



INVESTIGATING THE ESSAY WRITING CHALLENGES EXPERIENCED BY STUDENTS AT BINA SARANA INFORMATIKA UNIVERSITY

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Abstract

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The study of writing has become an essential contributor to language learning research. Over the years, the existence of writing has led students to gain competence in learning a language. Throughout the process, students might have problems and experience errors that hinder them from producing the written product, especially an essay. Therefore, this study aims to critically identify and evaluate the students' problems in writing essays, especially at Bina Sarana Informatika University. The research was conducted using a close-ended questionnaire with 37 questions regarding essay writing problems. Four significant problems: plagiarism, grammatical errors, lexical difficulties, and lack of planning became the focus of this study. Moreover, a lack of confidence also became one of the problems in writing an essay. The finding of this research was that students agreed that lexical difficulties become the most common problem while writing an essay, with an average of 2,92. Interestingly, with an average of 2,3, the least common problem was a grammatical error. By seeing the results from 21 respondents, it was evident that the main thing that hinders students' performance in writing an essay was the difficulty in using the appropriate words and dictions based on context.

Keywords: Writing; Writing Skills; Essay Writing; Problems in Essay Writing

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INTRODUCTION

Writing is now a crucial component of the field of language acquisition. Students have become more proficient at learning a language both internally and outwardly as a result of writing over time. A lot of academics have tried to describe the functions of writing as a suitable learning instrument in order to support the aforementioned claim. Writing helps students express their individuality and promotes communication, according to (Klimova, 2015). The fact that this may bridge the language transmission from pupils to their environment so that the message and idea can be effectively presented supports it. They first practice organizing and efficiently expressing their thoughts via their work before receiving criticism. Additionally, Ratnasari (2020) pointed out that writing abilities are useful since they develop by integrating what has been heard, spoken about, read, and then communicated in writing. Students' abilities to talk and listen may be stimulated via writing, which helps deepen their comprehension of language acquisition. Since all of their linguistic abilities are being used, they also become more productive.

An essay is a written piece that serves as one of the primary mediums for language acquisition. The ability of students to use linguistic components is notably improving. This claim is supported by a few scraps of evidence that highlight the significance of this topic. Hossain (2015) highlighted in prior research that writing successfully reinforces what kids have previously been learning. It implies that the writing process would help pupils' capacity to take in, analyze, and apply information. Additionally, writing improves language development at all levels, including grammar, vocabulary, phonology, and discourse, according to (Klimova, 2015). This claim is reinforced by the fact that students are free to express their thoughts using a wide variety of words and phrases. Their ability to identify and grasp certain writing principles becomes easier as kids become more accustomed to writing. Students may face problems and mistakes during the process that prevent them from completing written works. Language structure or other outside elements are both relevant. A lot of study has been done on the issue of essay writing. The most common grammatical faults in students' English-language essays, according to Febriyanti & Sundari (2016), are subject and verb agreement and verb tense and form. According to the second study, tenses and subject-verb agreement are the two main grammatical mistakes that students make when writing essays, according to Ariyanti & Fitriana (2017). Surprisingly, both teams have previously brought up the identical concept of grammatical mistakes in writing. Their analysis demonstrates that some students still need to work on correctly positioning words based on grammatical theory.

According to the explanation above, writing—and particularly writing essays—has developed into a crucial component of language learning. Unfortunately, no thorough analysis has brought attention to the difficulties college students have with essay writing. It's possible that none of the earlier research are consistent with the target audience's most recent state. In addition, various elements should be included in light of the fifth-semester English Department students at Bina Sarana Informatika University. Therefore, the purpose of this article is to critically assess the issues that students, particularly those at Bina Sarana Informatika University, have with writing essays. The distinctive methodology of this study is evident in its use of questionnaires to identify them. The questions in this study will focus on what reasons hinder their performance in writing essays. After all, by knowing the obstacles in writing essays, students are expected to evaluate their work and grow their competence step by step. Also, the learning process in the writing class will be done effectively.

Writing is the activity of recording language on a piece of paper or any other area to express the idea and message from the writer, including the usage of vocabulary and structure of language (Anjayani & Suprpto, 2016). The researchers highlighted that writing is created by a particular set of symbols and letters to represent the wordings of a particular language. Brown & Lee (2015) mentioned that writing is a thinking process. The reason is that this activity includes inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Linse & Nunan, 2005). In line with this, writing has the purpose of continually transmitting the expression or information of original ideas in the new language.

