

**THE PSYCHOLOGICAL PROBLEMS  
OF THE STUDENTS IN WRITING**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining The Bachelor Degree Of English Language Education



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## MOTTO

### QS. Ar-Rum Ayat 60

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ وَلَا يَسْتَخِفُّكَ الَّذِينَ لَا يُؤْمِنُونَ ۗ

*“Maka bersabarlah engkau (Muhammad), sungguh, janji Allah itu benar dan sekali-kali jangan sampai orang-orang yang tidak meyakini (kebenaran ayat-ayat Allah) itu menggelisahkan engkau”*

### Al-Hasan Al-Bashri rahimahullahu taala

“Dunia itu ada tiga hari: Adapun kemarin, dan sungguh dia telah pergi bersama dengan apa yang ada padanya, Adapun besok (akan datang), maka barangkali kamu tidak bisa mendapatinya, Dan hari ini adalah milikmu. Maka beramallah (dengan amalan yang baik) padanya.”

## ABSTRACT

Title : The Psychological Problems of The Students in Writing  
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This study discusses the psychological problems of students in learning to write, the psychological aspects of students already discussed like feelings of boredom, fear, confusion, sadness and other feelings are mixed. The purpose of this study is to describe the psychological problems faced by students in writing and how students solve problems in writing. This research uses descriptive qualitative research method. In this study, researchers used questionnaires, interviews, and documentation instruments. The researcher distributed a list of questions via Google Form to 25 students in one class, namely third semester students majoring in English education at UIN Walisongo Semarang, which then processed the results and found 6 students in the weak category in learning to write which were then entered in the interview stage. The end result is that there are 5 psychological problems, namely: a) Feeling too easily bored and lazy b) Feeling too afraid to act c) Feeling too sad because they feel never motivated and consulted d) Feelings of being too sensitive to the environment e) Feelings of giving up too easily (Internet addiction and plagiarism). And for problem solving, for each of these problems get a different way of solving it. This research is very useful for lecturers who want to know the psychological condition of their students, and of course it is also useful for students who are in a condition of feeling weak in achievement and having feelings of fear or anxiety during learning to write English.

**Keywords :** *Writing, Psychological Problems, Theory.*

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*Bismillahirrahmanirrahim,*

*Alhamdulillahilahi Rabil 'Alamin,* the researcher expresses her highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercies to complete this thesis. The researcher realized that she could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, by the honor of this, the researcher wants to say grateful on the honorable:

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3. Dra. Nuna Mustikawati Dewi, M.Pd. as the Secretary of English Department.
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State Islamic University Semarang.

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8. My second family Mrs. Yanti, Muhammad Hafidhin, Afika Rahma Aulia, Muhammad Andika Sofyan.
9. My beloved boarding house owner Mr. Dega and Mrs. Sena.
10. For those who can't be mentioned one by one who has supported the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is the way far from the perfect arrangement. Therefore, the researcher will be happily accepting and constructive suggestions to make this thesis better.



Semarang, 28 Desember 2021  
The Researcher,

A handwritten signature in black ink, appearing to be 'Kharisma Ainun Qurrotin', written in a cursive style.

**Kharisma Ainun Qurrotin**  
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## CHAPTER I

### INTRODUCTION

In this chapter, the researcher explains background of the research, research questions, research objectives, scope of research, and pedagogical significance.

#### **A. Background of Research**

In general, in terms of the processes and the practices, writing problems divided into three categories. The first is difficulties in developing ideas. The second is related to linguistic skills. The third category is related to cultural and psychological factors. These categories often influence each other.<sup>1</sup> Many linguistic and non-linguistic variables possibly influence and contribute to the student's writing Some linguistic variables are

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<sup>1</sup> Westwood, Petter, *What Teacher Need To Now About Teaching Methods*, Australia: Ligare, 2008.

the students 'proficiency in English such as vocabulary mastery, organization grammar, mechanics. Whilst, among non-linguistic factors may include learning style, proficiency level, knowledge of relevant subject and the psychological factors such as aptitude. attitude, feeling, motivation and self-confidence.<sup>2</sup> Some studies state that weaker writers tend to have more psychological problems. Poor writers were often bound to the text at the expens of ideas whereas the good writers allowed their ideas to generate the text. The poor writers find task of writing very difficult and unrewarding.<sup>3</sup> Therefore, psychological problems often accompany the process of writing and can seriously interfere the quality and quantity of the text. More study also mentions that the poor writer or the lower achievers often had prolonged academic failures, students with learning disabilities sometimes manifest secondary

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<sup>2</sup> Nurjana, *Students Difficulties in Writing of The Third Semester English Department Students. Universitas Bengkulu, 2002.*

<sup>3</sup> Wigati, Fikri Asih, *Psychological Interference on the Students in Academic Writing Process, Medwells Journalism, 2017.*

characteristics such as low self-esteem, low motivation, anxiety or even hyperactivity.<sup>4</sup> There are so many factors that are often coloring the process of student's writing. In order to plan and implement support for students, it is necessary first to find their psychological problems. Therefore, the main focus of this current study is to identify the student's psychological problems and to discover the possible solutions to overcome the problems. Nevertheless. Touching also on educational psychology, it can be said that the systematic study of processes and factors related to education. From the above limitation, it can be seen that there is a very strong relationship between educational psychology and the act of learning.<sup>5</sup>

The contribution of educational psychology to the development of educational programs is as follows: 1) Development of educational programs,

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<sup>4</sup> Bereiter, C., & Scardamalia, M., *The psychology of written composition*, Hillsdale, NJ: Lawrence Erlbaum, 1987.

<sup>5</sup> Nunan, David, *Practical English Language Teaching*, New York: McGraw-Hill, 2003.



for example the preparation of lesson schedules, exam schedules, and so on. This cannot be separated from the psychological aspects of students. 2) To arrange a lesson schedule, knowledge of educational psychology is needed. The level of difficulty of subjects varies for each subject. In order for all subject matter to be well received by students, it is necessary to prepare a lesson schedule by considering the level of difficulty, both in sequence and in time. 3) Determination of majors or programs. 4) Program development must refer to efforts to develop students' potential abilities. And for the Contribution of Educational Psychology to Learning Systems.

The study of educational psychology has given birth to various theories that underlie the learning system. We recognize that there are a number of theories in learning. Apart from the controversy that accompanies the weaknesses of each of these theories, in fact these theories have made a significant contribution to the learning process. In addition, the study of educational psychology has

also given birth to a number of principles that underlie learning activities.<sup>6</sup> The contribution of educational psychology to the learning system is in terms of: 1) the selection of learning theories to be applied 2) the selection of learning models 3) the selection of media and learning aids and 4) the determination of the allocation of learning and learning time.

In the research that has been carried out by Fikri Asih Wigati (2017), it has been explained about the findings of psychological interference along with solutions in the writing learning process in which the researcher used additional topics in data analysis, namely focusing on essay writing subjects. The difference with this research is that researchers find out what psychological problems and solutions faced by students in the process of learning to write, which in analyzing research data is generally practiced in all activities of learning to write English

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<sup>6</sup> Asmuti, Wili, *A Correlation between the Vocabulary Mastery and the Writing Ability of the Second Year of the SMUN 06 Students of Bengkulu. Universitas Bengkulu, 2002.*

without involving special subjects.

Writing skills can be a benchmark for one's English language skills. From this study we focus on writing skills in learning English which are within the scope of various English texts. Here someone who can write in English well and correctly often has good English skills too.<sup>7</sup> Therefore, writing skills are very important skills to discuss with other skills and there are many problems in learning to write, but I will only focus on psychological problems, because many students think of fear of writing errors that may not be well received by the instructor and make students mentally unwell, such as lazy students and afraid to try to study again. I often encounter the statement "The more learning grammar, the more afraid to write", maybe not a few people who justify the statement, where the statement is certainly wrong because we know that learning fully aims to provide us with knowledge, but because maybe because the actors in the statement are less practice, lack of

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<sup>7</sup> Dumais, Wullur., *Writing in English*, Jakarta : Departemen Pendidikan dan Kebudayaan, 1988.

understanding, and may also need to be reviewed psychological aspects because it refers to feelings of fear in learning.

## **B. Reasons for Choosing the Topic**

All theories in learning have their respective advantages and disadvantages, what students do is only trying to find the right theory for the success of teaching to students, and as students what needs to be done is only to try to always prepare themselves with all kinds of theories that the teacher has chosen, because to matching all theories into a unified theory that is right in order to produce teaching to one student is not as easy as a student who prepares themselves by studying each theory and preparing all their needs such as knowledge as well as physical and mental so the point is don't focus on the error or inaccuracy of the teacher's strategy but try to see your own potential and adjusted to the times then can accept new methods that teachers apply for better

learning development in the future.<sup>8</sup>

The researcher focused on skills in writing, one's psychological problems in learning English are more emphasized on speaking and reading, without many people realizing that writing also has its own psychological problems, even including severe, here focused on the rules in writing English (grammar), many The opinion that the author has reviewed is related to the sentence "The more someone learns the rules of writing, the more that person feels afraid of being wrong and doesn't even dare to write", this is only the opinion of a few people from many people and hopefully it will be resolved soon so it doesn't become a fear in itself.

According to Humanistic Learning Theory said that this learning theory is more likely to see the development of knowledge from the side of the human personality. This is because humanism itself is a science that sees everything from the side of the human personality. Humanistic learning theory also

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<sup>8</sup> Nurjana, *Students Difficulties in Writing of The Third Semester English Department Students. Universitas Bengkulu, 2002.*

aims to build the student's personality by carrying out positive activities. This can be called educators or teachers who teach and educate using a humanistic approach. Teachers or educators with a humanistic flow will prioritize teaching outcomes in the form of positive abilities possessed by students. Positive abilities will build or develop positive emotions in students.<sup>9</sup>

So the reason for choosing this topic is so that students can prepare themselves with the support of humanistic theory which has also focused on improving the quality of learning better. The importance of knowing what psychological problems are faced by students in learning to write, then what are the causes of these problems and the last is how these students can solve psychological problems in writing. So here it is said that there are several factors related to psychological problems in writing here, namely from oneself, the environment

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<sup>9</sup> Phd, Qatib Arifi, *Humanistic Approach in Teaching Foreign Language (from the Teacher Perspective)*, European Scientific Journal, Vol.13, No.35, 2017.

(the comfort of the classroom environment and the attention of fellow friends)<sup>10</sup> and also from the accuracy of the learning and assessment system by the lecturer or teacher.

### **C. Research Questions**

Based on the background described above, the researcher formulated two research questions as follows :

1. What are the psychological problems faced by students in writing?
2. How do the students solve the problems in writing?

### **D. Objectives of the Research**

Dealing with problems above, this study is intended for several objective as follows :

1. To describe the psychological problems faced by students in writing

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<sup>10</sup> T. Linse, Caroline, *Practical English Language Teaching Young Learners*, New York: McGraw-Hill, 2005.

2. To explain how do the students solve the problems in writing

### **E. Scopes of the Research**

The scope and limitations of the research are described as mentioned below:

1. This research has been conducted at the third semester students of English Education Department Walisongo State Islamic University Semarang (The Third Semester English Education Department students – 3A (Conduct 25 students)).
2. This research only focuses on Google Form by including all questions and then distributing them to subjects who had been contacted first to get and collect all the data related to the answers submitted by participants in COVID-19 pandemic.

### **F. Pedagogical Significances**

The author hopes that the results of this study can



provide some positive contributions in the context of learning English. The results of this study are expected to provide information for researchers themselves and people in the field of education.

The research hopes that the results of this research can be useful for :

1. For the students

Findings of this study can provide many benefits for students especially for students who are required to master English. Theoretically, students can find out their problems psychological problems in writing. Practically, they can overcome their problems with the guidance of the lecturer and with their own motivation. Finally they can improve their writing skills in English.

2. For the teachers/lecturers

The findings of this study are able to provide many benefits for teachers/lecturers. Theoretically, the teacher / lecturer can know the type of psychological problems in writing. Practically, the teacher / lecturer can know

what must be done to solve the problem of students' writing. In the end, students' writing skills can be improved.

3. For the next researchers

The findings of this study can help other researchers to get a lot of information about analyze the psychological problems in writing of the third year students of English Education Department Walisongo State Islamic University Semarang.

## CHAPTER II

### THEORETICAL FRAMEWORKS

This chapter presents a literature review and previous research.

#### A. Literature Review

##### 1. Psychology

Psychology comes from the Greek, namely psyche which means soul and logos which means science. So literally, psychology means the science of the soul or the science of the soul.<sup>11</sup>

The following definition shows the various opinions of experts on psychology:<sup>12</sup>

- a) Ernest Hilgert (1957) in his book *Introduction to Psychology*: "Psychology may be defined as

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<sup>11</sup> Tiara Nur Cahyani, Astika Nurhayati Saputri and Ina Magdalena, *History, Scope, Methods of Education Psychology in Students in the Elementary School Environment, Proges Pendidikan*, Vol. 2, No. 3.

<sup>12</sup> Alex Sobur, 2003, *Psikologi Umum*, Bandung: Pustaka Setia. 2021.

the science that studies the behavior of men and other animals" etc. (Psychology is the study of the behavior of humans and other animals).

- b) George A. Miller in his book Psychology and Communication: "Psychology is the science that attempts to describe, predict, and control mental and behavioral events".
- c) Clifford T. Morgan in his book Introduction to Psychology: "Psychology is the science of human and animal behavior".
- d) Robert S. Woodworth and Marquis DG in his book Psychology: "Psychology is the scientific studies of individual activities relation to the investment".

From some of the opinions above, it shows the range of meanings of psychology in various perspectives. If seen, there are several differences in the meaning of psychology itself. This difference may be due to the development of psychology itself. If we observe the various definitions of psychology above, especially the definitions of Morgan and

Hilgert, it turns out that the study of psychology is not only limited to human behavior, but also animal behavior.<sup>13</sup> This is further emphasized in the Dictionary of psychology, which defines psychology as “...the science of human and animal behavior, the study of organism in all its variety and complexity as it responds to the flux and flow of the physical and social events which make up the environment” (...psychology is the science of human and animal behavior, as well as the investigation of organisms in all their varieties and their partnerships when reacting to currents and changes in the natural environment and social events that change the environment).<sup>14</sup>

Psychology touches many areas of life and organisms, both humans and animals. However, even so, more specifically psychology is often associated with the life of the human organism.

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<sup>13</sup> Lefrancois, Guy R, *Psychology for Teaching*, A Bear Always Faces the Front. Belmont, California : Wadsworth Publishing Company, Inc, 1972

<sup>14</sup> Chaplin, J.P, *Kamus Lengkap Psikologi*, Jakarta : Grafindo, 2021.

Psychology and its sub-sciences basically have a relationship with other sciences. For example, the relationship between psychology and sociology, anthropology, political science, communication science, biology, natural sciences, philosophy, and education. This relationship is usually reciprocal.<sup>15</sup> One example is the relationship between psychology and education, so the name educational psychology was born. Education is an attempt to humanize humans. That is, it is intended to shape the attitudes and mentality of students in a better direction. As explained in UU RI No. 20 of 2003, that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need, society, nation and state. From this explanation, it can be seen that psychology is very

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<sup>15</sup> Abrams, M.H, *Psychological and Psychoanalytic Criticism*, A Glossary of Literary Terms. 7th ed. Fort Worth: Harcourt Brace College Publishers.1999.

necessary in developing the self-potential of students.

