Difficulties in Writing Recount Text Faced by Senior High School Students in Indonesia

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Writing an English for EFL learner is a difficult skill because English is a foreign language. Besides that, sometimes EFL learner is confused with organizing the idea, translating the language from Indonesia to English, follow the grammatical rule, find and write the proper vocabulary. In this research focus on the students' writing difficulties in recount text, the factors which influence the students' writing difficulties in recount text, and the way of the teacher solve the students' writing difficulties. This study investigates the writing difficulties of students in SMA Kemala Bhayangkari 3 Porong. In this study, the data served as a qualitative descriptive which took the students' exercise of recount text and interviewed the subject. The result shows that there are different difficulties for each students' ability. Internal and external factors also turned out to be one of the causes of difficulties faced by students in writing recount text. The results of interviews with teachers are known that teacher's have used metacognitive strategies as solving problems faced by students in writing skills

Keywords: Factors, Learning Strategy, Recount Text, Senior High School, Writing Difficulties

Menulis bahasa Inggris untuk pelajar EFL adalah keterampilan yang sulit karena bahasa Inggris adalah bahasa asing. Selain itu, kadang-kadang pelajar EFL bingung dengan mengatur ide, menerjemahkan bahasa dari Indonesia ke Bahasa Inggris, mengikuti aturan tata bahasa, menemukan dan menulis kosakata yang tepat. Dalam penelitian ini fokus pada kesulitan menulis siswa dalam teks recount, faktor-faktor yang mempengaruhi kesulitan menulis siswa dalam teks recount, dan cara guru menyelesaikan kesulitan menulis siswa. Penelitian ini menyelidiki kesulitan menulis siswa di SMA Kemala Bhayangkari 3 Porong. Dalam penelitian ini, data disajikan sebagai deskriptif kualitatif yang mengambil latihan siswa teks recount dan mewawancarai subjek. Hasil penelitian menunjukkan bahwa ada kesulitan yang berbeda untuk kemampuan masing-masing siswa. Faktor internal dan eksternal juga ternyata menjadi salah satu penyebab kesulitan yang dihadapi siswa dalam menulis teks recount. Hasil wawancara dengan guru diketahui bahwa guru telah menggunakan strategi metakognitif sebagai pemecahan masalah yang dihadapi oleh siswa dalam keterampilan menulis.

Keywords: faktor, Strategi Pembelajaran, Recount Text, Sekolah Menengah Atas, Kesulitan Menulis

INTRODUCTION

Learning is the process of getting new knowledge, behaviors, skills, values, or preferences. Furthermore, learning, according to Winkel (2009) is an activity that takes places in an active

interaction within the environment, resulting in changes in the management of understanding. Besides, learning explains that there is a change due to these learning activities. Learning is a way for people to get new experiences. From learning, students can develop their cognitive, emotional, the way they are thinking, and others.

Language is one way for people to communicate with each other. Besides, language is a symbol of every notion, country, an area that is suitable with the definition of language state of Wibowo (2001) . It is one of the systems that represent symbols that has meaning. It also produces a sound which arbitrary and conventionally used to communicate by a group of humans feel and thoughts. The English Language is a primary language in the world because as an international language that has to used and learned by people around the world because by learning English everything will be more comfortable.

Learning English in Indonesia has become a necessity for students. Learning English in Indonesian schools is an obligation that must be carried out as well as like learning Indonesian. Even the compiled curriculum requires students to study English for at least two hours or even twice two hours a week. However, it is only applied at the junior and senior high school level. On the elementary school or kindergarten level, English language learning limited to local content, which is not mandatory for its existence.

In the English language, two essential skills must be more apparent for students; their named are a productive skill and receptive skill. Productive ability is a skill that usually called as an active skill; it means that on this skill students have produced the product. Productive skills cannot provide a product if there is no support from receptive skills. On the English language, the skills that called with productive are speaking and writing. Reading and listening are receptive skills, usually called passive abilities. On these skills, a student does not produce anything on actively. Before students produce a product on productive skills, the student should study about receptive skills first. From the explanation before the researchers conclude that every skill should also support and related one to each other.

Writing skill in the English language is a role for students on the process to study the English language. That is support with expert's argument that form of expressing contain idea is writing, and it is on a pape Hogue (1996) . Writing can represent about language through on the visual symbols. Sometimes writing is our media to communicate with each other if people do not say on verbal, so the solution to talk with pouring our idea, opinion, and expression on written text.