Writing is a component of productive skills in language acquisition, in which pupils must write words on their own (Harmer, 2007). It indicates that having good writing skills will considerably boost their communication competency when studying the language. Furthermore, according to Harmer (2004), writing helps pupils to focus on good language use. It is because the process emphasizes various language components, including lexical, phonological, semantic, pragmatic, and grammatical (Anjayani & Suprpto, 2016). Before beginning to write, pupils must understand the phases of writing. Many studies have sought to define the steps that unquestionably assist pupils in their

writing process. According to Fernandez et al. (2020), the phase model is an excellent method to envision a successful writing technique.

The model is divided into eight stages, the first of which is 1) Prewriting. Before beginning to write the first draft of a paper, the writer must complete the prewriting step. This stage is critical for the generation of ideas, strategies, and information. The writer should follow the processes in prewriting, beginning with a conversation, outlining, freewriting, and journaling, and ending with talk-write (Williams et al., 2018). During the conversation, the writer takes notes on some questions about the topic and then creates an outline to develop the ideas from broad to detailed. Following that, freewriting is anticipated to drive authors to decide on their problems, such as audience, goals, and topic-related organization or structure (Abas & Aziz, 2016). Journals serve as authors' diaries along the process, allowing them to track their writing performance. All evaluation sources' opinions and evaluations will be documented and used to link the concepts. After completing the preceding phases, the writer is capable of developing a conceptual writing strategy and delivering their thoughts vocally.

First is Make a plan. In this step, the writer must support their claim by stating their point of view on writing, the objective of the article, and the link between information. In general, a few essential questions, such as Who is the audience?, might help with practical preparation. Is the writer's audience an insider or an outsider? What is the aim of this paper? Which organization is best suited? What writing norms will the text follow? (Williams et al., 2018). All of these questions are helpful in determining our writing aims and directions.

Next is drafting. Drafting is the first stage in creating words as a result of developing prior thoughts. People frequently believe that their draft should be faultless, so they are too preoccupied with sentence form and punctuation rather than focusing on the concepts. Drafting is still in outline form and might be better structured. Then, Pausing. According to Williams et al., (2018), stopping is the ideal approach for authors to expand their cognitive ability when writing. In subsequent research, he discovered that a competent writer frequently pauses to consider the intricacies of their issue.

Next is Reading. According to Farahzad & Emam (2010), excellent reading is the key to become a good writer since the two talents are interconnected. Reading, as a continuation of pausing, allows the writer to think on what they have written and how well it fits with the goal. In other words, this phase serves as a reminder to the writer to keep on course. Then, Editing. After completing their initial draft, the writer might rewrite their work by removing confusing lines or paragraphs. Revising seeks to increase reader convenience by reorganizing phrases or paragraphs.

After that is Editing. The editing procedure is mainly focused on the sentence-level issue in order to give the work a professional appearance. The sentence level is determined by how clauses are integrated or related to one another (Derewianka, 2011). Grammar, substance, and punctuation are all included. As a result, the writer concentrates on punctuation placement, sentence length, spelling, subjects, predicates of agreement, and style. And last is Publication.that refers to the process of making the completed document openly available. The written material is meant to be read by the target audience.

Writing is a complex process because it involves various components that become mandatory for writers to follow. Reid (1993) stated that good writing should have several characteristics, including 1) Unity, Reid (1993) stated that text unity refers to sentence relevancy in a paragraph. It means that all of the sentences must be interrelated with one another while discussing the main idea. The supporting sentences must support the topic sentence. If there is a sentence that contradicts the topic sentence, it indicates a lack of textual unity (Fajri, 2020). 2) Cohesion and Coherence, In limited terms, cohesion is

related to specific words and phrases, including pronouns, transitions, and repetitions of the keywords and phrases that connect the prose and direct readers. Therefore, using various lexical and grammatical relationships between words is essential to achieve coherence. Meanwhile, he asserted that coherence is the underlying form of organizational structure which unifies words and sentences. Based on the previous statement, a paragraph can reach a high level of coherency if the movement from one sentence to another is logical and smooth. 3) Paragraphing, Reid mentioned that paragraphing is related to the text's organizational structure, regularity, and appropriateness at the beginning of the paragraph. It means that the relation of the paragraph must be clear and consistent in developing ideas by prioritizing unity, cohesion, and coherency. 4) Grammar, Grammar is one of the basic language skills in writing that emphasizes tenses, subject- predicate agreement, and active-passive voice. The writer must implement the correct grammar, so it does not cause problems in reading. 5) Spelling, In terms of spelling, mentioned that this is related to the word's accuracy in the text. As the reason to make the text clear and readable for readers, the writer must use correct spelling in all words based on Standard English. 6) Punctuation, Rao (2017) stated that punctuation in written text guides the readers to understand the sentence's meaning which hinders them from confusion. He highlighted that punctuation is used to clarify the meaning of sentences. Besides, punctuation is also a tool to clarify the meaning by emphasizing stress, intonation, pauses, and rhythm.