From the explanation, it can be concluded that educational psychology is a discipline that studies the understanding of psychological symptoms in human behavior for the benefit of educating or fostering the development of the human personality. So all the symptoms related to the educational process are studied in depth in educational psychology.

And for the relationship between psychology and education is psychology and education cannot be separated from one another, because psychology and education have a reciprocal relationship. Education as a discipline aims to provide guidance for human life from birth to death. Education will not work well if it is not accompanied by psychology. Likewise, a person's character and personality are shown by psychology. Because of the close relationship between psychology and education, the so-called educational psychology was born.

Based on wikipedia sources psychology is one of the fields of science and applied science that studies human behavior, mental functions, and mental processes through scientific procedures. Someone who practices clinical science in psychology is called a psychologist. Psychologists try to improve the quality of a person's life through certain interventions in both mental function, individual and group behavior, which are based on physiological and neurobiological processes.<sup>16</sup>

Psychology: William James (1890) defined psychology as "the science of mental life, both of its phenomena and their conditions".<sup>17</sup>

Psychology as an applied science develops in line with its uses. Thus, psychology is recognized as an independent discipline.<sup>18</sup> Setting goals is the first

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<sup>16</sup> <https://en.wikipedia.org/wiki/Psychology> accessed 02 December 2019 at 13:33 pm

<sup>17</sup> Lic. Venecia Tejada Reyes, *Psychological Personality Factors In Learning English Foreign Language*, Bonao, Monseñor Nouel, Dominican Republic, 2018.

<sup>18</sup> Jalaludin, *Psikologi Agama*, Jakarta: Rajawali Pers, 2012.



step in planning so that in its implementation it will be directed according to the goals and results to be achieved. However, many individuals/organizations are mistaken in setting goals by making several goals in a plan. This will certainly be confusing and result in less than the maximum results that can be achieved.

Based on the uses and psychological purposes, it is divided into three parts, namely:

- a) To gain an understanding of the symptoms of the soul and a more perfect understanding of the behavior of fellow human beings in general and children in particular.
- b) To know the actions of the soul and the ability of the soul as a means to recognize the behavior of humans or children.
- c) To know the implementation of good education.<sup>19</sup>

Understanding Learning According to

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<sup>19</sup> H. Abu Ahmad and Widodo, *Psikologi Belajar*, Jakarta: Rineka Cipta, 2013, p. 14.

psychologists, it is not far from the general understanding of learning, namely a process of optimal activity from those who do not know to know, from those who do not understand to understand. Learning activities or learning is a process of unification between cognitive, emotional, environmental and experience to acquire, improve, or make changes to a person's knowledge, skills, values, and views.

The definitions of learning according to some psychologists :

- a) Arno F. Wittig in Psychology of Learning: 1981.

Learning is a relatively permanent change that occurs in all kinds of behavior of an organism as a result of learning.

- b) James Patrick Chaplin in Dictionary of Psychology: 1985.

Learning is limited by two kinds of formulations. The first formulation of learning

is the acquisition of relatively permanent changes in behavior as a result of practice and experience. The second formulation of learning is the process of obtaining responses as a result of special training.

- c) Hintzman, Douglas L. in *The Psychology of Learning and Memory*: 1987.

Learning is a change that occurs in an organism, human or animal, caused by experiences that can affect the behavior of the organism.<sup>20</sup>

John Burville Biggs in *Teaching for learning: the view from cognitive psychology*: 1991. Learning has three kinds of formulations, namely:<sup>21</sup>

Quantitative formulation, learning means the activity of filling or developing cognitive abilities with as many facts as possible. So, learning in this

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<sup>20</sup> Ormrod, J. E, *Educational Psychology, Development Learner. (5th edition)*. Merrill: Upper Saddle River, 2006.

<sup>21</sup> Biggs, John Burville, *Teaching for Learning: The View From Cognitive Psychology*, Sidney: Australian Council for Educational Research, 1991.

case is viewed from the point of view of how much material is mastered by students.

In the institutional formulation, learning is seen as a process of validation (validation) of students' mastery of the materials they have learned. Institutional evidence that shows students have learned can be identified in relation to the teaching process. The measure is, the better the quality of teaching carried out by the teacher, the better the quality of student acquisition which is then expressed in the form of scores or grades.

Qualitative formulation, is the process of obtaining meanings and understandings and ways of interpreting the world around students. Learning in this sense is focused on achieving quality thinking and action to solve problems that are now and will be faced by students. Arthur S. Reber, Rhianon Allen, Emily Sarah Reber in *The Penguin Dictionary of Psychology*: 1986, 1995, 2001 editions. Learning

by two kinds of definitions.<sup>22</sup>

The psychological aspects in study, are :<sup>23</sup>

*Anxiety feelings*: Feelings of tension, worry, apprehension and nervousness often rise as emotional response in the condition of learning a foreign language which can give negative impact on a person's second language acquisition (Oztruck and Cecen, 2007). Students who suffer this problem usually have mental block against the foreign language which can be their obstacle in achieving their goal. For example, a student who worries too much about his/her lack of abilities in writing often tends to avoid any writing task given rather than struggle to improve his/her skills in writing. In terms of the writing learning process, this anxiety feeling can be caused by three factors: lack of ability, apprehension of time limit and fear of negative evaluation (Oztruck and Cecen, 2007; Yuhardi,

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<sup>22</sup> Reber, Arthur S., Emily S. Reber, *Kamus Psikologi (judul asli: The Penguin Dictionary Of Psychology)*, terj. Yudi Santoso, Yogyakarta: Pustaka Pelajar, 2010.

<sup>23</sup> Wigati, Fikri Asih, *Psychological Interference on the Students in Academic Writing Process*, Medwells Journals, 2017.

2009).

The first is the lack of ability which refers to the ability in writing. The lack of abilities can be in the forms of having weaknesses in grammar, lack of idea and limited vocabulary. Some writers tend to have anxiety problem as the reflection of their awareness on their lack of ability. For example, they may become less risk taker by avoiding Writing or writing instruction (Westwood, 2008). The second is the anxiety caused by time allocation. The time allocation often provokes the nervousness in the process of producing written text. The third is apprehension of negative evaluation. Fear of being evaluated by the teacher and the other students may also arouse the feeling of anxiety. The anxiety feeling may arouse as students are judged on the basis of the amplification of the ideas they express, the arguments they develop and the range of vocabulary they use. Moreover, in writing assessments, they are also often evaluated on the basis of accuracy. For example, the spelling, the syntax and the mechanics which become the biggest challenge for the second

language students.<sup>24</sup>

*Self-esteem:* Self-esteem is a belief system that someone possesses as a way of living with his environment (Palladino, 2004). In the respect of learning, self-esteem is constructed from self-efficacy which is presumed to be related to academic role performance (Owens et al., 2001). High self-esteem will result in successes on academic performance. Contrariwise, students with low self-esteem have a worse performance in the class and are also estimated to have the prospects of low performance in the future. Plummer (2001) stated that children who have good self-esteem is more likely to achieve the full potential and will establish a success. And mentioned some indicators of a low self-esteem person. First, low self-esteem person is sensitive to criticism and feels disturbed with other's negative comments. Second, he is disturbed when he/she does poorly on tasks they undertaken

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<sup>24</sup> Ozturk, H., & Cecen, S, *The effects of portfolio keeping on writing anxiety of EFL students*. Journal of Language and Linguistic Studies, 2007.

and thirdly, he/she is aware of his/her inadequacy. The fourth is that his/her feeling will be easily hurt, being sensitive to criticism and more concerned about what other people really think.

*Motivation problem:* Motivation is the emergence of a construct that sparks one's initiatives to do something to achieve the goal with the intensity of his or her physical power (Gunarhadi, 2014). The stronger the desire, the stronger the intensity of behaviors appears. According to Maehr, a motif that is underlying someone's learning behavior may both be intrinsic and extrinsic. Makmun (1996) suggested indicators of individuals that have high motivation. The first is about duration. Individuals who have high motivation usually have a willingness to do the activity longer than individuals with low motivation. Second, individuals with high motivation always expect to have a more frequent activity (in one period) than individuals who are less motivated. Third, individuals who have high motivation will have a high persistence of the objectives of the activity. Fourth, the high motivated



individuals will have fortitude, persistence and ability to respond to the difficulties and to achieve the goal. Individuals who have high motivation also will be willing to dedicate their selves and make sacrifices (may include energy, thought or money) to achieve the goal. Fifth. Individuals who have high motivation tend to have a desire to achieve high targets of the execution of activities Sixth, Individuals who are motivated have the willingness to have positive output from the target activity. The last, Individuals who have high motivation will have a positive attitude towards the target activity.

Mukallel (2003) discusses language from the psychological aspect, namely as verbal behavior, biological growth and creative behavior.<sup>25</sup>

a) As verbal behavior

Adherents of the school of psychology consider language as verbal behavior in the context of stimulus-response-reinforcement behavior patterns. Mukallel states "Human verbal behavior is

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<sup>25</sup> Joseph C. Mukalel. *Psychology of Language Learning* (New Delhi: Discovery Publishing House, 2003), p. 4.

behavior that aims in accordance with other forms of behavior" so it is not the same as the intra-human interaction of members of society such as physical behavior. So perval behavior is carried out by using something that is in him, namely language which is integral to the development of the human personality and is a continuous span throughout life.

#### b) Aspects of Biological Growth

Language is not only a biological phenomenon, however, language skills are impossible to develop without normal biological support. It develops step by step along with human biological growth. At the age of about three months began to palpate. Then receptive children begin to understand the language used by their environment. He gives an appropriate response to a speech from another person who diligently asks the child something through games or questions. However, no matter how intensive the push or exercise is if the necessary neurobiological requirements have not been met, the push and exercise will not work. Thus it is clear that the growth of language skills in

humans goes hand in hand with biological growth involving the growth of the brain and speech tools. Mukalael (2003) suggests that language acquisition can be described as biological growth. Thus language is not as simple as the S-R relationship as suggested by the behaviorists. Language behavior cannot be separated from cognitive behavior and creativity as well as thinking processes.

#### c) Language as Creative Behavior

“However, language is not just a habit. Language development is not just a process of forming habits. Language crosses the boundaries of habit and enters the boundless horizon of creative experience,” Mukalles argues, dismissing behaviorists' opinions about language. Furthermore, Mukallel stated that aspects of language creativity had been introduced by traditional grammatical schools and then ignored for decades, until the generative transformation grammatical school raised it again. The role of language creativity re-establishes the status and dignity of humans as humans, how language is an experience that only

humans have.

The factors that influence learning outcomes according to Sugihartono (2007:76) are as follows:<sup>26</sup>

- a) Internal factors are factors that exist within the individual who is learning.

Internal factors include: physical factors and psychological factors.

- b) External factors are factors that exist outside the individual.

External factors include: family factors, school factors, and community factors.

In the learning process there is such a thing as a learning theory. Learning theory can help teachers or educators to educate and convey knowledge to students or students. However, there are some teachers who prefer to teach based on experience while learning. That is, in some cases, teachers have found a surefire way to educate and convey knowledge to their students without having to know learning theory. Basically there are many

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<sup>26</sup> Sugihartono, et. Al., *Psikologi Pendidikan*. Yogyakarta: UNY Pers, 2007.

learning theories, but there are four learning theories that are often used by some teachers or educators, namely behavioristic learning theory, cognitive learning theory, constructivist learning theory, and humanistic learning theory.<sup>27</sup>

#### a) Behavioristic Learning Theory

Gagne and Berliner are the two people who created behavioristic learning theory. This theory contains changes in behavior that occur due to learning experiences. In its development, this theory has become a flow of learning psychology that has an influence on the goal of improving learning theory and practice in the world of education and learning. The flow of learning psychology is also known as the behavioristic school. This flow prioritizes the formation of behavior resulting from the learning process.

Learning itself is an interaction between stimulus and response. According to behavioristic

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<sup>27</sup> Nurliani, *Studi Psikologi Pendidikan*, Jurnal As-Salam, Vol. 1, No.2. 2016, p. 48.

theory, in the teaching and learning process the most important thing is that someone will be considered to have learned when he has shown a change in behavior. From this theory, learning can be interpreted as a stimulus and a response. In other words, the input is a stimulus and the output is a response. The form of the stimulus is the delivery of material, character building, advice, and others given by the teacher to his students. Meanwhile, the form of the response is in the form of reactions or responses from students or students to the stimulus given by the teacher or educator.

The process that occurs between stimulus and response cannot be observed and measured. The most important thing and need to be considered is the behavior of the stimulus and response. This means that what the teacher gives (stimulus) and what is received by students (response) must be considered and measured. This is done because the measurement of stimulus and response is important in order to know whether students experience changes in behavior or not. In its application or

teaching and learning process, behavioristic learning theory is highly dependent on several aspects, such as learning objectives, student characteristics, subject matter, learning media, and learning facilities.

#### b) Cognitive Learning Theory

A Swiss psychologist, Jean Piaget, developed cognitive theory. Thanks to Piaget's theory, psychological developments were born which influenced the development of the concept of intelligence. Cognitive theory talks about humans building their cognitive abilities with self-motivation to their environment. The essence of the concept of this theory is how the emergence and acquisition of schemata (schemas or plans of humans in perceiving their environment) in stages of human development or when someone gets a new way of mentally interpreting information.<sup>28</sup>

Based on cognitive learning theory, learning is a process of changing perception and

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<sup>28</sup> Abdulah, S., *Social Cognitive Theory : A Bandura Thought Review* Published in 1982-2012. *Journal Psikodimensia*, 2019.

understanding. In other words, learning doesn't have to be about observable changes in behavior or attitudes. Everyone has different experiences and knowledge and is neatly organized in the form of cognitive structures. This experience and knowledge makes the teaching and learning process run well. This theory is said to work well when the new subject matter can adapt to the cognitive structure or abilities possessed by students.

The meaning of "learning" in cognitive theory is a perceptual process or it can be said that a person's behavior can be determined by his perception and understanding in seeing situations related to the objectives of the teaching and learning process. This theory believes that "learning" is produced from the process of perception and then forms a relationship between new experiences and experiences that are already stored in him. The teaching and learning process with cognitive theory does not only operate in fragments or fragments, but through a flowing and thorough process. What is emphasized in cognitive learning theory is the



process of learning, not learning outcomes.

### c) Constructivist Learning Theory

Based on its origin, constructivism theory is not part of educational theory. Actually this theory comes from philosophy, especially the philosophy of science. In the philosophy of science, what is discussed or explained in this theory is how the process of human knowledge is formed. According to constructivism theory, the formation of knowledge that occurs in humans comes from the experiences that have been passed.<sup>29</sup>

This theory continues to evolve over time. In its development, this theory received influence from psychology, especially Piaget's cognitive psychology where Piaget's cognitive is highly correlated with human psychology to gain knowledge. So, it can be said that "learning" is a process carried out by students or students in

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<sup>29</sup> Silvia Vong\* *A Constructivist Approach for Introducing Undergraduate Students to Special Collections and Archival Research*, RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage

building knowledge. Construction means building. So constructivism learning theory is an attempt to build a modern cultured way of life. This learning theory is based on contextual learning. In other words, humans build knowledge bit by bit, the results of which are disseminated through a limited context and within a planned time.