Writing is an essential skill for someone who learns the English language. Because it is one of the productive skills, even from writing, someone can know how our receptive skills' knowledge is far, and ability is represented. The first is writing as a tool for communication to substitute for verbal communication. Other writing is essential for someone who works, learning, and intellectual. Then writing is someone tool to separate information, opinion, and others.

From the importance of writing skill, all of the people have to study hard on this skill, but on the fact, some people get difficulties with this skill. Writing is the most difficult skill that is master in the second language. As Indonesian people English as a foreign language that is difficult to write, because sometimes some people are confused to recognized and translate the idea from Indonesian to English Ahmed (2010) . Besides that the other difficulties because students are less of vocabulary it seems like Patel and Jain (2008) claimed that writing is the essential features when learning a language because of its support with an excellent vocabulary, spelling, and sentence pattern. Other difficulties are on grammar ability, spelling, and punctuation.

In the past decade, much research has focused on partial difficulties like the grammatical rule as recent research in some of the text type as a whole. Besides, some of the research in the past only analyzed the error or mistake of a text. It remained unclear because the small component of a document begins from sentences. In the sentence there's smaller part before arranging into the sentence, it calls parts of speech. There are not the researchers discussed it.

The difference of this research with the previous study in this research focuses on identifying the process of writing difficulties on construct sentence while there are four areas of problem in constructing a sentence. Besides every challenge have the factors which influence it, especially on construct sentence. From knowing the difficulties and the elements, it can be easy to choose how the way to solve the problems. Meanwhile, in this research focuses only on recount text, which is related to construct sentences. In short, this research will analyze and see deeper about

the difficulties of writing skill, especially in creating the sentences in recount text.

This research hope will give advantage to the students to help students more aware of the difficulties of writing, and try to find out the solution. Besides this research will help the teacher know more deeply what is the problem with writing skill, so it can make them more active, creative, and give their student new treatment on writing skill. Even it can make the teacher know the proper strategy to teach writing skill.

In this research, the researchers will analyze the difficulties. In this theory, there are four of the problem in writing to construct the sentences. Besides, in the factor of writing difficulties adopt from Muhsin (2016) , how there are two main factors in writing challenges, they are an internal and external factor. Then to solve the ethe problem, the teacher used the theory of O'Malley et al. (1987) .

TEXT

Text is a spoken or written language that is transformed into a piece of paper; it is created to catch the purpose of itself. People can create a text when speaking or write, but to know and interpret the meaning people should listen or read. There are two primary purposes pursued or inform every version has own purposes of each text; it can be influenced by the culture and the situation.

There are two models of text they are literacy text and descriptive text. Writing is one of a part lesson in the school when studying about English, especially on the Junior High School. Recount text on Senior High School is one of text that has to learn on receptive skill as reading and productive skill as writing. State that recount text is a piece of text that tell other people about something that has happened in life. The purpose of recount text to give the audience a description of what occurs and when it occurred. The function of its text as for telling condition that was happened in the past. Even a recount text also evaluate a series of what is happened in some way.

On recount text, it has its language feature; it makes the writer easier to construct the paragraph of recount text with the attention of the language feature. Anderson and Anderson (1998) state that recount text has four grammatical features, they are :

1. Proper noun to identify who involved in the text
2. Descriptive words to give details about who, what, when, where, and how
3. The use of the past tense to retell the past event
4. Words that show the order of the events (first, next, then)

The general structure of the text is the arrangement of text that should attend and must arrange adequately. Every paragraph has each generic structure. On the recount text, there are three part of the scaffold Anderson and Anderson (1998)

• Orientation

An orientation sometimes located in a first paragraph, that is talking about the background information that is shown on the 4w questions, they are what, who, where, and when.

• Events

An event is a sequence of the paragraph that retell about the series of events that happened in chronological time and must be orderly.

• Re-Orientation

Re-orientation is about the sum up of the whole paragraph, or it can be added with a personal comment if it is needed.

SENTENCE

The sentence is grammatically constructed unit of speech that expresses a meaning Anderson and Anderson (1998) . Which is where the grammar is the purpose of how the sentence itself

is formed. In arranging sentences, it is necessary to pay attention to the grammar, which is grammatical not only in the form of a noun or verb that is associated with other words.