Anderson & Poole (2001) defines an essay as a short formal piece of writing dealing with a single topic. Through writing an essay, students' understanding of a particular topic increase, and it helps them in the language-learning process (Yulianawati & Anggrarini, 2022). It is supported by the fact that this activity pushes students to clarify, sort out ideas and information, analyze source material, and exercise critical judgment. Additionally, the essay develops their writing skills in structuring an argument, also the capacity to write logically, coherently, and persuasively.

Mali (2014), in contrast to Yulianawati & Anggrarini (2022), said that an essay consists of basic arranged paragraphs. Each paragraph develops one key topic that must still be connected to the previous one. Moreover, Eunson (2012) defines essays as works on a given topic that comprise a combination of information and opinion based on logical sequences and acceptable expression tactics. It is demonstrated by the writer providing their points in connection to the previous in-depth study. They can create their idea based on how deep their comprehension is Essay Structure.

Langan (2007) found that an essay contains three primary components, including 1) an introduction paragraph. The first paragraph explains the topic of the essay to the audience. It serves as a hook to pique the reader's attention by explaining the issue in basic terms. A thesis statement must be clearly provided here, stating the essay's core ideas, which will be developed point by point throughout the body paragraphs. 2) The main paragraph. The body paragraph is made up of several paragraphs, each containing a major sentence and one primary theme. There must be supporting statements in the shape of particular facts, observations, figures, and quotations to explain the thesis statement. 3) Write a conclusion paragraph. The concluding paragraph follows the conclusion of the essay. It recaps or restates the important arguments made before. The conclusion should be concise so that the readers understand what the authors believe.

According to David (2019), students confront various challenges when writing an essay. Plagiarism is the first. It is forbidden in essays to duplicate another writer's concept or work and offer it in our article. Plagiarism can occur owing to a variety of causes, according to this statement. The causes are challenges in generating and developing ideas, confusion in properly assembling quotations into sentences, forgetting to name the author when quoting, and trouble paraphrasing ideas obtained from the article (Khadijah, 2020).

It indicates that students' knowledge of a certain area must still be qualified, therefore indiscriminately duplicating other writers' work is their only option. In order to resolve this issue.

The following category is grammatical mistake. An error is defined by Khan & Khan (2016) as defective or inadequate acquisition of language item usage in relation to native speaker proficiency. Furthermore, a mistake is a systematic divergence caused by the student constantly getting things incorrect or having never studied before. They indicated in the same study that proofreading might prevent grammatical mistakes. Khan & Khan (2016) noted various grammatical features that students should be aware of, including as:

- a. Verb Form and Tense. According to Febriyanti & Sundari (2016), grammatical mistake construction in terms of verb tense happens when there are no equivalences between the usage of simple present tense and simple past tense. It signifies that the verbs selected are frequently inappropriate for the tense.
- b. Agreement between the subject and the verb. In this case, poor subject and verb arrangement results in unbalanced sentences. Students frequently inadvertently place the singular verb after the plural subject and the plural verb before the singular verb.
- c. The order of the words. When there is a mismatch between the sentence elements (Subject, Predicate, and Complement) order or one of the elements is absent, the use of the incorrect word order happens.
- d. Adverbs and prepositions. Prepositional mistakes can occur as a result of an incompatible link between two words. When pupils are unfamiliar with the preposition rules, it might be difficult to insert the right preposition.
- e. Articles. According to Febriyanti & Sundari (2016), flaws in the article can be detected in the incorrect choice of articles for nouns. Students were frequently uneasy while connecting the articles "a," "an," and "the" with specific nouns, according to the study Auxiliaries. While using auxiliaries, Agustin (2018) mentioned that students often misorder the placement by putting auxiliary after relative pronoun, using the wrong option of auxiliary, unneeded omission, and addition of auxiliary.
- f. Spellings. The most common spelling errors is because of typographical mistakes, which unconsciously happen. Other than that, students often have no idea how the words should be written. Therefore, they write it in their native language (Febriyanti & Sundari, 2016).
- g. Pronoun. Pronoun errors occur when the pronoun does not refer appropriately to the main subject. This can be happened due to a lack of thoroughness in writing.
- h. Passive Voice. Students often use the improper form of a verb after changing to passive voice. The verb is still on verb one when it should be changed according to the tense.
- i. Run-on sentence. (Strauss & Levin, 1976) stated that a run-on sentence discusses the improper connection of two or more independent clauses. On this matter, students tend to link the sentences without using punctuation (e.g., semicolon or period) and conjunction. It might lead the readers into confusion.

