

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this research was to describe the problems college students have with their writing proficiency in the English Education study program at IKIP PGRI Pontianak. According to the theory presented by Bulqiyah et al. (2021), the students' writing issues were divided into three categories: affective, cognitive, and linguistic. The data used in this research was collected by distributing a closed-ended questionnaire that asked students about their PROBLEMS of their writing abilities when writing for academic purposes in the setting of higher education. A total of 34 students from the current academic year's fifth semester took part in this study. These students have already taken a course related to essay writing. In this study, the majority of students (56%) received a B in the Academic Writing course. Moreover, 14 students (41%) received an A, while only one student received a D. Nonetheless, the data illustrated were resulted from the use of overall mean score that determine whether students faced the problems described in all items of the distributed questionnaire.

Compared with the other two aspects, linguistic aspect was the major cause for students in their essay writing. As a result, students in particular think that poor grammar was the root of the majority of essay writing issues followed by their lack of vocabulary knowledge, sentence structure, capitalization, punctuation, and spelling. Meanwhile, students perceived writing process (i.e., pre-writing, drafting, editing, etc.) difficult but the most challenging step was organizing their thoughts and generating ideas into essays. However, students do not perceive the affective aspect to cause major problem in their essay writing including maintaining their self-efficacy during the writing process, the work result, the feedback from teachers, and lack of writing practice on a regular basis.

B. Suggestions

Considering the problems on students' essay writing and aspects causing them this study has explored, it can be concluded that students enrolling in the fifth semester at English Education study program face various problems in their writing but their writing skills can be improved by taking into account the reasons of these problems. However, the small sample size was a limitation of this study and the researcher would like to suggest to involve more participants in the similar issue for future study so that the result can be generalized. On the other hand, at both the individual and institutional levels, there were numerous corrective actions that can be used to address these issues and challenges. This study's findings may make it more important than ever for teachers to promote their students' exposure to all four skills, with a focus on reading and writing in particular. In order to motivate students, writing competitions should be maintained, constructive criticism of students' writing should be reduced, and teachers should offer constructive comments to students. It was also recommended that these changes be made at the secondary and intermediate levels of English competence so that students have less difficulty developing their writing skills at the university level. The weakness of this research was this research figured the result only from the questionnaire. For the next research could use variety data instruments, such as test, observation check list etc.