Besides that sentence is composed of one or more clause. A clause is a word that expressed a complete thought; it has to include a verb or group of the verb. There are two types of the clause on the sentences; they are primary and subordinate clause Anderson and Anderson (1998) :

1. Principal Clause : The main clause also called an independent clause. Principle clause is a group of words that can stand on its own as a sentence and has a meaning: it has a subject, a verb, and is a complete thought.
2. Subordinate Clause: A Subordinate clause also called a dependent clause. A subordinate is a group of words that contains a subject and a verb, but the differentiation is, there is not a complete thought on the dependent clause. Because it is not a complete thought, a dependent clause cannot stand on its own as a sentence; it is dependent on being attached to an independent clause to form a sentence.

The problems in constructing a sentence

Constructing a sentence is an activity to create a sentence. There are four areas issue they are called problem in area A (incorrect use of words), the difficulty in area B (improper word patterns (syntax)), the problem in area C (grammatical errors), the problem in area D (poor punctuation). Anderson and Anderson (1998) .

1. Problem A (Incorrect use of words)

- Wrong part of speech: There are various parts of speech; they have each function suitable for the context of the sentence. The errors of the penalty will occur when the writer uses the wrong part of speech.
- Tautology and Redundancy: Tautology is there is a double word in different spelling that has some meaning in a sentence. Redundancy is a word that is not needed in a sentence.
- Superlative: In a sentence sometimes there is a comparison degree of the adjective. The writer should pay attention when using the excellent form. The problem usually occurs when the superlative form is overdone or misused.
- Malapropism : Malapropism is the sentence problem cause by confusing words that have similar sound or appearance.

2. Problem B (Inccorect word patterns (syntax))

- Ambiguity: sAmbiguity problem in the sentence occurs when there is a word that has two meaning, or the meaning is not clear.
- Too many ideas in one sentence : The sentence is a complete thought that expresses in a written; it should have a precise meaning. If there are too many thoughts are expressed in one sentence, it becomes a cluttered and incorrect sentence.
- Sentence length : A sentence can be any length-form one word too many words. The length of sentence as syntactically correct does not help to engage the audience. If the sentences that are too long can become challenging to understand.
- Verbosity : The sentence that contains unnecessary word used in an artificial way to express a simple idea suffers from verbosity. Verbosity problem will find on recount text in newspaper or exposition.

3. Problem C (Grammatical errors)

- Agreement: On the sentence the agreement problem, two main points should pay attention. They are an agreement of the verb and subject, and understanding between pronoun and its antecedent.
- Tense of verb: Every tense has a different verb that uses in proper. On the present, we should use verb 1, on past tense we should use verb 2, but in the past participle, we should use past 3. The vital thing when use tense in the text we must be consistent. It is as a various text, on recount text we should use the past tense, but on the narrative text, we should use the present tense.

- Pronoun problem : Using a proper noun in a sentence is essential. Because the wrong pronoun will influence the meaning.
- Relative pronouns: who, whom, whose, which, and that: *Who* and *who* relate to persons, but that and whose relationship to person and thing, which connect only to something. In some sentences, dependent clause acts as an adjective it is called as an adjectival clause.

4. Problem D (Poor punctuation):

- Full stops, commas, semicolons, and colons: Full stops (.) mean a long pause; it is used to indicate the end of a sentence that is a statement, but not question or exclamation. A comma (,) is a punctuation mark used to separate parts of a sentence such as clauses and phrases. A semicolon (;) is used to separate phrase or term and indicates a pause longer than a comma, but shorter than a full stop. A colon (:) is used to introduce a list of items or an explanatory statement.
- Quotations: The quotation is part of a sentence, or it is called punctuation, that is required for inserting quotation in the text. Quotations will be written by the other author.
- Direct Speech: Direct speech in a text useful when construction takes or science. On direct speech text usually used are narrative and recount. Direct speech can show by two models with double (" ") or single (' ').
- Apostrophes: Apostrophes are important punctuation in a sentence. Apostrophes are used to indicate missing letters in corrected expression. In recount text, the apostrophe can be used to approximate the sound of a person's speech.

Factors of writing difficulties

There are two main factors on writing challenges; they are from internal (inside) factors and external (outside) factors) Muhsin (2016) .