Lexical issues are common in essay writing after grammatical faults. Lexical issues are connected to the writer's difficulty in selecting appropriate words or diction (Fajri, 2020). The words selected are frequently less exact, which may impact the sentence structure. Furthermore, it does not rule out the possibility that the writer has difficulty coordinating sentences. As a result, the coherency between paragraphs will be violated. As a result, the writer should read additional sources in order to expand their vocabulary.

The next issue is a lack of planning. Unorganized thoughts result from a lack of forethought, thus the writer must back up their claim by identifying their perspective on

writing, the purpose of the text, and the relationship between information in the first. As previously said, one of the most important steps of preparing an essay is prewriting. Nonetheless, some students usually neglect this phase, despite the fact that brainstorming ideas and creating an outline are critical. If this occurs on a regular basis, writer's block may develop. Furthermore, they prefer to avoid turning thoughts into phrases through writing. As a result, their ideas become confused, resulting in chaotic paragraphs.

Last but not least is a lack of self-assurance. According to Cheng (2007), students frequently lack the confidence to exhibit their work and serve as peer editors for their friends' writings. It is demonstrated by the fact that they are either unwilling to hear input and subsequently revise their ideas or believe that their ideas are inferior to those of their peers.

METHODS

There are already several approaches for identifying pupils' issues with essay writing. The most popular approach, according to past research, is qualitative research. According to Fossey et al. (2002), the qualitative research purpose tackles issues about human experience and how people interpret the significance of their lives. As a result, the methodology of this study will center on responding, characterizing, and clarifying concerns about students' difficulties composing essays. Descriptive analysis was used to address the study question.

The research instrument is critical in describing questions. According to Yin (2015), research instruments are tools for researchers that play an important role in gathering data for analysis. S et al. (2013) identified four types of closed-ended questions: binary, ranking, multiple choice, and checklists. Based on his statement, the researcher employs a closed-ended questionnaire with multiple-choice answers. The questionnaire statements were based on earlier research on the most prevalent essay-writing challenges encountered by pupils. After conducting extensive study utilizing many papers, the researcher determined that there are five concerns that students encounter while writing essays: plagiarism, grammatical mistakes, lexical difficulties, a lack of preparation, and a lack of confidence (Cheng, 2007).

When utilizing this form of questionnaire, replies are limited to the options offered on a Likert-style scale. According to Vagias (2006), the Likert-type scale provides certain statements on which respondents might score their replies to evaluative questions. There is a four-point scale of agreement on the questionnaire, namely strongly agree, agree, disagree, and strongly disagree. The researcher does not select the "Neutral" option to avoid neutrality in answering the questions, which leads to trouble classifying. Personal data, Essay-writing issue 1 (Plagiarism), Essay-writing issue 2 (Grammatical mistakes), Essay-writing issue 3 (Lexical difficulties), Essay-writing subject 4 (Lack of Planning), and Essay-writing issue 5 were the six sections of the questionnaire (Lack of Confidence).

This study comprises 21 students from the English Department of Bunda Mulia University in their fifth semester. The first reason the researcher chose them as respondents is because this study intends to critically identify and assess students' concerns with essay writing, particularly among fifth-semester English Department students at Bina Sarana Informatika University. Furthermore, the purpose of this study is to improve students' writing skills so that the learning process may be carried out properly. According to my observations, no extensive study has been conducted on this issue based on the current state of the target audience. As a result, the researcher wishes

to deliver the facts as properly as possible by communicating directly with the respondents.

The researcher distributes questionnaires in Google form to English Language and Culture students during Academic Writing class in order to collect data. The connection is accessible via WhatsApp and LINE, both in group and private conversation. Following the collection of all data, the following stage is to assemble and confirm the completeness of the questionnaires from students. The researcher then categorizes each student's response and arranges students' challenges in writing essays from most common to least common. Finally, the results will be discussed using a descriptive analysis approach to determine which group should receive more emphasis while writing an essay.