This theory emphasizes that someone who learns has a purpose to find his talent, add knowledge or technology, and others needed to develop himself. Experience after experience that has been passed by humans will have a more dynamic life and knowledge will increase. In the context of teaching and learning, constructivism learning theory frees learners to guide their own knowledge based on experience. According to constructivism theory, "learning" is easier for humans to understand because humans build and develop knowledge based on experiences that have been passed. With this also human life becomes more dynamic.

d) Humanistic Learning Theory

This learning theory is more likely to see the development of knowledge from the side of the human personality. This is because humanism itself is a science that sees everything from the side of the human personality. Humanistic learning theory also aims to build the student's personality by carrying out positive activities. This can be called educators or teachers who teach and educate using a humanistic approach. Teachers or educators with a humanistic flow will prioritize teaching outcomes in the form of positive abilities possessed by students. Positive abilities will build or develop positive emotions in students.<sup>30</sup>

Humanistic learning theory is different from behavioristic learning theory. Humanistic learning theory prefers to see human behavior as a mixture of higher or lower motivation. Meanwhile, behavioristic learning theory only sees human motivation as an attempt to fulfill human physiology. Humanistic learning theory emphasizes

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<sup>30</sup> Mishra, Chandreshwar, *Humanistic Approach to Education*, Journal of NELTA., Vol. 5

personality formation, attitude change, analyzing social phenomena, and conscience which is applied through subject matter. In this theory the teacher or educator plays a very important role as a facilitator.

The conclusion on learning theory is each learning theory has advantages and disadvantages. So, every teacher or educator should look for a learning theory that fits the character of each student. With the selection of the correct theory, the teaching and learning process will be maximized and the results obtained from the process have an impact on both students and students.

In the learning process there is such a thing as a learning theory. Learning theory can help teachers or educators to educate and convey knowledge to students or students. However, there are some teachers who prefer to teach based on experience while learning. That is, in some cases, teachers have found a surefire way to educate and convey knowledge to their students without having to know learning theory.

## **2. Writing**

There are four important skills in English. They are listening, speaking, reading, and writing. Writing is one of important skill which is needed in learning of foreign language. Brown (2001: 34) states that trends in teaching writing of English Second Language and other language are integrated with teaching in other skills, particularly in the speaking and listening. When the teachers asked students to find ideas in writing, the students will try to search the source in the internet, newspaper, magazine, radio, and television. During searching the information, they do not only use one skill but they apply some skills like speaking, listening, and writing.

Spratt, Pulverness, and William (2005:26) state that writing is a productive skill. They said that it produces a language rather than receive it. Hayland (2004:09) also states that writing is a way to share personal meanings. It means that, it can share the ideas or purpose in the written form. The

people construct their own views on a particular topic.<sup>31</sup>

Writing is the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential (Dar & Khan, 2015; Hyland, 2003; Mahboob, 2014). Kellogg (2001) opines that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas; because proficient composition of a text indicates successful learning of a second language (Geiser & Studley, 2002; Hyland, 2003; McCutchen, 1984; Nickerson, Perkins, & Smith, 2014). Therefore, learning how to write has gained considerable importance for the last two decades due to two factors: its use as a tool for effective communication of ideas, and the extensive research work carried out in this area to examine

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<sup>31</sup> Spratt, M, Pulvernes, A and Williams, M. *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press, 2005.

various issues faced by L2 writers.<sup>32</sup>

Student writers face various writing problems at different stages of their learning. Generally, these problems can be classified into linguistic, psychological, cognitive and pedagogical categories (Haider, 2012; Hyland, 2003). They struggle with the structural components of English; because an inappropriate structure complicates the content and comprehension of the text, which a reader deciphers through involvement of a mental process. Similarly, an incoherent text fails to communicate ideas which causes lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition (Rico, 2014).

Students' lack of confidence is also caused by a teaching strategy which does not conform to students' learning styles and cultural backgrounds (Ahmad et al., 2013). It is argued that poor writing skills originate from two factors: the teacher and the

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<sup>32</sup> Fareed, Ashraf and Bilal. *ESL Learners' Writing Skills: Problems, Factors and Suggestions*. Vol. 4(2): 1, 2016.

learner. Teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students. On the other hand, students face numerous challenges: effects of L1 transfer lack of reading, motivation, and practice. In Pakistan, student writers encounter psychological, cognitive, social and linguistic problems while converting ideas into text (Bilal, Tariq, Din, Latif, & Anjum, 2013; Dar & Khan, 2015; Haider, 2012; Mahboob & Talaat, 2008).

As Checkett and Feng-Checkett (2004:7) claim that to make a good writing, a writer has to keep writing as short and simple as possible without leaving out any important information, and forbidden to use slang language or confusing expressions, but use a combination of content and proper punctuation.<sup>33</sup>

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<sup>33</sup> Dwihandini, L.A., et. a, *The Analysis Of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis In The English Department Of Mahasaraswati University*, e-Journal



### Universal Grammar Theory Summary :<sup>34</sup>

- a) Language is a capacity that is only possessed by humans and is determined genetically.
- b) Language learning is determined by biological mechanisms.
- c) The highest form of human language is the universal function of language, namely a set of abstract principles that must be innate.
- d) Each language has its own parameters whose settings are studied based on linguistic data.
- e) There is a core grammar in line with universal principles, and a peripheral grammar, which includes features that are not part of a universal grammar.
- f) Core grammar rules are considered relatively easier to learn than peripheral rules.

Many researchers have investigated and reported on what constitutes effective teacher instruction in

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Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa, Vol 2, 2013.

<sup>34</sup> Nowak, Martin A., et al. *Evolution of Universal Grammar*. *Science*, vol. 291, no. 5501, 2001

writing (for example, Graham et al., 2014; Grossman, Loeb, Cohen & Wyckoff, 2013; Parr & Limbrick, 2010). This has led to widespread agreement that teachers employ a strategic blend of dimensions of effective practice to enhance learning. Effective practice is complex and involves many teacher decisions about how it should be undertaken. Hall and Harding (2003) suggest that it is “an intelligent weaving together” of different dimensions. A wide and iterative reading by the author of international research literature (post-1990) on effective writing instruction indicated that teaching actions relating principally to the following eight dimensions need to be woven together in order to promote effectiveness.<sup>35</sup>

- a) Expectations (the vision of achievement that teachers hold and communicate to students)
- b) Learning tasks (what teachers do and think

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<sup>35</sup> Grossman, P., Loeb, S., Cohen, J., & Wyckoff, J. *Measure for measure: The relationship between measures of instructional practice in middle school English language arts and teachers' value-added scores*. American Journal of Education, 119 (3), 2013.

about as they devise tasks and topics for and with students)

- c) Learning goals (what teachers do and think about as they develop learning goals for and with students)
- d) Direct instruction (the instructional actions, such as demonstrating and questioning, that teachers consider and use when providing instruction)
- e) Responding to students' work (how teachers give feedback and feed-forward information to students, the nature of this information, and how students use it)
- f) Motivating and challenging students (what teachers do to motivate students as writers and challenge them cognitively at a level appropriate to their potential)
- g) Organisation and management (what teachers do to organise, differentiate, and manage instructional lessons effectively)
- h) Self-regulation (actions that teachers take to give students a sense of ownership or

responsibility about what they are doing to develop as independent writers).

But the author (like some of the researchers cited above) wondered whether any of these dimensions could be regarded as critical within the complex process of effective writing instruction.

### **3. Psychological Problems in Writing**

Psychological barriers are a condition that can cause the implementation of science that investigates and discusses open and closed behavior in humans, both as individuals and groups, in relation to the environment that is disturbed and not carried out properly.<sup>36</sup> Learning can be said to be one of the obligations and also a need for every human being and also a person who really wants to change for the better. Obstacles in learning can actually vary, so it looks like a problem that is quite heavy and also complicated, therefore many also feel

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<sup>36</sup> Drs. H. Abu Ahmadi, *Psikologi Umum*, (Cet. I; Jakarta: PT. Rineka Cipta), 1992, p. 4.

pressured, uncomfortable and feel unpleasant so that in the learning process many do not continue.<sup>37</sup>

Many factors that influence learning can affect the quantity and quality of student learning outcomes, but among the students' spiritual factors that are generally considered essential are as follows:

a) Intelligence

Intelligence in general can be interpreted as a psychophysical ability to react to stimuli or adjust to the environment in an appropriate way. So, intelligence is not only a matter of the quality of the brain, but also the quality of other organs of the body. The level of student intelligence can not be doubted, will determine the level of student learning success. This means, the higher the intelligence ability of a student, the greater the chance for success.<sup>38</sup>

Intelligence is one of the things that can be

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<sup>37</sup> <https://dosenpsikologi.com/hambatan-psikologis-dalam-belajar> 34 accessed 10 December 2021 at 13:33 pm

<sup>38</sup> Muhibbin Syah, *Psikologi Belajar*, Rajawali Press, 2013, p. 148.

considered a psychological factor that can also hinder learning activities, because intelligence will greatly determine the quality when students are learning.

b) Student interest

In simple terms, interest means a high tendency and activity or a great desire for something. Student interest for interest is not a popular term in psychology because of its heavy dependence on other internal factors such as concentration, curiosity, motivation, and needs. However, regardless of the popular problem or not, interest as understood and used by people so far does not affect the quality of student achievement in certain fields of study. Teachers should try to arouse students' interest in mastering the knowledge contained in their field of study in a way that is more or less the same as the tips for building a positive attitude as described in advance. An interest can be expressed through a statement that shows that students prefer one thing over another, it can

also be manifested through participation in an activity. Students who have an interest in certain subjects tend to give greater attention to these subjects. Developing an interest in something is basically helping students see how the relationship between the material they are expected to learn and themselves as individuals is. This process means showing students how certain knowledge or skills affect themselves, through their goals, satisfying their needs. If students realize that learning is a tool to achieve several goals that are considered important, and if students see that the results of their learning experiences will bring progress to themselves, they are likely to be interested and motivated to learn them.<sup>39</sup> Interest can also be said to be the same as intelligence, because it will greatly affect learning activities, if there is no interest, it is certain that learning activities will not run

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<sup>39</sup> Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta : Rineka Cipta, 2003, p.180.

smoothly.

c) Student motivation

The basic understanding of motivation is the internal state of the organism, both human and animal, which encourages it to do something. In a cognitive psychological perspective, motivation that is more significant for students is intrinsic motivation because it is more pure and lasting and does not depend on the encouragement or influence of others.<sup>40</sup>

Motivation as an inner factor functions to cause, underlie, and direct learning actions. Motivation can determine whether or not it is good in achieving goals so that the greater the motivation, the greater the learning success.<sup>41</sup>

Motivation can also be said to be very able to create obstacles in learning, because psychological learning theory is related to

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<sup>40</sup> Muhibbin Syah, *Psikologi Belajar*, Rajawali Press, 2013, p. 153.

<sup>41</sup> H. Abu Ahmad and Widodo, *Psikologi Belajar*, Jakarta: Rineka Cipta, 2013, p. 83.



effectiveness in learning activities.

d) Student attitude

Attitude is an internal symptom that has an effective dimension in the form of a tendency to react or respond in a relatively fixed way to objects, people, things, and so on, both positively and negatively. A positive attitude of students, especially to you and the subjects you present is a good start for the student's learning process. On the other hand, students' negative attitudes towards you and your subjects, especially if accompanied by hatred for you or your subjects, can cause learning difficulties. Attitude is one of the psychological factors that can be said to greatly influence learning success, if this attitude does not exist, it is certain that there will be obstacles in the learning process to anticipate the possibility of the emergence of such negative student attitudes, the teacher is told to first show a positive attitude towards himself. and on the subjects to which they are entitled. Attitude is

the ability to provide an assessment of something that brings oneself in accordance with the assessment. There is an assessment of something, resulting in an attitude of accepting, rejecting or ignoring. Students have the opportunity to study. However, students can accept, refuse and ignore these learning opportunities. Therefore, it is better for students to carefully consider the consequences of this learning attitude.<sup>42</sup>

e) Saturation

Saturation can happen to anyone in this world, one of which can be an obstacle in the learning process, for example, boredom in getting material, so that during the learning process it will be very difficult to digest it, so that while studying students just listen, but do not digest it properly, this condition when it happens every day can cause boredom and

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<sup>42</sup> Dimiyati, Mudjiono, *Belajar dan Pembelajaran*, Jakarta: Rineka Cipta, 2013, p. 239.

obstacles in learning.

f) Talent

Talent is one of the psychological factors that can affect the learning process among students, because the name potential ability can be owned by everyone, actually everyone does have talent and also the potential where the talent can affect their respective learning abilities.

g) Environment

The name of the environment will definitely greatly affect the learning activities, if the environment is not comfortable, it will certainly cause obstacles, and later it will certainly be an obstacle in the student learning process, for that a conducive environment can really help in understanding the material in the lesson.

h) Intellectuality

This one obstacle can indeed be overcome, for example by diligently studying or studying diligently, but if this intellectual intelligence is

disturbed, it will certainly be able to affect the learning process.

i) Benefit

This benefit can be said to be an obstacle, if a student does not know the benefits that will be generated when he learns. For that increase the feeling of benefit that is in you, so that later you will be able to get answers from the many benefits that can be obtained when learning is carried out.

j) Ignorance

What is meant here is an attitude of being indifferent and not wanting to know what is happening, this will also certainly be very disturbing from the learning process activities, for that we should increase our curiosity so that later we can be better and want to continue learning.

k) Insufficient material

In a learning process, if the process is not supported by good enough material, it will certainly cause a lack of interest in students. For

example, material that is considered unattractive, so that it will definitely hinder the activities of this learning process.

Jhon Victor Problems defined at school can show up as poor academic performance, lack of motivation in school, loss of interest in school work, or poor relationships with peers or teachers. Teachers are expert observers, and after proper training they can recognize the early warning signs of psychological problems. Their observation of students and judgment on the characteristics of their cognitive and emotional behaviours can provide vital insight for preparing prevention and intervention programmes for children and their problems. Fox (1993) defines writing as an activity expressing ideas, feelings, and opinions to communicate messages from the mind to written form. Writing has two step process that is displaying the meaning of an idea and convey it in form written language. Through writing we can share ideas, apply

feelings, and convince others.<sup>43</sup>

Byrne (1988) categorizes three problems that make writing skills difficult to be mastered namely linguistic, cognitive, and content issues. The first problem is linguistic. This relates to our shrewdness in writing structure correct and hence the sentences formed will be able to coalesce with one another. The result is that the text that is created can be well replicated by the reader. The second problem is cognitive problems related to mastery we are on forms of language, structure, grammar that are useful for communication effective in writing. Harmer (2004) termed it the organizational problem certainly more complicated than the organizational problem in speaking. The third is a problem about ideas. This relates to anything that can we pour it in writing. Often we lose ideas in the middle of the writing process.

The External Problems in Writing :

a) Lack of Knowledge about Writing Stages Byrne

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<sup>43</sup> Fox, E.L, *The Physiological Basic of Exercise and Sport* ( ed), USA : Wim. C. Brown Publisher, 1993.

(1988, p. 4) classifies the writing complexities into psychological, linguistic and cognitive problems. It means that writing does not come naturally but rather gained through continuous effort and much practice, it becomes a complex skill.

- b) Lack Learners' Motivation Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. It means that learners will be encouraged to write if writing tasks motivate them and keep them interested.
- c) Inadequate Time Learners need time for gathering ideas, organizing their ideas, writing drafts, proof reading and re-writing. According to Guantun and Chakraverty (2000, p. 22), writing, which is an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topics.