1. Internal Factor

- Lack of interest in writing students: Students are often less interested in writing activities. It is because students consider writing to be a complicated and challenging activity.
- Students have difficulty finding ideas and expressing ideas in his mind: Difficulty in expressing ideas is a common thing in writing a text even though a sentence. It is because the structure of ideas is not structured, lack of reading experience, and difficulties in developing a topic.
- Students have difficulty in translating the writing from Indonesia to English: English is a foreign language for Indonesian students, making them less accustomed to English vocabulary which they are not familiar. Also, the transformation between reading language and written language in Indonesian with English is different; it also causes students difficulty in writing English.
- Students confuse to construct the sentences in a proper : Students have not fully understood the kinds of parts of speech and their uses, which are their initial capital in composing sentences. Lack of familiarity with the use of grammar by the context also affects the student's difficulties in constructing sentences correctly.

2. External Factor

- Teacher Influence: The teacher is an important component in process learning. How the use of media in the learning process will be influenced by the teacher's perception of the nature of learning
- Student factors: Students are the unique actor they develop fit on the according to stages development. Child development is the development of all aspects of his personality, but the tempo and rhythm of the development of each child; every element is not always the same.
- Factors of facilities and infrastructure: These factors mean on the behind are all things that directly support the smooth learning process, for example, learning media, tools – tools, lessons, equipment, and so on. Whereas, infrastructure is everything something that can indirectly support the success of the process of learning

Learning Strategies

Learning strategies can be thought of as declarative knowledge that may become procedural knowledge through practice. Learning strategies are conscious and deliberate if they are in the cognitive and associative stages of learning but may not be strategic in the autonomous stage since the procedures are applied automatically and perhaps without awareness. Learning strategies are behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process. There are three types of learning strategies that use to solve the problem in language learning O'Malley et al. (1987) .

1. Metacognitive strategy: Metacognitive strategies involve knowing about learning and controlling learning through planning, monitoring and evaluating. Metacognitive strategies are generally considered to be applicable across a variety of tasks, whereas cognitive strategies may be more tailored to specific learning activities.
2. Cognitive strategy: Cognitive strategy, this type is usually known as an elaboration, in which individuals relate new information to information that has previously been stored in long-term memory, or analyze and relate meaningfully connected portions of the input. Elaborations are potent aids to recall that exert their influence through spreading activation by enabling reconstruction of the original text from known concepts and by directing attention toward ideas that are part of the study context.
3. Social/ effective strategy: A third type of procedure, social/affective strategies, involves either social interaction or emotional control over learning. Examples are when students report using peer cooperation to achieve a learning goal, question the teacher for clarification, or direct their attention to positive thoughts anticipating successful task performance.

METHODOLOGY

In this research, this study uses qualitative descriptive as a method. The qualitative method relates to quality; the data obtained will be interpreted according to the data that has been received. While qualitative is a research method that is taken naturally from a pattern of certain social situations Sugiyono (2015) . Qualitative research will more consider the process obtained in the study and search for the meaning of the results of the research.

The data of this research is text written of recount by X-IPS 2 students of SMA Kemala Bhayangkari 3 Porong Sidoarjo. Based on the object of research, the researchers will examine one class of tenth-grade students of SMA Kemala Bhayangkari 3 Porong Sidoarjo with different writing abilities. The subject is taken from X I 2 academic year 2018/2019, which consist of 35 students. The researchers only take one of the class because in that class as a subject, it can represent the object. The source of data in this research is the difficulties in constructing sentences in recount text at X-IPS 2 SMA Kemala Bhayangkari 3 Porong Sidoarjo. To make the data more specific, the researchers divided the subject into three levels based on the score of recount text assignment. They were High-level Students (H) who have writing score about above average at 80-90, Middle-level students (M) who get writing score about average at 70-80, then Low-level students (L) that students with writing score about low average at 60-70. Finally, ti triangulates the data; the researchers also do the interviewed the teacher (T) as the resource person knows the students' abilities based on daily observations and the score obtained.

In the research, an instrument can affect the quality of research results. Therefore each device that will be used to examine a matter should be validated first. In qualitative research, there are two models of instrument they are main instruments and supporting instruments. In this research, the main instrument is the researchers, and the supporting instruments are documents and interview.

Data collection technique is an essential part of research because the main aim of the research is to obtain data. In collecting the data, the researchers will conduct two technique on the research; they are interview and documentation.