RESULTS & DISCUSSION

Results

To answer the research question, the researcher delivered the questionnaire to 21 fifth-semester students from Bina Sarana Informatika University's English Department. The material focused on the five types of issues that impede students' success while writing an essay: plagiarism, grammatical errors, lexical difficulties, lack of preparation, and lack of confidence. All responders have the option of selecting one of four Likert scale options, each with a range of scores as follows: Strongly Agree receives 3–4 points, Agree receives 2–3 points, Disagree receives 1–2 points, and Strongly Disagree receives 0–1 point. The outcomes of the aforementioned study question are clearly illustrated in the figures below.

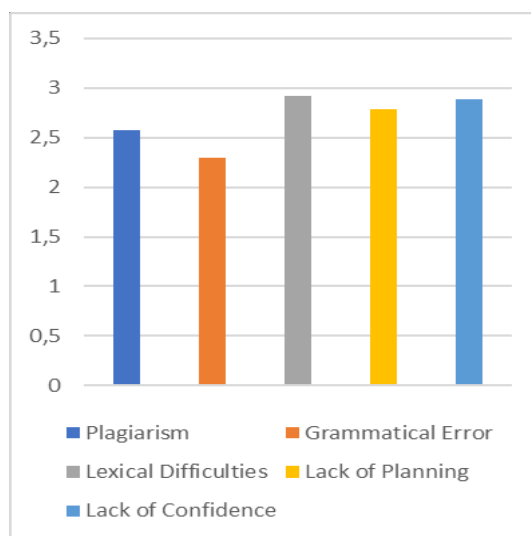


Figure 1.
Students' Problem in Writing an Essay

As shown in Figure 1, all respondents agreed that they frequently encounter the five obstacles when writing an essay. It is backed by the fact that these groups have a 2 to 3 average. With an average of 2,92, the results show that lexical issues are the most prevalent obstacle in writing an essay. Following that comes a lack of confidence, a lack of forethought, and plagiarism. Interestingly, grammatical faults are the least common difficulty encountered by pupils, with an average of 2.3

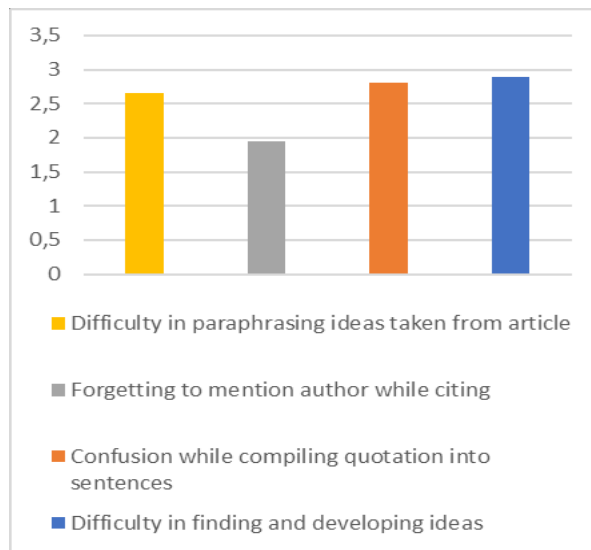


Figure 2.
 Students' Problem with Plagiarism

Figure 2 illustrates that respondents agreed they had encountered various plagiarism issues. Most students, with an average score of 2,9, agreed that finding and developing ideas is difficult. Some respondents, with an average of 2,8, are likewise perplexed when putting quotes together into phrases. They agreed to deal with this issue. Furthermore, the other students, with an average of 2,6, agreed that paraphrasing concepts from articles is difficult. Respondents with an average of 1,9, on the other hand, tend to disagree that they forget to name the author when quoting.

