigned to memorize the vocabulary and regular and irregular verbs. Aside from that, the teacher must be hardworking and diligent in interacting with the students in English to motivate the students active in learning. Students must also be taught the way how to use every punctuation mark in the proper position in sentence and short paragraph writing.

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