An interview technique in collecting this data is primary data because the researchers applied it directly and requested data to the object to be examined. The researchers use combination techniques between structure and semistructured interview to collect all of the data to

conduct the whole statement problems. The documentation in this data collection is secondary data. The documentation in the intended data is students' exercise, where things are meant to be additional data to answer the first statement problem. The researchers divided three of the interview; they are: 1) Interview the students, in this part, the researchers ask about the difficulties of writing, exceptionally to construct a sentence in recount text. 2) Interview teacher related to the factors. It is to answer the second statement problem; the researchers collect the data with an interview; the teacher referred to the factors that influence writing difficulties to construct a sentence in recount text. 3) Interview teacher related to the strategies, this is very crucial to answer the third research question, the researchers collect the data with an interview with the teacher related to the strategies that should be used to overcome the writing difficulties to construct sentences in recount text.

Technical data analysis in qualitative research is carried out when data collection takes place, and after completion of data collection in a certain period. In this research, the data analysis technique carried out by researchers according to Miles and Hubermen (1984) that activities are data collection, analyze, verification, and conclusion. In this study, the researchers do several steps to analyze the data.

In the first, the researchers prepare a lot of questions which will be asked on the subject of research. Then the researchers conduct interviews with teachers and students to collect data and collect data through documents. At the data analysis stage, the researchers will analyze and interprate the results of the collection of data in the form of interviews and documentation. Which in this analysis phase requires a theory that can support and strengthen the analysis. After that the researcher will do data verification, on the first statement, the researchers will compare and verify the results of the interview and the results of the student's exercise. While for the second statement problem, the researchers will balance the results of student interviews and the results of teacher interviews.In the last step of data conclusion of the research before research results are summarized. In this thesis, the researchers conclude the interpretation of data that has been verified.

RESULT AND DISCUSSION

In this session, researchers try to explain the data descriptively. To make the researchers more accessible and detailed in analyzing the data that has been obtained from the subject, the researchers make coding for some terms such as T stands for the teacher, H stands for High-level Students, M stands for Middle-level Students and L stands for Low-level Students. Tabel 1 presents the data briefly.

TABLE 1 | Problem of constructing a sentence in area A (Incorrect use of the word)

Ability	Type of Problem				
	Wrong part of speech	Tautology	Redundancy	Superlative	Malapropism
H	2	1	1	-	1
M	2	-	-	-	8
L	2	-	2	-	2

From the table above, the students in all ability H, M, and L get the most difficulties in the type of malapropism. The challenges occur because in the written form of English sometimes is different from the spoken form. Besides that in English, one of the words it can be has a lot of meaning. The meaning of a word depends on the context of the text, so as the students should know the text in discourse also. The other difficulties that faced all of the student's ability, H, M, and L are wrong parts of speech. Parts of speech as the small unit in a sentence should know and understand along before the students write a sentence or even a text. Nevertheless, the way to learn parts of speech is not clear enough, and the students still confuse to differentiate of each part, and to mean it can influence the problem was cured.

In problem area B (incorrect word patterns (syntax)), the students of H, M, and L most difficult in ambiguity type of problem. This problem because the students are confused and can't organize the idea accurately. Besides choosing of vocabulary also influence this difficulty.

TABLE 2 | Problem of constructing a sentence in area B(Incorrect word patterns (syntax))

Ability	Type of Problem			
	Ambiguity	Too Many Ideas in One Sentence	Sentence Length	Verbosity
H	3	-	-	1
M	3	-	2	1
L	2	-	-	-

In a whole of the sentence, a word becomes confusion if it doesn't take in the clear part.

TABLE 3 | Problem of construct sentence in area C(Grammatical Errors)

Ability	Type of Problem			
	Agreement	Tense of Verb	Pronoun Problem	Relative Pronoun
H	-	5	-	-
M	-	5	-	-
L	1	4	-	-

In this Tabel 3 , the researchers find that in grammatical errors, all of the students faced difficulties intense of verb type of problem. This problem occurs because of the differentiation of grammatical rule appropriate with the time. In Indonesia, all of the sentence in the present, past, or future has the same structure, but in English, it's incredibly different. In this context of recount text, the students have to use past tense form to write a sentence because it is about the experience which occurs in the past. The confusion of grammatical rule and sentence structure make students think that all of the conviction is the same.