- d) Lack of Practice According to Davies (1998, p. 25), "writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. Furthermore, to become a good writer, a student needs to write a lot.
- e) Teachers' Feedback Byrne (1988, p. 29) thinks that if teachers are to be truly readers rather than judges, they should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing. This might help students writers to appreciate receiving comments and use them in their revisions.<sup>44</sup>

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<sup>44</sup> Hanna Novariana, et. al. A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skill. *2nd English Language and Literature International Conference (ELLiC) Proceedings* – (ELLiC Proceedings Vol. 2, 2018).



## **B. Previous Research**

In this subchapter, the researcher presents some previous studies which were done in line with the researcher's research :

**1. The research has been done by Fikri Asih Wigati (2017). Bachelor in Department of English Education, State University of Singaperbangsa Karawang, West Java, Indonesia on title “Psychological Interference on the Student’s Academic Writing Process”.**

The result of this research is, the basic level of language proficiency tended to have more psychological problems like lack of motivation and lack of self-esteem. The upper-ntermediate students tended to have higher self-esteem and motivation. Therefore, the teacher needs to solve the problems by reducing psychological negative interference through portfolio writing, collaborative writing, psychological engagement by way of consultation and giving rewards. The findings of the present

study provide some recommendations for the next researchers who wish to investigate the same field and also for teachers and students to improve the teaching learning anxiety, process especially writing an essay in EFL context.

**2. The research has been done by Lic. Venecia Tejada Reyes (2018). Bachelor in Industrial Psychology and Modern Languages Student at the Universidad Autónoma de Santo Domingo Centro UASD on title “PSYCHOLOGICAL PERSONALITY FACTORS IN LEARNING ENGLISH FOREIGN LANGUAGE”.**

The result of this research is, Factors of the psychological personality and learning of English. In this research study, we have observed some of the psychological personality factors in foreign language learning at the elementary level in the 4th, 5th and 6th grades, as they are children who do not read or write in a second language, since only the basic ones are supplied, an observation formulary is supplied. Theoretically speaking, although these

personality factors do not seem to directly determine the individual, but in their linguistic abilities they can, indirectly, have a profound influence on the learning of a second language. The personality factors that have been observed are among the most effective characteristics that students in an L2 must adopt to learn the language with more success. For example, we have observed a strong relationship between the degree of empathy felt by students and their learning of the English language. The high degree of empathy appears associated with a little high and the low rates correspond with a learning also a little low.

**3. The research has been done by Siti Maysuroh, Lalu Ilham Maryadi and Supiani (2017). From Study Program of English Language Education, Hamzanwadi University on title “Students’ English Writing Process and Problems: A Case Study at Hamzanwadi University”.**

The result of this research is, in teaching writing for general communication for the second

semester of Hamzanwady University, the lecturer applied process approach which involves some steps namely prewriting, drafting, revising, editing, and publishing. During the process of teaching and learning writing, some problems were found mostly on some aspects; grammatical problems including subject-verb agreement and combining sentences together to make a coherent paragraph, inappropriate choice of words or vocabularies, and mechanical problems including spelling, punctuation, and capitalizations. Factors which might cause the problems are: lack practice, low motivation, and also time allocation.

**4. The research has been done by Rostanti Toba, Widya Noviana Noor and La Ode Sanu (2019). From IAIN Samarinda, Indonesia on title “The Current Issues of Indonesian EFL Students’ Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay”.**

The result of this research is the Indonesian EFL students’ ability in writing comparison and

contrast essay of State Islamic Institute (IAIN) Samarinda was in the category of good with an average score of 77.83 in the range of 70 – 80 scale, followed by their writing aspects ability; content, organization, vocabulary, grammar, and mechanics. However, some of them also experienced the problems of those writing aspects. Their reasons were not only having limited knowledge of writing aspects, but also they had own personal reasons, namely lack of writing practice, dislike writing, writing anxiety, negative writing perception, low writing motivation, insufficient time given in writing, and also inadequate teaching writing process taught by their lecturers. In light of the research findings, the Indonesian EFL students are suggested to increase their comparison and contrast writing ability by writing practice continuously and encouraging their high writing motivation. Consequently, their writing ability could be improved without any writing anxiety and others writing problems. Moreover, for writing lecturers should be taught hardly and responsibly to increase

the EFL students' writing ability by creating enjoyable writing classroom atmosphere. As a result, the EFL students' problems in writing comparison and contrast essay can be effectively solved.

**5. The research has been done by Hanna Novariana, Sumardi and Sri Samiati Tarjana (2018). From Sebelas Maret University Indonesia on title "SENIOR HIGH SCHOOL STUDENTS' PROBLEMS IN WRITING A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skill".**

The result of this research is concluded that students are still have the same difficulties from the past. To minimize the problems, e-journal is the modern method that students only need smart phone or laptop and internet connection to write their learning activity. It is an easy way to reduce the stress and to motivate students in writing and to give them a personal space to write their own improvement, worries, and problems personally. In

teaching and learning process, teachers also need the students point of view about their ability, because there are many reasons that cannot be expressed by the students in the result of the test. And then, for the teacher, it might be considered as teaching evaluation for the next teaching and learning process.

### **C. Conceptual Framework**

Psychological problems in learning English not only emphasized on speaking and reading, without anyone realizing that writing also has its own psychology, even including weight, here will focus on discussing English writing (grammar), the sentence *"The more someone learns the rules in writing, the more someone feels afraid of being wrong and doesn't even dare to write"*, this is just the opinion of some people and good luck not being a fear in itself and hopefully it will be resolved soon.

According to Humanistic Learning Theory said that this learning theory is more likely to see the

development of knowledge from the side of the human personality. This is because humanism itself is a science that sees everything from the side of the human personality. Humanistic learning theory also aims to build the student's personality by carrying out positive activities. This can be called educators or teachers who teach and educate using a humanistic approach. Teachers or educators with a humanistic flow will prioritize teaching outcomes in the form of positive abilities possessed by students. Positive abilities will build or develop positive emotions in students.<sup>45</sup>

Each learning theory has advantages and disadvantages. The teacher should look for a learning theory that fits the character of each student. With the selection of the correct theory, the teaching and learning process will be maximized and the results obtained from the process have an impact on both students and students. Hopefully this topic can prepare the students with the support of humanistic

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45 Mishra, Chandreshwar, *Humanistic Approach to Education*, Journal of NELTA., Vol. 5



theory which has also focused on improving the quality of learning better. As students what needs to be done is only to try to always prepare themselves with all kinds of theories that the teacher has chosen, because to Matching all theories into a unified theory that is right in order to produce teaching to one student is not as easy as a student who prepares or prepares themselves by studying each theory and preparing all their needs such as knowledge as well as physical and mental so the point is don't focus on the error or inaccuracy of the teacher's strategy but try to see your own potential and adjusted to the times so that you can accept new methods that teachers apply for better learning development in the future.

The main purpose of this study is to find out what psychological problems are faced in learning to write, then what are the causes of these problems and the last is how students can solve psychological problems in writing. So here it is said that there are several factors related to psychological problems in writing, namely from oneself, the class environment

and the attention of fellow friends) and also from the accuracy of the learning and assessment system by the lecturer or teacher.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method in this research. There are research setting, research design and procedure, data collection, and data analysis techniques.

#### **A. Research Design**

##### **1. Research Method**

The data of qualitative is basic because based on the fact, the event, and the reality. So, it is not the change of the researcher. The researcher came to the context of the research place without prejudice and presumption. The theory in this method is not tested, but the researcher collected the ideas which are delivered by the participants an interview, and then be looked for the themes to build the new opinion and ideas.<sup>46</sup> The focus of qualitative research is on

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<sup>46</sup> Raco, *Metode Penelitian Kualitatif, Jenis, Karakteristik dan Keunggulannya*, Jakarta PT Grasindo, 2010, p. 62-63.

participants' perceptions and experiences, and the way they make sense of their lives. So the researcher should understand multiple realities not only one.<sup>47</sup> In qualitative research, natural real life is the main source of data. Social phenomena became the object area. Withdrawal conclusions from data analysis are an agreement between the researcher and the investigator.<sup>48</sup>

The Research about the psychological problems faced by students in writing is a type of research that can not use the quantity of statistics is a qualitative research. Bogdan and Tailor as quoted by Moeleong, define qualitative methodology as a procedure that produces descriptive data in the form of written or spoken words or from the form of policy actions (Moeleong, Lexy J. 2002:112). This study shows that researchers are trying to find out what problems students face in writing lessons with

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<sup>47</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, London: SAGE, 2014, p. 239.

<sup>48</sup> Wina Sanjaya, *Penelitian Pendidikan, Jenis, Metode dan Prosedur*, Jakarta: Kencana, 2014, p. 46.

reference to the psychological aspects of previous research, namely the research of Fikri Asih Wigati. The approach used qualitative which has descriptive characteristics. The first data collected is directly from the source, the researcher becomes part of the main instrument of the analysis, the second data is in the form of words in sentences or pictures that have meaning (Sutopo 2006: 40).

In this research, the author conducted a descriptive and qualitative approach. As Rangarajan and Shields elaborate that descriptive research is a tool to describe data and characteristics of the population or phenomenon studied.<sup>49</sup> Qualitative research is used to collect data in the field at the site where participants experience the issue or problem under study.<sup>50</sup> Of all qualitative research methods, qualitative descriptive research is the least

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<sup>49</sup> Patricia M. Shields and Nandhini Rangarajan, *A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management*, (USA: New Forums Press), 2013, p. 109-158.

<sup>50</sup> John, W. Creswell, *Research Design, Qualitative, and Mixed Method Approaches 3rd Edition*, (California: SAGE Publication Inc), p. 175.

"theoretical". Furthermore, qualitative descriptive research is the least burdened by theoretically or conceptual that existed previously commitment as opposed to other qualitative methods. Phenomenology, grounded theories, and ethnography, for example, are all focused on the basic methodological structure that comes from certain discipline traditions. On the other hand, qualitative descriptive analysis is influenced by naturalistic investigations, which aim to examine something in a natural state with a possible level within the boundaries of the research arena. Although qualitative descriptive research is different from other qualitative research designs, can have several other approaches. In other words, because it uses a constant comparative analysis to check the results, qualitative descriptive studies may have grown from theories. On the other hand, descriptive qualitative analysis is not based on theory because it does not produce the theory of data collected.<sup>51</sup> A qualitative

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<sup>51</sup> Lambert, Vickie A. & Clinton E. Lambert, *Qualitative Descriptive*

approach is concerned with a qualitative phenomenon, for example, phenomena relating to or involving quality or kind.<sup>52</sup> This approach is used to investigate the reasons for human behavior (why people think or do certain things). Qualitative research occurs in natural settings, where humans and events occur. It is based on assumptions that are very different from quantitative research.<sup>53</sup>

## 2. Research Setting

This research setting at English Education Department's Class of Walisongo State Islamic University Semarang. The researcher get the data based on the participants who know the phenomenon of the problem. Source of data to get the participants from the third semester students of English Education Department Walisongo State Islamic

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*Research: An Acceptable Design, Pacific Rim International Journal of Nursing Research*, Vol. 16, No. 4, 2012.

<sup>52</sup> Wina Sanjaya, *Penelitian Pendidikan, Jenis, Metode dan Prosedur*, Jakarta: Kencana, 2014, p. 43-44.

<sup>53</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, London: SAGE, 2014, p. 255.

University Semarang (The Third Semester English Education Department students – 3A (Conduct of 25 students)).

Learning conditions during the Covid-19 Pandemic are indeed still a barrier in the continuation of this research, but several courses at UIN Walisongo Semarang including courses related to this research, namely Professional Reading and Writing are included in the study permit which little by little has been trying to learn directly or face-to-face which of course is already under license and with the right health protocol regulations. Therefore, this research went smoothly as planned.

### **3. Participant**

The participants are students of class 3A who are under the teachings of lecturer Vina Mariana in the Professional Reading and Writing course. Learning conditions during the Covid-19 Pandemic are indeed still a barrier in the continuation of this research, but several courses at UIN Walisongo Semarang including courses related to this research,



namely Professional Reading and Writing are included in the study permit which little by little has been trying to learn directly or face-to-face which of course is already under license and with the right health protocol regulations. Therefore, this research went smoothly as planned.

The researcher choose the third semester because the researcher already tried to do a small interview with some of my classmates who are also taking the same major, and they all agree with the third semester proposal because compared to other semesters for various reasons, namely the third semester is a a condition where students begin to realize their condition, the difficulties they face in learning begin to look more complex than in semester one or two. And why not fourth semester 4 and above, because the researcher assumes that this semester's students tend to have a lot of motivation and at the same time practice it for a long semester, so it is more effective in the third semester to motivate and implement it.

## **B. Data Collection Technique**

This research is a type of qualitative descriptive research. This study focuses on the The Psychological Problems in Writing of The Third Semester English Education Department students. According to David William, qualitative research is the collection of data in a natural setting, using natural methods, and carried out by people or researchers who are naturally interested.<sup>54</sup> Denzin and Lincoln 1987 stated that qualitative research is research that uses a natural setting, intending to interpret phenomena that occur and is carried out by involving various existing methods. Jane Richiestated stated that qualitative research is an attempt to present the social world, and its perspectives in the world, in terms of concepts, behavior, perceptions, and issues about the people

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<sup>54</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif: Edisi Revisi*, (Bandung: PT Remaja Rosdakarta), 2014, p. 5.

under study.<sup>55</sup> From all the definitions above, the researcher concluded that qualitative research is efforts to collect data carried out by people or researchers who are naturally interested in using a natural setting that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. by using a variety of natural methods.

This research uses questionnaire, interviews, and documentation to collect data. According to Bogdan and Tailor as quoted by Moeleong, define qualitative methodology as a procedure that produces descriptive data in the form of written or spoken words or from the form of policy actions (Moeleong, Lexy J. 2002:112). This study shows that researchers are trying to find out what problems students face in writing lessons with reference to the psychological aspects of previous research, namely the research of Fikri Asih Wigati. The approach

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<sup>55</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif: Edisi Revisi*, (Bandung: PT Remaja Rosdakarta), 2014, p. 6.

used is qualitative which has descriptive characteristics. The first data collected is directly from the source, the researcher becomes part of the main instrument of the analysis, the second data is in the form of words in sentences or pictures that have meaning (Sutopo 2006: 40). The data collection steps are as follows :

### **1. Questionnaire**

Questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer.<sup>56</sup> The researcher will distributed questions to some students of the third semester students of English Education Department Walisongo State Islamic University Semarang. (*See appendix 1*)

The questions given in the questionnaire's part are about any psychological conditions as well as the causes of these conditions which may rightly be the main problem in this topic which has been

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<sup>56</sup> Sugiyono, “*Metode Penelitian Pendidikan – Pendekatan Kuantitatif, Kualitatif, dan R&D*”, Bandung: ALFABETA, 2016, P.199

summarized into several questions from various sources. The conditions here are supported by humanistic theory, namely the success or assessment indicator of this learning theory is that students feel happy in learning and there is a change in behavior and mindset not because of coercion or their own desire. With this theory, students are expected to become human beings who can regulate themselves and become individuals who are not bound by the opinions of others without having to harm or take the rights of others.