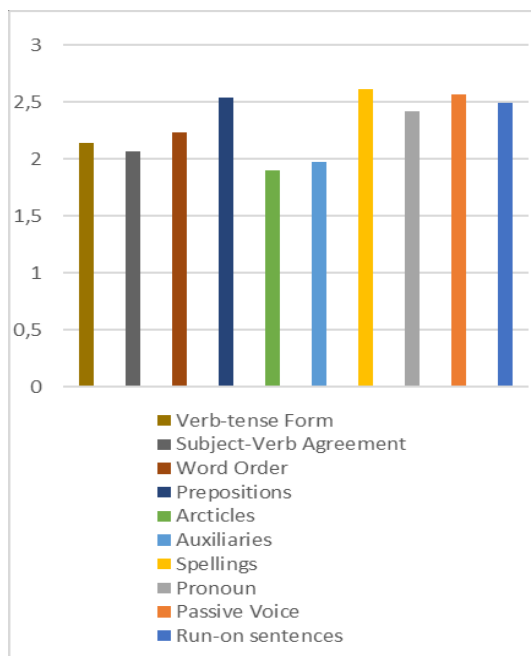


Figure 3.
 Students' Problems in Grammatical Errors

As seen in Figure 3, spelling is the most common grammatical problem encountered by respondents. With an average of 2,61, students felt that this issue frequently impairs their effectiveness while writing an essay. The majority of students, with an average of 2,57, agreed that passive voice is the second most common difficulty they frequently encounter. Preposition, run-on phrase, pronoun, word order, verb-tense form, and subject-verb agreement follow. Auxiliaries, with an average of 1,97, and articles, with an average of 1,9, make the fewest mistakes. The pupils all agreed that they struggled in each of these areas.

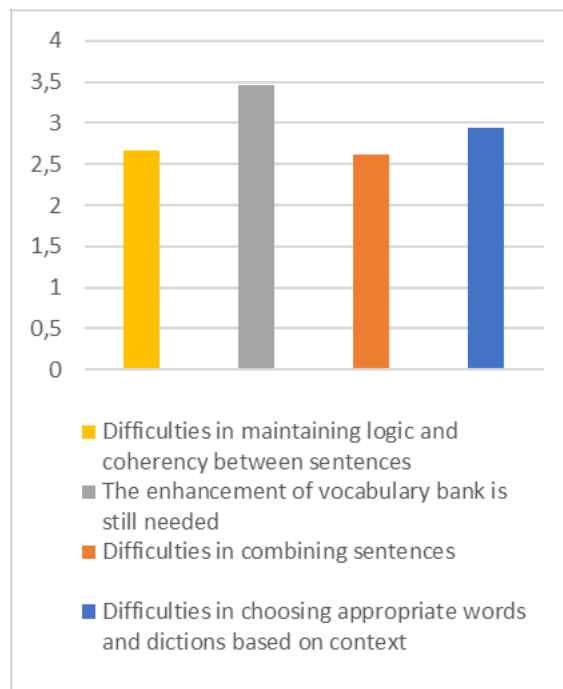


Figure 4.
Students' Problem in Lexical Difficulties

Figure 4 depicts the outcome of the issues in terms of lexical difficulty. With an average of 3,47, almost all respondents strongly agreed that expanding their vocabulary bank is still necessary. When it comes to challenges in selecting acceptable words and dictions based on context, most students, with an average of 2,9, agree that they have encountered this issue. Furthermore, pupils, on average, believed that preserving logic and coherency across sentences is challenging. Following that, several of the students with an average of 2,6 agreed that they have difficulty combining sentences.

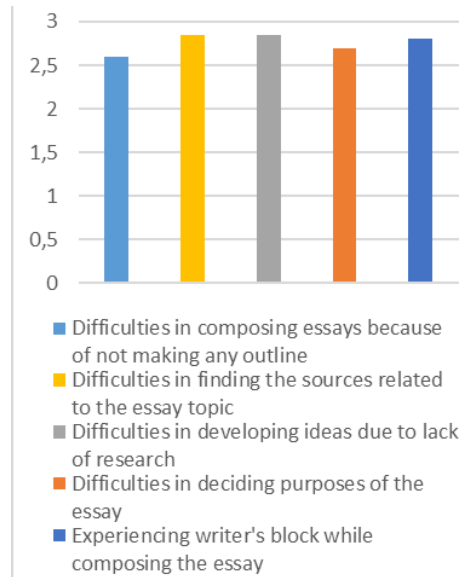


Figure 5.
Students' Problem regarding Lack of Planning

Figure 5 shows that students with an average of 2,85 agreed that they had difficulty identifying materials relevant to the essay topic and formulating ideas owing to a lack of investigation. Furthermore, several students, with an average of 2,8, agreed that they frequently experience writer's block when writing the essay. Next, with an average of 2,7, students are having difficulties determining the aim of the essay. Furthermore, several students with an average of 2,6 stated that they are having difficulty writing essays since they do not make any outlines.