TABLE 4 | Problem for constructing a sentence in area D(Punctuation)

Ability	Type of Problem			
	Full stop, Comma, Colon, Semi-Colon	Quotation	Direct Speech	Apostrophe
H	3	-	-	-
M	6	-	-	-
L	4	-	-	-

Problem D is about punctuation; it is crucial in a sentence. The function of punctuation to make the sentence more precise and correct. Full stop and comma are essential in a sentence. Besides that, the students do not become aware of the capitalization after a full stop.

All of the difficulties have factors that influence it. There are two types of elements which affect the challenges. After the researchers have done interview students H, M, L, and teacher, the researchers found the factors as below :

• Internal Factor

In the internal factors the researcher find that there are several factors from inside of students' ability. Actually the first factor H student did not know about writing skill, even was unfamiliar with writing skills in English. Second factor is H, M, L students do not fully understand the components in writing, especially the language features and parts of speech used in the text recount, because they focused on text structure.Then the students of H, M, L do not know the difference from several sentences and do not even understand the compound and complex sentences. It is evidenced by students who are still unable to make compound sentences and complex sentences, even in writing simple sentences, students are still confused. The fourth factor is lack of vocabulary and the students think it is difficult to memorize the pronunciation of each word and how to write the spell correctly.The other factor is three of students H, M, L are confused in the grammatical rule used when writing a recount text, especially in The sixth internal factor is students of H, M, and L feel hesitant in writing and are not confident about what they are doing because they are sometimes afraid they are not by teachers' expectation.

Beside that the other factor is students of H, M, L are embarrassed to ask the teacher if they feel delicate. The next factor is H student who is less interested in writing tasks, they will influence their friends to talk and play the game. The ninth factor is students do not understand the function and use of the correct parts of speech as the basis for making a sentence. Afterthat the students lack mastery of simple vocabulary, so students have difficulty in composing sentences

without using dictionary help. The next factor is the students underestimate in English learning are often considered difficult. The twelveth factor is students tend to not believe in their abilities, and they are ashamed to ask the T if they have difficulties. The last factor is lack of motivation in students to learn English, especially writing, which they think is boring.

- External Factors

External factor or factor from outside of students' ability it can be the reason who students get difficulties. The researcher found about eight factors of external. The first is students of H, M, and L often use electronic dictionaries and translate sentences directly without supervision, and students do not pay attention to the language structure. Then the other factor is ineffective use of media by the teacher in learning recount texts making it difficult for students to understand the recount text properly. The tird is lack of time allocation given by the teacher when doing assignments especially when in school. After that the fourth factor is skill writing is not the top priority in learning English because skill speaking is more important in language learning because it is related to communication. The fifth is students are less obedient to the rules applied in learning writing — especially regulations in the use of electronic dictionaries. The sixth factor is the absence of strict supervision when students do writing assignments at home. The next factor is there is no support from the surrounding environment, which gives them a bad influence. The last factor is the lack of evaluation of individual students conducted by the teacher on the results of the writing of each student, because the assessment is only carried out in all errors that the majority are done by students.

After the researchers know the difficulties and the factors that influence it, the researchers, through the interview with the teacher, found the learning strategies that are suitable to solve the problem. The teacher uses the modification strategies by herself. The procedure which uses by the teacher is the combination of metacognitive strategy and cognitive strategy. The teacher often uses this strategy because it is helpful enough to solve the problem; besides that in the metacognitive approach, there's process through a step. In an effective strategy, the teacher uses it just in conditionally.

CONCLUSION

From this study, the researchers conclude that there are several different difficulties in each ability. The most challenging area is A (incorrect use of words) there is twenty-one mistake in this area. Besides in problem area B (incorrect of word patterns (syntax)), there are twelve mistakes. In problem area C (grammatical errors) there are fifteen mistakes, and the last in problem area D (punctuation) there are thirteen mistakes. The problem occurs because there is any reason which influences it. In this study, there are two reasons internal (inside from the ability or the students itself) and external (outside from the teacher, student, facility, or infrastructure influence). There are thirteen internal factors; then there are eight external factors. Every problem can solve with their way; in this problem, the teacher has learning strategies to solve this problem. Mostly the teacher uses metacognitive (there is a process) strategy and cognitive strategy.

ACKNOWLEDGMENT

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.