The researcher will give the questionnaire to the students in order to know the further opinions and to know the aspect that may influence the students learning process. From collecting the data through the questionnaire, the researcher found the respond of the student's toward the teaching and learning process. The research was carried out online due to the ongoing Covid-19 pandemic and was carried out via Gform by including all questions and then distributing them to subjects who had been contacted first.

There were 30 statements provided in the questionnaire which were distributed to 25 respondents. The statements in the questionnaire were written in Bahasa Indonesia in order to avoid misunderstanding and to ease the respondents in filling the questionnaire. (*See appendix 2*)

## **2. Interview**

An interview can be defined as a qualitative research technique that involves conducting intensive individual interviews with a small number of participants to explore their perspectives on a particular idea, program, or situation.<sup>57</sup> An interview is a verbal conversation between two people to collect relevant information for research.

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview took only a guideline that outlines the things that will

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<sup>57</sup> C. Boyce & Neale P, *Conducting in-depth Interviews: A Guide for Designing and Conducting In-Depth Interviews*, Pathfinder International Tool Series, 2006, p. 3.

be requested<sup>58</sup>. Interview is used to provide structured data with greater depth.<sup>59</sup>

Interviews that used in data collection, researchers will ask questions about psychological problems and the effectiveness of learning to write in their classrooms. Interviews are still being conducted online due to the ongoing Covid-19 pandemic. If the questionnaire chooses to use the Gform for interviews, the researcher chooses via WhatsApp because in this section a more detailed and complete answer is needed.

The interview here is the second part after the question questionnaire where several students who were selected were in the category of being followed up or interviewed in more detail according to predetermined aspects and students were expected to be able to fill out the written interview page honestly

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<sup>58</sup> Suharsimi Arikunto, “*Prosedur Penelitian Suatu Pendekatan Praktik*”. (Jakarta: Rineka Cipta, 1991), p.128.

<sup>59</sup> Umyy Khoiunisya’ etc. “A Teacher’s Beliefs and Practices of Using Video to Teach Speaking: A Case Study at SMA As-Salam Surakarta”. *VISION: Journal for Language and Foreign Language Learning*. Vol.7 No.1. 2018, p.14

and completely according to their conscience.

The researcher draws conclusions from the theory and data which results in students who fall into the category of requiring more attention or handling related to their conditions in the process of learning to write English, or it can be said that they enter the next stage, namely the interview stage. The conditions of the problem are:

- a) Feeling the effectiveness of the classroom conditions, he really needs to concentrate more
- b) Feeling slow because it takes a long time to write
- c) Feeling afraid to write due to lack of understanding of the material
- d) Lack of courage to do group assignments compared to individual tasks
- e) Feel more and more afraid to write when you get new material



- f) Feeling confused because you often lack ideas in writing
- g) Feel calm because friends help when he doesn't understand the material
- h) Feeling less confident with your own writing
- i) Feeling doubtful because there are always many mistakes in writing (grammar)
- j) Feel more confident doing plagiarism in writing
- k) Feel lazy to read to improve writing skills
- l) Feeling negligent because you often procrastinate writing assignments
- m) Feeling lazy with writing lessons compared to other English skills (reading, speaking or listening)
- n) Not trying to understand the material before writing

Aspects of students who are included in the category of lack of psychological control here are

where students feel that writing English is difficult, disagree or require more consultation related to the implementation of learning, the problem can be from lecturers, classmates, and environmental factors. and one of them has been selected by the researcher through a questionnaire that has been conducted. There were 6 students from 25 participants that were interviewed as the representative of their class. The interview. (*See appendix 3*)

The primary instrument that was used in this study was a survey questionnaire and interview. The statements in questionnaires and the interview questions were made by adopting questions from Fletcher et al., (2020) .The survey included questions in Indonesians (to avoid misunderstanding). The survey was designed to take 2 days to complete. The main topic addressed is about psychological problems in writing. The questionnaires are given with Likert Scale. The Likert Scale is a technique that often used to

measure statements that express positive/ favourable or negative/ unfavourable student engagement toward certain object. The 15 items were put in a 5-point Likert Scale. Ranging from Strongly Agree Netral Disagree to Strongly Disagree.

For the interview, the researcher did the semi-structured interview in relation to the student's answers on the questionnaire. Semi-structured was defined as the best method to do interview since it provided richer data, and it have a flexibility and thus will get more insightful information toward what the student had answered in the given questionnaires

### **3. Documentation**

Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures, and

electronic.<sup>60</sup> In this research, the researcher will use all of written documents, pictures and video recording. By doing this technique, researcher data would be comprehensive and valid.

Documentation is used to collect data in the form of photos resulting from sending the questionnaire to the selected participants. Google Form is a tool used in data collection. The results of the filling will be analyzed by the author is to examine the document systematically in the form of communication written in the form of an objective document with the aim of being described and drawn validly.

In collecting data, researchers distributed question questionnaires and also interviews via Whatsapp and directly if the Covid-19 Pandemic condition was really possible. Documents that the researcher also collects are in the form of documents

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<sup>60</sup> Nana Syauid Sukma Dinata, *“Metodologi Penelitian Pendidikan”*, Bandung: PT Remaja Rosda Karya, 2004 , p.221.

such as photos of filling out Questionnaire data, photos during interviews, photos of permission letters to conduct research, etc.

### **C. Data Analysis Techniques**

In this study, researchers used qualitative methods. So, for the data analysis technique used descriptive-qualitative technique. Researchers collected data from the distribution of questionnaires and interviews with selected students to fulfill more detailed answers. From these data, the researchers conducted an analysis based on research questions.

The data from the instrument cannot be separated because the two are interrelated: First, the author gives permission to the lecturer for the Professional Reading and Writing course, namely Mrs. Vina Mariana to ask for help from students in her class to observe the entire learning process of the course but is specific to writing only, in the process

licensing, of course, while we review a little the theme of our thesis so that the lecturers can really understand the purpose of our licensing even though in its implementation filling out the questionnaire is not included in the learning activity process, filling can be done conditionally depending on the students' free time which in filling out the questionnaire must be adjusted with the learning process of these courses in offline conditions (face to face).

Then after it was confirmed that all students had filled out the questionnaire questions via the Google Form that had been distributed, the researcher proceeded to the interview section, as explained in the interview chapter, the participants here were selected into smaller sections according to the results of filling out the questionnaire data.

The researcher draws conclusions from the theory and data which results in students who fall into the category of requiring more attention or handling related to their conditions in the process of

learning to write English, or it can be said that they enter the next stage, namely the interview stage.

After the questionnaire data is obtained, then it is processed until finally it can be said that students still need a lot of psychological guidance in learning to write. In this part of the interview, the researcher asked several questions with the need for more detailed answers to obtain the data that the researcher wanted. Interviews here are conducted using Whatsapp or can also be in person.

In the interview process, the writer records the answers of the interlocutor. The results of the interviews were transcribed by the author. After that, the writer checked and analyzed the transcription. He uses it to examine the contents of a document systematically in the form of written communication in the form of documents objectively and to see the suitability of google classroom as a medium for teaching descriptive text vocabulary for the purpose of describing and drawing valid and after the author

explains the data, the author draws conclusions based on the results. data.

According to Miles & Huberman (1984, 1994). Data analysis consists of three interrelated subprocesses; data reduction, data presentation; and drawing conclusions/verification. This process is carried out before the data collection stage, precisely when determining the research design and planning; during the initial data collection and analysis process; and after the final data collection stage.<sup>61</sup>

#### 1. Data reduction

Data reduction means that the potential possessed by the data is simplified in an anticipatory mechanism. This was done when the researcher determined the conceptual framework, research questions, cases, and research instruments used. If the results of field notes, interviews recordings, and other data are

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<sup>61</sup> Norman K Denzin & Yvonna S Lincoln, *Handbook of Qualitative Research, Translation by Dariyatno et. al.*, Yogyakarta: Pustaka Pelajar, 2009..



available, the next stage of data selection is data summarizing, coding, formulating themes, grouping, and presenting stories in writing.<sup>62</sup>

The data obtained are written in the form of reports or detailed data. Reports compiled based on the data obtained are reduced, summarized, selected main points, focused on important matters.<sup>63</sup>

## 2. Data Display

Data Display is defined as a piece of densely structured information construct that enables conclusions and actions to be taken. The presentation of data is the second part of the analysis phase. A researcher needs to study the process of data reduction as a basis for meaning. More focused data presentation includes structured summaries and synopsis,

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<sup>62</sup> Norman K Denzin & Yvonna S Lincoln, *Handbook of Qualitative Research, Translation by Dariyatno et.al.*, Yogyakarta: Pustaka Pelajar, 2009.

<sup>63</sup> V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami* (Pustakabarupress: Yogyakarta), 2014, p. 33.

brief descriptions (vignettes) (Erickson, 1986), diagrams (Crney, 1990; Gladwin, 1989; Strauss, 1987; Werner & Schoeple, 1987, 1987b), matrices with text rather than numbers in cells (Eisenhardt, 1989a, 1989b; Miles & Huberman, 1984, 1994).<sup>64</sup> The data obtained are categorized according to the subject matter and made into a matrix to make it easier for the researcher to see the patterns of data relations with other data.<sup>65</sup>

### 3. Conclusion and Verification

The last analysis activity is drawing conclusions and verification. During the research process, researchers have made various evaluations and decisions about research and data. Sometimes these are made based on material found in the existing

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<sup>64</sup> Norman K Denzin & Yvonna S Lincoln, *Handbook of Qualitative Research, Translation by Dariyatno et.al.*, Yogyakarta: Pustaka Pelajar, 2009.

<sup>65</sup> V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, p. 35.

literature (as the researcher cycles back and forth through the literature). Sometimes these evaluations and decisions arise as a result of the data collected (based on data from questionnaires, statements made during interviews, observing patterns in various documents, etc.). Several interim results have helped in data reduction and data display activities. Finally, once data is collected, reduced, and displayed, analytical conclusions may begin to emerge and define themselves more clearly and definitively.<sup>66</sup>

Therefore, this study was analyzed in descriptive analysis. The data from questionnaires were exposed by showing the results of classroom observation in the tables and concluded narratively. Meanwhile, the collected data from interview was transcribed and the obtained data which was in Bahasa Indonesia was translated into English. Furthermore, the information obtained from the

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<sup>66</sup> Bruce L. Berg, *Qualitative Research Methods for the Social Science*. Borston: PearsonEducatio, p. 36, 2001.

interview was supposed to confirm the data obtained from the questionnaire.

In analyzing the result of questionnaire, I use the formula as follows (Sudjana, 2005):

$$p = \frac{f}{n} \times 100\%$$

In which:

P = Percentage

f = Frequency

n = Total

100 = Constant value

For the last step, the researcher drew conclusion from the analysed findings.

## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

This chapter presents the profile of the third semester students of English Education Department Walisongo State Islamic University Semarang (The Third Semester English Education Department students – 3A (Conduct 25 students)), research findings, data description, discussion, and limitation of the study. In this part, the writer would like to describe and discuss the findings of the research.

#### **A. Profile of English Education Department**

##### **Students – 3A**

The third semester students from the English Education department here come from UIN Walisongo Semarang and taking 1 class here, specifically in the PBI-3A class, which at this time the class is in the Professional Reading and Writing subject under the teachings of Mrs. Vina Meriana.

The number of students who take this subject is 25 students.

## **B. Discussion of Study**

Researchers through questionnaires and interviews. After all of the students had filled out the questionnaire via the Google Form that had been distributed. Previously, of course, the researcher had confirmed the time limit for filling out and also the procedure for filling in which had been submitted to the class president and also the person in charge of the Professional Reading and Writing course (*See appendix 4*). Furthermore, after all students filled out the Google Form for approximately 2 days, the researchers got data from filling out the questionnaire. After viewing the data, the researcher proceeded to the interview section, as explained in the interview chapter, the participants here were selected into smaller sections according to the results of filling out the questionnaire data in which many questions were answered. unsatisfactory or it can be

said that students still need a lot of psychological guidance in learning to write.

Questionnaire calculation data uses Likert Questionnaire and researchers give the largest points 1 to 5 from strongly agree to strongly disagree, then in order to get 6 new participants for the interview stage summarized in the following table :

Note : Strongly Agree (SA), Agree (A), Netral (N), Disagree (D) or Strongly Disagree (SD)

**Table 4.1 Recapitulation of Filling Out the Questionnaire**

No	Name	SA (1)	A (2)	N (3)	D (4)	SD (5)	Highest Choice
1	DKA	6	5	5	4	5	6 (SA)
2	NS	<b>5</b>	<b>2</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>14 (D)</b>
3	TAWN	8	5	0	5	7	8 (SA)
4	MMA	6	5	5	4	5	6 (SA)
5	LNI	9	7	0	4	5	9 (SA)
6	SZA	<b>5</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>15</b>	<b>15 (SD)</b>
7	FKZ	2	2	10	2	9	10 (N)
8	LMA	5	8	0	5	7	8 (A)
9	II	5	6	5	4	5	6 (A)

10	<b>IM</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>4</b>	<b>12</b>	<b>12 (SD)</b>
11	AMA	5	5	6	4	5	6 (N)
12	T	2	2	10	2	9	10 (N)
13	NM	5	0	8	5	7	8 (N)
14	<b>SFS</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>14</b>	<b>14 (SD)</b>
15	SDW	7	0	9	4	5	9 (N)
16	IA	4	5	6	5	5	6 (N)
17	UM	2	10	2	9	2	10 (A)
18	AW	5	8	5	7	0	8 (A)
19	GR	4	5	6	5	5	6 (N)
20	<b>SPRD</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>15</b>	<b>15 (SD)</b>
21	AMF	6	4	5	5	5	6 (SA)
22	SLM	2	10	9	2	2	10 (A)
23	SNA	0	5	8	5	7	8 (N)
24	<b>LS</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>13</b>	<b>13 (SD)</b>
25	ANK	0	4	9	7	5	9 (N)

Data processing using the Likeart data questionnsire formula, becomes te following conclusion :

**Table 4.2 Recapitulation of Participants from the Questionnaire  
(Indicated Data is Entered Into Point Provisions)**



No	Name	SA (1)	A (2)	N (3)	D (4)	SD (5)	Highest Choice
1	NS	5	2	2	14	2	14 (Disagree)
2	SZA	5	1	0	4	15	15 (Strongly Disagree)
3	IM	0	9	0	4	12	12 (Strongly Disagree)
4	SFS	1	5	1	4	14	14 (Strongly Disagree)
5	SPRD	2	0	0	8	15	15 (Strongly Disagree)
6	LS	0	0	3	9	13	13 (Strongly Disagree)

Data processing using the Likert data questionnaire formula, becomes the following

conclusion :

**Table 4.3 Recapitulation of Total Participants,  
Calculation and Categorizations of Scores**

The total of participants	25 Students	
Total score reference	Maximal Score	$25 \times 5 = 125$ (n)
	Minimum Score	$25 \times 1 = 25$
Score category reference	+ 50	Bad enough (Requires a lot of handling)
	- 50	Fairly good (Doesn't require much handling)

**Table 4.4 Recapitulation of the Final Calculation  
of the Frequency**

Like art Scale	Point	The total of Likeart Scale Choice	Calculation (Total score = Point x Total Likeart scale choice)	The final result
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SA	1	5	1 x 5	5
A	2	5	2 x 5	10
N	3	9	3 x 9	27
D	4	1	4 x 1	4
SD	5	5	5 x 5	25
Total (f)				71

Analyzing the result of questionnaire :

$$p = \frac{f}{n} \times 100\%$$

$$p = \frac{71}{125} \times 100\%$$

$$125$$

P = 56,8% (Bad enough (Requires a lot of handling))

Researchers have concluded and processed the data, which found 6 students who the author feels are in the category requiring more attention in accordance with the data that has been processed (*See appendix 5*).