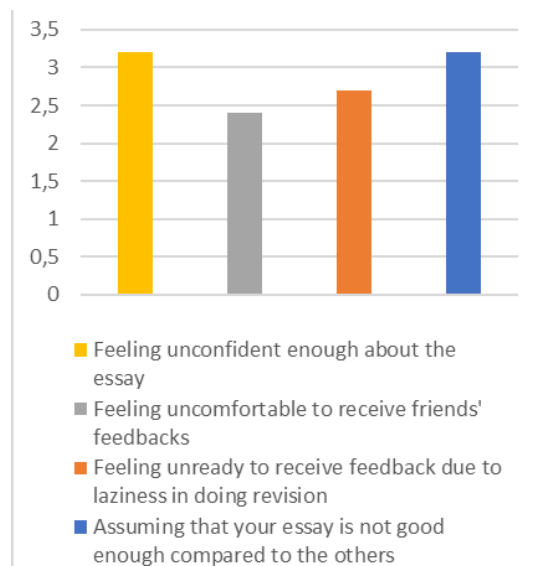


Figure 6.
Students' Problem regarding Lack of Confidence

As shown in Figure 6, the majority of the students with an average of 3,2 strongly felt that their essay was inadequate in comparison to the others. According to the results, some students with an average of 3,1 strongly agreed that they felt unconfident about

their essays. Some pupils, with an average score of 2,7, agreed that they are uncomfortable accepting comments from peers. Furthermore, with an average score of 2,4, students acknowledged that they are unprepared to handle comments owing to procrastination in revision.

Discussion

After analyzing data on the findings, it is necessary to discuss the result of the research. Accordingly, this part will cover six main sections. They are students' problems in writing an essay, plagiarism, grammatical error, lexical difficulties, lack of planning, and lack of confidence. Each part would clarify what problems hinder students in writing an essay in correlation with the data provided and theories from previous related studies.

1. Students' Problems in Writing an Essay

According to Bina Sarana Informatika University students' comments, the majority of respondents have had lexical issues more than the other categories. It demonstrates that they do not meet one of the characteristics of good writing, which is cohesion and coherence. The author of an essay must maintain the logic and flow from one phrase to the next by choosing appropriate word selections. Furthermore, this conclusion contradicts the previous study, which claimed that an essay should help students enhance their writing abilities so that they can write rationally and coherently (Yulianawati & Anggrarini, 2022). The above remarks suggest that pupils' ability to maintain a solid sentence link by selecting appropriate words has to be improved. Grammatical mistakes are the least common difficulty encountered by pupils in the following. It suggests that practically all responders understand good language. This conclusion is consistent with one of the earlier research, which stated that grammatical quality is crucial to content clearance and readability (Reid, 1993)

2. Students' Problem with Plagiarism

In terms of plagiarism, the majority of responders are having difficulty discovering and developing ideas. This conclusion was consistent with Khadijah (2020), who said that around 25 of 32 students agreed that they frequently face this challenge. Other obstacles in preparing an essay include getting confused while assembling quotations into sentences and having difficulty summarizing concepts acquired from articles. These issues are related to the fact that the student's understanding on a specific field is still insufficient, hence copying other writers' work is their only option (Khadijah, 2020). Students, on the other hand, frequently argue that they neglect to mention the author. In fact, this conclusion is consistent with Smith & Wilhelm (2010) remarks that it is illegal to steal ideas from other writers and publish them in an article without attributing them.

3. Students' Problems in Grammatical Errors

Respondents agreed that spelling is the most problematic of the 10 grammatical faults mentioned. They frequently make unintentional typos when writing an essay. This outcome contradicts the previous study's conclusion that successful writing must be straightforward and readable for readers while maintaining high word correctness (Reid, 1993). Aside from spelling, students felt that the next significant difficulty in essay writing is passive voice. It's backed by the fact that they frequently employ the incorrect form of a verb. This conclusion is consistent with the earlier work by Febriyanti & Sundari (2016). They discovered that the verb remains on the verb one when it should be altered based on the tense.

Prepositions come in third place. Because of their unfamiliarity with the rules, students commonly become confused while using the prepositions of place and time. As a result of the incompatibility of one word with another, mistakes might be detected. Following prepositions, the fourth issue is a run-on phrase. Some pupils have difficulty combining sentences with suitable conjunctions and punctuation. This conclusion is consistent with Strauss & Levin (1976) observation that a run-on phrase can occur when two or more independent clauses have an incorrect relationship owing to punctuation and conjunction invalidity. In fifth place, pronouns are a very prevalent error when writing an essay. According to the findings, half of the respondents had difficulty accurately using the pronoun. It signifies that the pronoun does not correctly correspond to the main topic. According to this finding, Febriyanti & Sundari (2016) found that pronoun mistakes arise when the main topic is inconsistent with the linked pronoun. The sixth mistake is word order, in which students struggle to organize words based on terms. The sixth fault is incorrect verb-tense form. Respondents are having difficulty mentioning verbs based on tenses, according to the replies. It is reinforced by data that the verbs used are frequently inappropriate for the tense employed. Furthermore, just a few respondents reported issues with subject-verb agreement. It is difficult for them to agree on subjects and verbs in both singular and plural versions. It is consistent with the findings of Febriyanti & Sundari (2016), who discovered that students frequently subconsciously mistake single verbs after plural subjects and vice versa.