Researchers know the results of the answers from the 6 students are included in the student data requiring more attention than the other 14 students. The next day the researcher immediately entered the

next data collection process, namely an interview test conducted online via WhatsApp. After entering the six students into the WhatsApp group, the researcher immediately sent instructions, related to how to answer some interview questions, totaling 8 questions that could be answered via Typed Messages or Voice Notes, and after the instructions were received, they got 5 answers from 6 students. because 1 student was reportedly sick (*See appendix 6*).

From the questionnaire data and interviews, we know that the role of the environment, both class conditions and classmates is still needed in psychology in writing but is still dominated by the role of the lecturer and ourselves.

The difference between this study and previous research is that the subjects in this study were deliberately given to third year English education students, with the reason that the researchers had conducted a small survey with classmates who were both majoring in English education, which at that time the researchers were

still in their third year. Sixth, from the survey results of their classmates, they argue that the third year is the year in which students of the department are in a situation where they are at the stage of understanding their academic condition. Therefore, that year was chosen as the research subject where they were given the opportunity to still improve their academic condition (there are still several years left to make improvements). Here the researchers provide more in-depth answers, namely examples of problems, causes and solutions conveyed in detail and clearly through research that has been done.

### **C. Research Finding**

The data that has been processed and produces answers to two questions, namely psychological problems faced by students in learning to write English and problem solving that can be tried to overcome these problems.

#### **1. Psychological problems faced by students in**

## **writing**

In the learning process, familiarizing and training students to express their ideas, opinions, and ideas through writing is something that cannot be ruled out. Learning to write activities should be given a portion that is almost the same as reading activities. These two activities must go hand in hand. Because, someone will be able to write if they have a lot of material obtained from reading. On the other hand, one needs to read as much as possible if one wants to write any kind of text including an article.

We know that related to writing activities, writing is the most perfect thought process. Because, through writing, someone will present information and understanding about something as completely as possible. Everything that is shared must have gone through a process that has been 'thought out' carefully until it is processed as well as possible. Therefore, writing takes longer than speaking spontaneously. Therefore, in addition to inviting students to be active in reading activities, every teacher is the best choice to improve students'

writing learning outcomes. In addition, it can provide the widest opportunity for students to write down what they have learned and get students used to reading, discussing, reflecting, and then writing. Various kinds of psychological problems faced by students in writing :

**a. Feeling too easily bored and lazy**

The condition of the students in this problem is where the student is too overly self-indulgent, even he does not realize his own mistakes. Previously, we must have known that some of the reasons where a person cannot do a learning activity because the student does not try to ask questions and also learn, which arises because of an attitude of being too self-centered to just force himself to try to learn while practicing through small things where persistence and focus of students in receiving material and doing exercise assignments is a form of training by lecturers for students, but in fact some students choose to obey this feeling of laziness, which basically they themselves know that will affect performance in the lecturer's assessment of

their learning outcomes.

Examples of student attitudes from the results of research answers :

- 1) It is easy to feel satisfied with a little effort in learning

Still related to laziness, here the feeling of satisfaction is of course because you don't really understand what learning is and the purpose of learning, therefore learning seems to be a formality because you immediately want to do other activities.

- 2) Feeling confident with "U learn 'cause u need"

Students learn of course for themselves, which is basically expected to be useful for others as well in the future. But in reality now many people apply the wrong topic in their learning process, for example students are more comfortable not forcing themselves to study, even in research answer data because they are too self-loving to answer with "u learn cause u need", this is Of course, the meaning needs further deepening, but here it is blamed because



the theme of filling out research questions as a whole contains bad intentions in the learning stage.

Furthermore, the causes of the emergence of feelings of being too bored and lazy in learning to write are concluded through the results of the research answers as follows :

1) Not focused on the goal

Learning must have a purpose. For example, we study hard to get a top 5 ranking in the class. Or it could be more detailed. For example, we want the English test score to be 4.00. Learning objectives such as this example are very good, but for some people, they learn like they are just studying and don't know what their learning goals are which result in over time they will get bored of repeating the same routine.

2) The environment does not provide support

One of the success factors in learning for someone is the support from the people around them. Lucky for friends who have parents,

friends, friends, siblings, or whoever is always enthusiastic in providing support for you in learning activities. Because basically "Communication to parents about things that happen at school, indirectly becomes a motivation for enthusiasm in learning".

3) Careless learning strategies

Learning is like preparation for war, in the sense that a test is interpreted as a war to control yourself to believe in your abilities. Therefore, learning strategies are necessary, friends. If you just learn and force it, you have to understand it in one practice. Therefore, for the sake of our mental comfort, it is hoped that as students we can try to apply strategies that are right for ourselves, both lecturer factors and environmental factors.

4) Don't have time to rest

Ahead of the exam, generally a person's study frequency is more intensive than usual. In fact, the previous day had been pumped in order to achieve the final goal which can certainly

make a person satisfied and proud. Because we are so enthusiastic, we study continuously until we forget the time to rest. It should be noted that it is necessary for us to relax for a while, whether to sleep, or hangout for a while to release boredom while studying. Because basically "irregular sleep time, can disrupt the neural connections in charge of storing memories in a person".

5) Want instant results

Someone has learned to study regularly, persistently, and does not know despair, but the results are still unsatisfactory. Time passes the person feels bored and not confident in their abilities. Some people certainly have felt the same way, but it needs to be clarified that learning and practicing only by using 10 examples of practice questions by the lecturer without trying to practice using other examples cannot be concluded that someone immediately understands, of course the lecturers often give us messages to practice the practice questions.

more outside of school hours. There is a process that we must go through in order to understand. So, it is certain that learning cannot be instant.

### **B. Feeling too afraid to act**

The condition of students in this problem is where the student is excessive in following his fears so that it interferes with his performance in the teaching and learning process. Basically, the feeling of fear that arises here does not always come from the learning environment but can come from oneself. Wherever the place of learning is for the initial phase, it is quite difficult, but it is not recommended to always think about it, because one's intention to study at school is to learn, and we are given the same right to dare to discuss, ask questions and so on for our own success.

Examples of student attitudes from the results of research answers :

- 1) Objection to the technique of working on tasks through group assignments

The assumption that I get a lot when

processing the results of research answers is that many students who claim to be weak in learning choose to remain silent because they know that if they do something, they will definitely make more mistakes in the eyes of smart students. This is normal but it is not recommended to continue because of course as a student you have the same rights regardless of their respective achievements, it's just that many go by with their own assumptions so that it affects their learning stage. Lack of familiarity and fear of starting are also factors that these students procrastinate in fearing themselves.

- 2) Assuming fear and mistakes in writing are caused by lecturers who are easily emotional

It can be said that lecturers who have temperaments such as easily emotional or assertive in this case certainly have their own reasons and basically every semester we have the right to assess the performance of the lecturer. The lecturer is not fully given the

opportunity to provide a detailed assessment of each student because of his many responsibilities to all students. So utilizing the opportunity for lecturer assessment to the maximum and trying ourselves to use our own strategies to follow the teaching flow of our lecturers as well as being diligent in studying to get good achievements can certainly alleviate the factor of the hard-working lecturer because before making an opinion regarding this, of course, you must introspect yourself.

Furthermore, the causes of the emergence of feelings of being too afraid to act in writing learning activities concluded through the results of the research answers are as follows :

- 1) Limited vocabulary and grammar

The first obstacle that is often faced by people who study writing is limited vocabulary and understanding of grammar. Because of these limitations, many people then do not know what to write. If this is an obstacle for you too, then the answer is not to stop but to keep

learning. Not avoiding, but facing what is your obstacle. Including vocabulary and grammar problems. Enrich your vocabulary by always having a dictionary ready. If you can download the English dictionary application on your cellphone. So when you come across a difficult word, you can immediately look up what it means. As for grammar, you can learn it by reading various textbooks that provide English grammar guidelines. There are now many English textbooks that can help us learn more easily and with fun.

2) Afraid to be wrong

Another reason that often hinders people from learning English writing is the fear of making mistakes. And this is actually often an obstacle in learning English as a whole, not only in the writing aspect. Keep in mind that English is not our main language, so it is natural that we cannot master it immediately. But that does not mean mastering English is something that is impossible to achieve. So, stop studying

for fear of being wrong is not the right answer at all. Fight that fear and focus on what is far more important, namely learning to the fullest.

3) Hoping to be reliable / expert

Contrary to the previous obstacle, this one obstacle also often prevents people from learning English Writing. That is, you want to immediately and quickly become an expert who master various techniques and how to write in English. There is nothing instant in this world, including learning and mastering English Writing. So there is no need to feel rushed and want to be an expert in writing immediately. Everything needs a process and your maximum effort will definitely pay off.

**C. Feeling too sad because they feel never motivated and consulted**

The purpose of the problem here is that students are too eager to always be noticed and given motivation which is only for entertainment, for more details in reality lecturers, friends, family, social



media or one of them of course we encounter a motivation from an activity or interaction that exists in it, but in reality the student only thinks it is not as serious as the content of the motivation.

Examples of student attitudes from the results of research answers :

- It is difficult to get rid of the wrong mindset that writing is difficult from the start of learning activities

We know that the best motivation comes from oneself, even if a person feels less motivated without opening the internet, motivation often appears everywhere, but comes back to each other, because the intention is in the heart.

To develop and build a positive mindset, students must first know who they are, what abilities they have, and what their goals are. In addition, it is better for students to know their way of thinking during the learning process. Negative emotions tend to be able to make the balance of the brain with feelings become

unbalanced, so that students' ability to solve a problem while studying decreases. A positive mindset comes from the self-confidence that each individual has. Therefore, it is very important for every student to start the learning process with high confidence. This is because this self-confidence can develop students' potential, as well as become a source of their strength when experiencing difficulties in solving a problem.

Everyone who learns must have made mistakes and failed. Making mistakes and failures is a way of life that everyone will experience. Therefore, students must learn to accept mistakes or failures from what they experience during learning. That's no big deal. The students can learn from previous mistakes. Self-motivation to continue learning is very important for school students, because this motivation will inspire children to stay enthusiastic about learning. Conversely, without this motivation, school students will

find it very difficult to understand the material that has been explained by the teacher. Of course this will have a negative impact on the quality of himself, as well as the quality of this nation's young generation.

In fact, the lack of self-motivation for learning in school students turns out to be a very confusing problem for teachers, for example, many students spend sleeping during lessons, students ignore the teacher's explanations, and so on. This is an example of a serious problem faced by most teachers today.

Furthermore, the causes of feelings of being too sad because they were never motivated and consulted in writing learning activities concluded through the results of the research answers as follows :

- 1) Weak Motivation in Students' Own

This is the main common factor experienced by most school students today, namely the lack of self-motivation to learn. So this causes school students to be less interested

in learning and spend 3 years in school in vain. Some of the things that cause weak self-motivation include :

- a. Students do not have clear dreams and aspirations
  - b. Students are not confident and feel they are not smart
  - c. Stupid idealism that assumes the ultimate goal of education is to get a job, and so on.
- 2) Lecturers do not provide motivation as well as consultation to students

Lecturers in schools not only function as teachers, but also as motivators for their students. The role of lecturers in motivating students is very important, especially for students who have weak motivation and students with problems. More or less, the motivation that the lecturer has given will surely hit the hearts of the students. In fact, it is a fact that lecturers who provide motivation more often are more liked by their students.

- 3) Students don't like the teacher's way of teaching

The lack of student motivation in learning in the classroom can also be caused by the style and method of delivering material by the teacher. Students will certainly feel bored with monotonous teaching methods, delivery of material that is difficult to understand, lack of involving learning media, and others. If it is so, the motivation of students to keep paying attention to the material will be weakened.

4) Students do not like certain subjects

Every student in the school has their own skills and talents, especially in certain subject matter. Indeed, there are students who really cannot master certain subject matter even though they have forced themselves to study. This kind of thing can weaken his motivation, if you are a teacher then you have to understand these conditions, find the right steps for him.

5) Problem student

Problems in student life also make self-motivation weak to learn, even some students get involved in delinquency in school. As for

problems in student life that can weaken learning motivation, for example, such as parental fights, parental divorce, dating, breakup, and others.

6) Lack of parental attention

Parents occupy a very important role as motivators for children's education, because unconsciously, whatever comes from good parents, both character and attitude, will become role models for children, as well as in the issue of children's education. Sending their children to school is not enough, parents still need to do a lot of things related to their children's education. On the other hand, the lack of parental attention to children's education will have a negative impact on the child.

7) Bad association

Students who hang out with naughty friends, both at home and at school, will certainly fall into delinquency as well. They think that that's how they should enjoy being a teenager, time that should be used for studying

is wasted, so they don't realize that their desire to learn is decreasing.

8) Technological advancement factor

It is undeniable that the great advances in technology have indeed brought convenience to every human activity. Even so, technological advances also bring bad impacts, especially for education in this case. Outside cultures that are tucked away in internet facilities, less educational programs on TV, games and media on cellphones, and others, all of which preoccupy the daily activities of school students to the point of forgetting to study. And slowly, the great progress of human civilization is what weakens the motivation to learn in school students.

**D. Feelings of being too sensitive to the environment**

The purpose of this problem is that students tend to have a habit of demanding perfection from external factors (lecturers, environment and friends)

without looking at themselves.

Examples of student attitudes from the results of research answers :

- Lack of self-concentration training

Wherever and whenever you can find several traits at one time, including in the learning process there are lecturers and students, to understand lecturers students only need to focus on one subject, but for lecturers where 1 person must understand 30 people, it is certainly quite difficult.

Furthermore, the causes of feelings of being too sensitive to the environment so that it is difficult to concentrate in writing learning activities concluded through the results of research answers are as follows :

- 1) There are too many assignments given by the teacher so that it takes up time and makes you experience fatigue.
- 2) The effect of excessive use of gadgets.
- 3) A learning atmosphere that is not conducive, both at home and at school, makes you not feel



comfortable studying.

- 4) Poor quality sleep patterns.
- 5) Lack of interest in certain subjects.
- 6) There is coercion or pressure from the surrounding environment.
- 7) Low self-motivation in determining learning outcomes targets.
- 8) Unhealthy eating patterns can cause inhibition of the body's metabolic processes so that it affects the work of the brain less than optimal.

### **E. Feelings of giving up too easily (Internet addiction and plagiarism)**

The purpose of this problem is that many students tend to give up easily because of mistakes in controlling their study time by themselves.

Examples of student attitudes from the results of research answers :

- Can't do assignments without plagiarism and look for all assignments on the internet

It could be said that maybe because of the lack of studying the material, and having a habit

of procrastinating doing something so that finally they can do plagiarism activities. There are many reasons that come from oneself why students commit plagiarism. Among them are lazy, lack of confidence, less able to manage time and lack of knowledge.

Furthermore, the causes of feelings of giving up too easily (Internet addiction and plagiarism) in writing learning activities concluded through the results of research answers are as follows :

- 1) Limited time to complete a scientific work which is the burden of his responsibility. So they are compelled to copy-paste the work of others.
- 2) Low interest in reading and interest in analyzing the reference sources they have.
- 3) Lack of understanding of when and how to quote.
- 4) Lack of attention from teachers or lecturers on the problem of plagiarism.
- 5) The misuse of technology in this modern era,

we get a lot of information. Both through print media and electronic media. However, many students use technology as a reference material, the internet is one example that is often used by students for reference material. However, students often do not include the sources they get in their assignments.

- 6) Sanctions have not been strictly enforced. In Indonesia, there is protection for someone's work. However, the existing law has not been maximally enforced. So that plagiarism still occurs among students. It can't even be distinguished between the original rich and the plagiarized work.

## **2. Solving students' psychological problems in the writing learning**

### **A. Feeling too easily bored and lazy**

Learning to write doesn't have to be hard but try to be moderate but diligent, if studying has become a routine activity of course it gets lighter day by day, in contrast to people who are not diligent, of

course they study diligently because they do accumulated re-learning. Students who are easily satisfied with their small efforts tend to often procrastinate on assignments, therefore we hope that we ourselves understand that writing English requires a lot of memorization which can be replaced by practice and reading habits that will tell us the results we get from studying, then related to the sentence about "the deeper you study English material, the more afraid to write" can be completed because basically students are not diligent in practicing and learning to write, therefore the material that must be learned is not mastered perfectly because they are lazy to study.

Solutions so that students avoid feeling too easily bored and lazy :

- 1) Restrict social media access

One of the factors that causes laziness to do schoolwork is too much time is spent on accessing social media such as Instagram, Tiktok, or other types of online chat. Most people if they already hold a cell phone

immediately forget about other obligations. It's better from now on to get used to not having too much access to cyberspace, increasing time for productivity in many more useful things, such as doing schoolwork. Do this slowly so that it becomes a habit.

## 2) Create daily schedule

This method may sound stale enough and is not done by many students today. Even though making a schedule has proven to be effective, it allows you to become a more independent and disciplined person in doing anything, including making school assignments. Buy a white board or make funny graphics on an ipad, you can also use a regular smartphone using a graphic design application. Then just write down the daily schedule and all the tasks that must be collected. Put it in a place that is always visible to the eye so that at the same time it can be a reminder for yourself.

## 3) Don't procrastinate

Procrastination means increasing the

workload, this is only one of the risks or consequences that must be borne when lazy to do tasks. The more delayed it will only make you tormented at a later time, especially if you have to speed up before the deadline. Work done in a hurry is certainly not good results, less than optimal. It's better to pay it in installments or just do it when you have free time instead of piling up. So remember carefully the complicated risks that you will experience when the time is tight. If you don't do today's tasks, then you have to do the piled up tasks tomorrow. If you don't walk today, then you must run tomorrow.

#### 4) Motivate yourself

Next is to motivate yourself. One of the best ways for your body, brain and all systems to work optimally to get rid of laziness can be done by remembering fun and uplifting things. For example, eat a burger or play. Once the task is done then you can go out to play and eat burgers with friends. That is without feeling

disturbed and wanting to hurry home because the task has not been completed. This can also be used as a reward for achieving each other and give yourself a self-reward if you are able to complete the task.

5) Don't keep looking for excuses

The habit of students and the Indonesian people when there is a job they don't like is looking for excuses. Avoiding the problem does not solve the problem, it will only create new problems. The task will be increasingly heavy and time is wasted without any results being achieved.

6) Find a comfortable and productive place

Even though it sounds easy to do, finding a suitable place to study and according to personal tastes can make us avoid feeling lazy to study, but it turns out to be quite difficult to do. Some people prefer to study in public spaces such as libraries or coffee shops and there are also people who prefer to study alone in a room or bed. Find a place to study that is productive

and able to make you feel comfortable and motivated not to be lazy to study.

7) Focus on 1 subject so you are not lazy to study

Never do multitasking while you are studying, because this will not be able to make you more productive and trigger feelings of lazy learning in yourself. Multitasking activities that are done will divide your focus and attention to more than one thing. Things like this of course will greatly interfere with learning activities that are being carried out. What if you have to study 3 subjects to face the exam? The best way to do this is to start allocating time for each subject. For example, studying for 2 hours today for subject A, the next day studying for another 2 hours for subject B, and so on that will make you far from lazy to study.

8) Provide special time so you are not lazy to study

Never make excuses when it's time to learn and improve your knowledge. Set aside some of the time you have to focus on studying and mastering topics in certain fields. Doing



this will give you the opportunity of greater returns in the future.

9) Don't forget to take a break while studying

If you are going to study for a long time and avoid feeling lazy to study, then taking time to rest is a very important thing to do. You can use an alarm that serves to remind you when it's time to rest. The rest time we recommend is around 15 – 20 minutes to release fatigue and restore concentration. The main purpose of taking a break is to get rid of the lazy feeling of learning that attacks and recharges your brain energy.

10) Try to focus

Regardless of the topic or teacher that is less interesting, try to maintain your focus. Open your notebook, listen and write down whatever is said. If necessary, make cute pictures to illustrate your notes. This method is the safest if at any time what you are doing is checked, it is also the most useful because you can reopen your complete notes at a later time.

### 11) Active participation

If you don't like making your hands sore by writing, try doing some mental games. Take on the role of the antagonist, asking questions, rebuttals, or points of view that conflict with the teacher or lecturer. If any of your friends argue back, just continue your role as the antagonist at that time. Exciting debates will make time seem to fly by quickly as long as you know when to stop your game.

### 12) Reading in the class

If on your desk there are textbooks from other subjects or subjects, you can still make easy excuses when the teacher or lecturer scolds you. But if you really like reading comics or story books, you have to be smart about tucking them in between your other books. It's better to prepare your favorite reading that is not too thick, so it's easy to adjust the position of the book when you need it.

## **B. Feeling too afraid to act**

Many research results say that they feel that group assignments are not very interesting because many parties are on behalf of them, doing assignments are dominated by smart students, they don't get groups because they choose themselves because they are not chosen by the lecturer, all of these problems are actually students' feelings of fear because of everything. This problem can be overcome if students study and pay attention to the material and try to participate in discussions about the lecturer's mistakes in dividing groups, try asking each one whether it is entirely the lecturer's fault? Of course, lecturers have their own strategies regarding this matter, quickly improving self-quality is the best solution.

The emergence of student courage during teaching and learning activities is not necessarily due to factors within the student, but it could also be due to the situation in the student learning environment that does not support the student's courage. The courage of students to ask questions

needs to be grown. Having the courage to ask questions indicates the student has a fairly high level of critical thinking. Besides, when students dare to ask questions there, you will know how far students understand the material that has been delivered.

Solutions so that students avoid feeling too afraid to act :

1) Warm learning process

When we are close to people we know, then we will easily find out how that person is. And vice versa when the atmosphere of the person who is near us is a bitchy and grumpy person, I am sure we will stay away from that person. Likewise with students, if the lecturer shows warmth in learning, then they will feel close to the lecturer so that they will not be awkward when asking the lecturer. An authoritative lecturer is the main thing. But being a lecturer who is able to provide inspiration, when the lecturer does not enter, they will feel something that is lacking in students when studying.

2) Appreciation when you dare to ask or discuss

When students dare to ask a question, it is the duty of the lecturer to give appreciation to those who dare to ask questions. Tell other friends that the child who asks is not a stupid child. They are critical children. Therefore, students are expected not to be afraid.

3) Take a personal approach

If there are students who seem afraid or shy to ask. So try to approach them one by one to ask things they don't understand. This method is very simple and sure easy to do.

**C. Feeling too sad because they feel never motivated and consulted**

Growing one's motivation as well as possible when discussing learning motivation is certainly endless because in this day and age motivation can come from anywhere.

Example: I want to study hard so that I can become a teacher like my mother. That is an example of a motivational sentence, so it's not because of how

much motivation we get but which motivation we will instill because after all, motivation must not be lost in any way, other than eliminating boredom. motivation has many other important benefits, what is wrong is expecting or even waiting for motivation from other people, whoever it is a lecturer, friend, even parent, because motivation comes from oneself, it also binds us that learning to write is beautiful.

Solutions so that students avoid feeling too sad because they feel never motivated and consult :

1) Explain the purpose of learning

Often considered trivial but important. Clear learning goals will be able to increase motivation for children in learning because they can understand what the purpose is. This can be done when starting the learning process and the teacher can explain the method and purpose of learning and can also insert religious and social learning objectives.

2) Gift

The form of appreciation in the form of

gifts for students who excel is very important so that they feel valued. For students who have not excelled, they will be motivated to study in order to get good grades and even be able to outperform those who excel.

3) Praise

It's the same with gifts. This appreciation in the form of praise can be given to any student who gets the highest assignment score or those who are able to complete the task properly and correctly. The goal is that they feel valued and motivated to further improve their knowledge.

4) Rival or competition

Make a competition or competition between students in the context of learning. To increase the competitiveness of learning to students.

5) Establish a good learning process

Teach good study habits to students individually and in groups. It is hoped that they will be motivated to increase their knowledge from other book sources.

6) Using good media for learning

Use good learning media for the convenience of students while studying. This can add a sense of enthusiasm and comfort while studying. Which will be able to make students comfortable and want to continue learning.

**D. Feelings of being too sensitive to the environment**

Stay focused on what is the goal of students learning to write English and stay humble, because wherever and whenever something that is not according to our wishes will come and be treated well, don't give up easily, be confident in writing, our learning results are more proud than take writing. from other people, therefore don't give up easily keep trying and say no to plagiarism in writing English

Solutions so that students avoid feeling too sensitive to the environment :

- 1) Avoid learning distractions



There are so many distractions around you that have the potential to distract you while studying. For example, distractions from your smartphone ringing, notification sounds from social media, more exciting Youtube viewing, and other things. Try to stay away from such distracting factors, Pahamifren! Thus, you can fully concentrate on the material you are studying so that you can understand the subject matter to the fullest.

2) Do study preparation

Preparing several things when you are about to start studying can help launch your learning process, for example preparing learning support facilities in the form of stationery or other learning support media. You can also prepare food and soft drinks as a companion when you study so you don't have to worry if you feel thirsty or hungry. That way, you can fully concentrate on studying.

3) Creating a consistent study schedule

Make a study schedule and apply it

consistently. Thus, you will get used to studying at the appointed time. However, make sure the study schedule fits your time. Make sure that the time is in harmony with your good mood. Because, a good mood can foster enthusiasm and high concentration of learning.

4) Doing favorite lessons first

You can prioritize the subjects you like while studying. That way, you will be more enthusiastic in learning it. With a high enthusiasm for learning, your concentration will automatically work more optimally so you can capture and understand lessons easily. If necessary, motivate yourself to achieve maximum learning targets in the subjects you like in order to get even higher achievements. Motivation like that can make your enthusiasm and concentration increase, because you have clear targets and goals from the learning process you are doing.

5) Choosing the right study method

Everyone has a different way and habit of

studying. Determine the right learning method to help you inspire your learning. With the right learning method, you can get full concentration while studying so you can catch and understand the subject matter you are dealing with well.

6) Enough and quality rest

Adequate rest greatly affects your concentration in carrying out daily activities, including study activities. Try to get enough sleep at night, at least 8 hours of sleep. With enough and quality sleep, you will be better prepared to do any activity the next day. You will also find it easier to understand the subject matter given.

7) Consumption of nutritious food

Familiarizing yourself with managing a healthy diet is the most important thing you should do to help keep your body and brain healthy. Always try to eat healthy and nutritionally balanced foods to maintain a healthy body and brain intelligence. When your body is healthy, your brain is also smarter, so

learning concentration will indirectly increase. You can eat foods that contain memory and concentration-boosting vitamins such as vitamin E, vitamin B, omega-3. The content of these nutrients is good for improving brain function, especially increasing memory and concentration.

#### **E. Feelings of giving up too easily (Internet addiction and plagiarism)**

Feelings of giving up easily in learning and doing writing assignments until they end up doing plagiarism, this activity is not without risk. The consequences are not only a burden for the perpetrators themselves, but also a problem for the campus where they are sheltered. For the campus itself, the level of plagiarism of the academic community on a campus also plays a role in the value of accreditation, to campus rankings. The level of plagiarism is also a determining factor for various parties in assessing the performance of a campus. This of course can affect the image of the campus in

the eyes of the public.

Solutions to prevent students from feeling too easily give up (Internet addiction and plagiarism) :

1) Don't do anything with the speed system

Learning the speed system overnight can be interpreted as the process of studying or doing assignments, the night before the exam or before the collection of assignments. Studying all night will force those who do it to stay up late so they become sleep deprived. Sleep serves to improve the ability of the brain in terms of concentration, focus and learning creativity. If you are stuck, take the time to read, collect and understand the material. That way, at night you no longer need to do it. As a result, the overnight speeding system can run effectively, of course.

2) Motivate yourself

Next is to motivate yourself. One of the best ways for your body, brain and all systems to work optimally to get rid of laziness can be done by remembering fun and uplifting things.

For example, eat a burger or play. Once the task is done then you can go out to play and eat burgers with friends. That is without feeling disturbed and wanting to hurry home because the task has not been completed. This can also be used as a reward for achieving each other and give yourself a self-reward if you are able to complete the task.

3) The importance of socializing to campus residents about plagiarism

It is necessary to disseminate information to the entire campus academic community regarding plagiarism. Given that sometimes people may not realize that what they are doing is plagiarism. For example, cases of students are often found using certain sources of ideas, opinions, views, or theories without including the sources adequately. It looks simple, but it is included in the form of plagiarism, and maybe not all students know that what they are doing is plagiarism. For this reason, educating the entire campus academic community about the

types of plagiarism, its limitations, ethics, and the risk of plagiarism is absolutely necessary.

4) Clear rules and sanctions for plagiarism

After educating students about plagiarism, the campus as a higher education administration body has full authority to make regulations, including taking firm action against plagiarism perpetrators. A firm regulation is needed regarding plagiarism on campus, and a clear mechanism to enforce these regulations.

5) Take advantage of technology to fight plagiarism

If technology plays a role in making it easier for students to do plagiarism without them even realizing it. Technology also has the potential to improve the existing situation. Advances in information technology can also help provide oversight of plagiarism. To avoid plagiarism on campus you can take advantage of antiplagiarism applications such as Wcopyfind, Turnitin, Endnote, Zotero, and gtPlagiarismTest.

## **D. Limitation of the Research**

The scope and limitations of the study can be described as follows :

- A. This research has been conducted at the third semester students of English Education Department Walisongo State Islamic University Semarang (The Third Semester English Education Department students – 3A (Conduct 25 students)).
- B. This research only focuses on Google Form by including all questions and then distributing them to subjects who had been contacted first to get and collect all the data related to the answers submitted by participants in COVID-19 pandemic.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter is the last chapter of the present study that consists of two subchapters. After collecting data and analyzing the result of the data, the researcher can draw some conclusions and suggestions in The Psychological Problems of The Students in The Writing Learning.