Auxiliaries had the lowest mistake rate since practically all respondents disputed that they encountered this challenge when writing an essay. In fact, the findings of this study contradict prior research by Agustin and Faculty (2018), who found that practically all respondents frequently select the incorrect auxiliary option, performing unnecessary omission and addition auxiliary. Finally, articles have the fewest mistakes reported by respondents. It indicates that the vast majority of pupils understand how to link articles (such as "a," "an," and "the") with specific nouns. This finding is consistent with the findings of Febriyanti & Sundari (2016), who discovered that articles have the lowest rate of grammatical mistake.

4. Students' Problem in Lexical Difficulties

In terms of lexical challenges, the majority of respondents believed that their vocabulary bank still needs to be improved. Consistent with past study, having a broad vocabulary knowledge aids the coherence of the essay (Reid, 1993). The reasoning is that the writer will be able to discover the proper words or phrases connected to the issue more easily. As previously said, they are eager to expand their vocabulary since they are having difficulty selecting acceptable words and dictions depending on context. According to Fajri's (2020) earlier study, the chosen words are frequently less accurate, which may impact the sentence structure. Another issue was keeping logic and coherence while mixing phrases.

5. Students' Problems regarding Lack of Planning

According to the findings, the respondents agreed that they have problems finding sources and developing ideas due to a lack of research. This result indicates that students do not follow one of the phase models of an effective writing procedure, namely prewriting. Therefore, it is contrary to (Williams et al., 2018), who found that effective writing can be achieved if the writer generates ideas through discussions and outlining. He stated that they require to note down some questions related to the topic and then make the outline to develop ideas from general to specific ones. Regarding this matter, no wonder why they are experiencing writer's block because of the

unavailability of essential information since they are not making any outlines. Moreover, some students have a problem deciding the purpose of their essays. Similar to those mentioned earlier, this result does not agree with (Williams et al., 2018), who stated that planning is one of the crucial steps to clarifying the aim and goals of the text. It suggests that certain pupils are still lacking in the characteristics of effective writing, particularly unity. As a result, this conclusion differs with (Reid, 1993) finding that all sentences must be related to one another while presenting the core concept.

6. Students' Problem regarding Lack of Confidence

In terms of lack of confidence, most students firmly agreed that they were not confident enough in their work and tended to compare it to the work of their peers. Cheng also reported on this discovery (Cheng, 2007). He discovered that students are frequently apprehensive of their work and unwilling to serve as peer editors for their classmates' essays. As a result, receiving feedback from friends will cause discomfort. As a result, it contradicts (Williams et al., 2018), who argued that input is critical in the editing process. Furthermore, only a minority of people feel reluctant to edit their work after obtaining comments. This issue contradicts Williams et al. (2018) since revision tries to increase reader convenience by making paragraphs more well-organized than previously. Aside from that, the outcome is inconsistent with Derewianka (2011), who stated that this phase is important to pay attention to since it will provide a professional look if the writer is ready to repair some aspects of their work.

CONCLUSION

Writing essays assists pupils in their language development. However, students frequently encounter a variety of issues that impede their effectiveness when writing an essay. Following data collection and analysis, the findings revealed that, in general, students agreed that lexical issues were the most prevalent difficulty, followed by lack of confidence, lack of preparation, and plagiarism. Surprisingly, grammatical faults are the least of their problems. In terms of lexical issues, the researcher stated that students frequently struggle with selecting the appropriate words or diction based on the situation. Furthermore, students lack confidence since they are unsure about their work and compare it to that of their peers. A lack of planning can also make it harder to identify and develop ideas, therefore most students encounter writer's block during the process. The last category is grammatical mistakes, with spelling being the most prevalent fault in this area since people unconsciously mistype during the process. The passive voice is followed by a preposition, a run-on phrase, a pronoun, word order, verb-tense form, subject-verb agreement, auxiliaries, and articles. In this regard, the research seeks to identify and assess the English Department of Bina Sarana Informatika University students' difficulties in producing an essay. The most crucial conclusion is that students still need to increase their vocabulary bank to make it easier for them to locate the proper words and diction. Thus, lexical issues can be reduced, resulting in a more organized and intelligible sentence structure

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