#### **A. Conclusions**

The objective of this study is to describe the psychological problems faced by students in writing and to explain how do the students solve the psychological problems in writing. After completing this research, majoring in English Education at UIN Walisongo Semarang under the permission of Mrs. Vina Meriana as a teacher of the Professional Reading and Writing (PBI-3A), the conclusion that can be drawn is as follow:

Researchers have found various psychological problems faced by students in write in English, first, **Feeling too easily bored and lazy and the** examples of student attitudes from the results of research answers are: It is easy to feel satisfied with a little effort in learning and feeling confident with "U learn 'cause u need". The causes are not focused on the goal, the environment does not provide support, etc.. Second, **Feeling too afraid to act** and the examples of student attitudes from the results of research answers are: Objection to the technique of working on tasks through group assignments and Assuming fear and mistakes in writing are caused by lecturers who are easily emotional. The causes are: Limited vocabulary and grammar, Afraid to be wrong etc.. Third, **C. Feeling too sad because they feel never motivated and consulted** and the examples of student attitudes from the results of research answers are: It is difficult to get rid of the wrong mindset that writing is difficult from the start of learning activities. The causes are: Weak Motivation in Students' Own,

Lecturers do not provide motivation as well as consultation to students, etc.. Fourth, **Feelings of being too sensitive to the environment** and the examples of student attitudes from the results of research answers are: Lack of self-concentration training. The causes are: There are too many assignments given by the teacher so that it takes up time and makes you experience fatigue, The effect of excessive use of gadgets. And the last, **Feelings of giving up too easily (Internet addiction and plagiarism)** and the examples of student attitudes from the results of research answers: Can't do assignments without plagiarism and look for all assignments on the internet. The causes are: Lack of understanding of when and how to quote and Lack of attention from teachers or lecturers on the problem of plagiarism. And for the solving are: First, feeling too easily bored and lazy and the solutions are: Restrict social media access, don't procrastinate, etc.. Second, Feeling too afraid to act and the solutions are: Warm learning process, appreciation when you dare to ask or discuss, etc.. Third, Feeling

too sad because they feel never motivated and consulted and the solutions are: Explain the purpose of learning, gift, etc..Fourth, Feelings of being too sensitive to the environment and the solutions are: Avoid learning distractions, do study preparation, etc.. And the last, Feelings of giving up too easily (Internet addiction and plagiarism) and the solutions are: Don't do anything with the speed system and motivate yourself, etc..Researchers hope that it will become a source of material that can increase knowledge.

## **B. Suggestion**

The author hopes that the results of this study provide some positive contribution to the context of learning English. This research is expected to provide information for researchers themselves and people in the field of education. The researcher hopes that this research can be useful for:

a) For the students

Findings of this study can provide many

benefits for students especially for students who are required to master English. Theoretically, students can find out their problems psychological problems in writing. Practically, they can overcome their problems with the guidance of the lecturer and with their own motivation. Finally they can improve their writing skills in English.

b) For the teachers/lecturers

The findings of this study are able to provide many benefits for teachers/lecturers. Theoretically, the teacher / lecturer can know the type of psychological problems in writing. Practically, the teacher / lecturer can know what must be done to solve the problem of students' writing. In the end, students' writing skills can be improved.

c) For the next researchers

The findings of this study can help other researchers to get a lot of information about analyze the psychological problems in writing of the third year students of English Education Department Walisongo State Islamic University Semarang.

Finally, the researcher realizes that this

thesis is still far from perfection. Constructive criticism and suggestions are highly expected for the perfection of further research. Hopefully, this thesis is useful for teachers and students, especially in *The Psychological Problems of The Students in The Writing Learning*

### **C. Closing**

All praise belongs to Allah who has given strength and health so that this final project can be completed. Criticisms and suggestions are needed to improve this research because the researcher realizes that there are still many mistakes in writing this research.

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## **LIST OF APPENDIX**

- 1) Time Schedule of The Research
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- 4) Documentation
- 5) Checklist of Selected Answers (Questionnaire)
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- 7) Research Permit Application Letter
- 8) Completion of Research Letter



## APPENDIX 1

### Time Schedule of The Research

<b>Activities</b>	<b>Date</b>
Asking permission from the lecturer	Thursday, 18 November 2021
Doing research	25 November 2021 - 28 November 2021
Send a request to fill out a questionnaire	25 October 2021
Interviewing with selected students	28 October 2021

## APPENDIX 2

### Questionnaire Sheets

**Put a checklist (V) for the answer that fits your opinion between Strongly Agree (SA), Agree (A), Netral (N), Disagree (D) or Strongly Disagree (SD)!**

(Note : Psychological Aspect (PA) : Anxiety Feelings (AF), Self-esteem (SE) and Motivation Problem (MP)).

No	Questions	PA	SA (1)	A (2)	N (3)	D (4)	SD (5)
1	The importance of the lecturer try to provide appropriate learning strategies	MP					
2	The importance of the lecturer try to provide entertainment in the middle of learning	SE					
3	The importance of lecturers try	MP					

	to communicate and give fair assessments to students according to each student's potential						
4	The importance of the teacher try to use facial expressions wisely	MP					
5	The importance of the teacher try to approach students who are not participating	MP					
6							
7	The importance of the lecturer try to make the class conducive	SE					
8	The importance of the lecturer try to provide a motivational interlude during learning	AF					
9	The importance of a wise way of	AF					

	communicating in reprimanding/criticizing very influential in the continuation of the learning process						
10	The importance of the lecturers provide opportunities for counseling guidance	SE					
11	I've tried to study the material before I write	SD					
12	I feel the laziest when it comes to writing compared to other skills	AF					
13	I often procrastinate writing assignments	SE					
14	I don't understand the material about	SE					

	writing						
15	I am not diligent in reading to improve my writing skills	AF					
16	I choose to do plagiarism	SE					
17	I am sometimes more convinced of plagiarism than my own writing	SE					
18	I have a great fear if I write wrong	SE					
19	I doubt my writing due to lack of understanding	SD					
20	I often make mistakes in writing	AF					
21	I am confident in my writing	SD					
22	I feel that my environment, including my friends, is indifferent and doesn't care	SD					

2 3	I am often helped to explain material by my friends when I don't understand	SD					
2 4	I always have no ideas to write	AF					
2 5	I feel more and more afraid and hesitant to write after getting new material every week	SD					
2 6	I feel confident writing when I haven't got the material	SD					
2 7	I feel that individual assignments train my writing skills more than group assignments	SD					
2 8	I'm sure I can write well if I understand the material	SD					
2	I've tried to	AF					

9	study the material before I write						
30	I feel the laziest when it comes to writing compared to other skills	SD					
	Total						

## APPENDIX 3

### Interview Questions Sheets

**Answer the question below!**

No	Questions	Answers
1	Have you tried learning to understand the material before learning to write? If you have tried to learn and still find it difficult, give a reason!	
2	Mention and explain examples of lecturers' writing learning strategies that you think are less effective with yourself (such as examples of group assignments for students who have difficulty writing)!	
3	Mention and explain the attitude or behavior of your classmates that you think is inappropriate for the sake of a comfortable and conducive class condition (for students who still have difficulty	



	understanding the material)!	
4	Mention and explain examples of things in your writing class environment that you think are less effective (such as examples of friends who make noise because they have finished doing assignments, so that students who have not finished writing) lack concentration!	
5	Write down 1 type of difficulty you learned to write! Explain why.	
6	Write down your expectations to your lecturer in order to increase the effectiveness of learning to write in class!	
7	Write your wishes to your friends so they can improve the effectiveness of learning to write in class!	
8	Write down your hopes that your writing classroom environment will be more effective and	

	supportive of the learning process!	
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# APPENDIX 4

## Documentation

### 1. Questionnaire of Data

<p>Nama *</p> <p>Dhi Kumela Ardians</p>	<p>Nama *</p> <p>Shona Zuzan Aidi</p>
<p>Kelas *</p> <p>FBI 3 A</p>	<p>Kelas *</p> <p>FBI 3 A</p>
<p>Tulis 1 kalimat untuk mata kuliah writing (contoh: sulit tapi berusaha kuat dan belajar terus saya harap saya bisa memahami materi)</p> <p>Lumayan tapi jika memperhatikan saat dosen menjelaskan materi maka akan menjadi mudah</p>	<p>Tulis 1 kalimat untuk mata kuliah writing (contoh: sulit tapi berusaha kuat dan belajar terus saya harap saya bisa memahami materi)</p> <p>Susah, dan mungkin saya kadang memperhatikan juga kadang susah yg lebih</p>
<p>Tulis 1 kalimat untuk mata kuliah grammar *</p> <p>sulit tapi berusaha kuat dan belajar terus saya harap saya bisa memahami materi</p>	<p>Tulis 1 kalimat untuk mata kuliah grammar *</p> <p>Sebenarnya mukul ini sangat menyenangkan dapat melihat kosakata juga tapi disini saya belum bisa memahaminya betul</p>
<p>Tulis 1 kalimat untuk dosen writing *</p> <p>Ahambillah dosen menjelaskan materi dengan jelas</p>	<p>Tulis 1 kalimat untuk dosen writing *</p> <p>Ceramah</p>
<p>Tulis 1 kalimat untuk dosen grammar *</p> <p>Ahambillah dosen menjelaskan materi dengan jelas</p>	<p>Tulis 1 kalimat untuk dosen grammar *</p> <p>Ceruk,baik,kata</p>
<p>Tulis 1 kalimat untuk teman sekelas saat mata kuliah writing *</p> <p>Interaktif dan happy</p>	<p>Tulis 1 kalimat untuk teman sekelas saat mata kuliah writing *</p> <p>Asik tapi mungkin sanggup mengidoni karena mayoritas kelas perempuan</p>
<p>Tulis 1 kalimat untuk lingkungan kelas belajar di UIN *</p> <p>Seru, menyenangkan, sepi</p>	<p>Tulis 1 kalimat untuk lingkungan kelas belajar di UIN *</p> <p>Nyaman tapi kadang panas di beberapa ruangan karena AC/kipas tidak menyala</p>
<p><b>Pernyataan terkait sikap dosen</b></p> <p>(Berikanlah dosen di semua mata kuliah writing termasuk grammar)</p>	<p><b>Pernyataan terkait sikap dosen</b></p> <p>(Berikanlah dosen di semua mata kuliah writing termasuk grammar)</p>
<p>Dosen memberikan kesempatan untuk bertanya konseling *</p> <p><input checked="" type="radio"/> Ya</p> <p><input type="radio"/> Lumayan</p> <p><input type="radio"/> Tidak</p> <p><input type="radio"/> Yang lain</p>	<p>Dosen memberikan kesempatan untuk bertanya konseling *</p> <p><input checked="" type="radio"/> Ya</p> <p><input type="radio"/> Lumayan</p> <p><input type="radio"/> Tidak</p> <p><input type="radio"/> Yang lain</p>

<p>Nama *</p> <p>Siswa Kita</p>	<p>Nama *</p> <p>Siswa Putri Riana Devi</p>
<p>Kelas *</p> <p>PBI 3 A</p>	<p>Kelas *</p> <p>PBI 3 A</p>
<p>Kali 1 balaiwat untuk mata kuliah writing (soal) : sulf faji berusaha kuat dan belajar terus saja hingga saya bisa memahami materi!</p>	<p>Kali 1 balaiwat untuk mata kuliah writing (soal) : sulf faji berusaha kuat dan belajar terus saja hingga saya bisa memahami materi!</p>
<p>Kali 1 balaiwat untuk mata kuliah grammar *</p> <p>Siapa diemngan?</p>	<p>Kali 1 balaiwat untuk mata kuliah grammar *</p> <p>sulf faji tidak ada salah nya untuk tetap menulisa.</p>
<p>Kali 1 balaiwat untuk disson writing *</p> <p>Disson merupakan materi dengan baik dan sangat menyenangkan!</p>	<p>Kali 1 balaiwat untuk disson writing *</p> <p>i don't know what to say other than thank you for the embassan, and the contageis joy of Man Win !!</p>
<p>Kali 1 balaiwat untuk disson grammar *</p> <p>Disson merupakan materi dengan baik tapi menurut saya kurang meyakinkan</p>	<p>Kali 1 balaiwat untuk disson grammar *</p> <p>same as before , i don't know what to say other thank thank you.</p>
<p>Kali 1 balaiwat untuk teman sekelas saat mata kuliah writing *</p> <p>Teman teman sangat seru dan baik untuk writing koding koding, membuat pembelajaran menggunakan game</p>	<p>Kali 1 balaiwat untuk teman sekelas saat mata kuliah writing *</p> <p>same as before , i don't know what to say other thank thank you for the embassan, and the contageis joy</p>
<p>Kali 1 balaiwat untuk lingkungan kelas belajar di UIN *</p> <p>Cukup baik dan baik</p>	<p>Kali 1 balaiwat untuk lingkungan kelas belajar di UIN *</p> <p>even though it's not the best one in all day !!</p>
<p><b>Pertanyaan terkait sleep disson</b></p> <p>(jawablah disson di semua mata kuliah writing termasuk grammar)</p>	<p><b>Pertanyaan terkait sleep disson</b></p> <p>(jawablah disson di semua mata kuliah writing termasuk grammar)</p>
<p>Disson memberikan kesempatan untuk kembangkan kodinging *</p> <p><input type="radio"/> Ya</p> <p><input type="radio"/> Tidak</p> <p><input checked="" type="radio"/> Sangat baik</p>	<p>Disson memberikan kesempatan untuk kembangkan kodinging *</p> <p><input checked="" type="radio"/> Ya</p> <p><input type="radio"/> Tidak</p> <p><input type="radio"/> Sangat baik</p>

**Kejuruan 1. Unit 1**

**Kharisma Ainun Qurrotin PBI - 2017**

Judul skripsi : The Psychological Problems of The Students in The Writing Learning

Rumusan masalah :

1. Apa saja masalah psikologis yang dihadapi siswa dalam menulis?
2. Apa penyebab masalah yang dihadapi siswa dalam menulis?
3. Bagaimana cara siswa memecahkan masalah secara tertulis?

Mohon bantuan teman-teman sekalian untuk membantu mengisi pertanyaan sesuai dengan pengalaman dalam belajar menulis bahasa inggris.

**Note :** Bu Vina hanya sebagai perantara izin penelitian, untuk menjawab semua pertanyaan diperbolehkan berdasarkan pengalaman dalam belajar menulis oleh seluruh dosen Pendidikan Bahasa Inggris UIN Walisongo di mata kuliah yang berhubungan dengan pelajaran menulis bahasa inggris.

Uraian \*

Prinsip : ini menggunakan standar email : tidak menulis

Nama

Tidak menjawab singkat

Kelas \*

PBI 3 A

Kali 1 balaiwat untuk mata kuliah writing (soal) :  
sulf faji berusaha kuat dan belajar terus saja \*  
hingga saya bisa memahami materi!

Tidak menjawab singkat

Kali 1 balaiwat untuk mata kuliah grammar \*

Tidak menjawab singkat

Kali 1 balaiwat untuk disson writing \*

Tidak menjawab singkat

Kali 1 balaiwat untuk disson grammar \*

Tidak menjawab singkat

Kelas

20 jawaban

PBI 3 A

Kali 1 balaiwat untuk mata kuliah writing (soal) :  
sulf faji berusaha kuat dan belajar terus saja  
hingga saya bisa memahami materi!

20 jawaban

Lumayan sulit, tapi saya berusaha agar terus belajar agar bisa memahami lebih lagi enjoyyy tapi tetap belajar Mudah tetapi harus tetap belajar lagi Seru tapi lumayan sulit dan saya berusaha terus untuk bisa dalam mata kuliah ini susah tapi berusaha untuk bisa Susah, dan mungkin saya khrab memperhatikan luca

Kali 1 balaiwat untuk mata kuliah grammar

20 jawaban

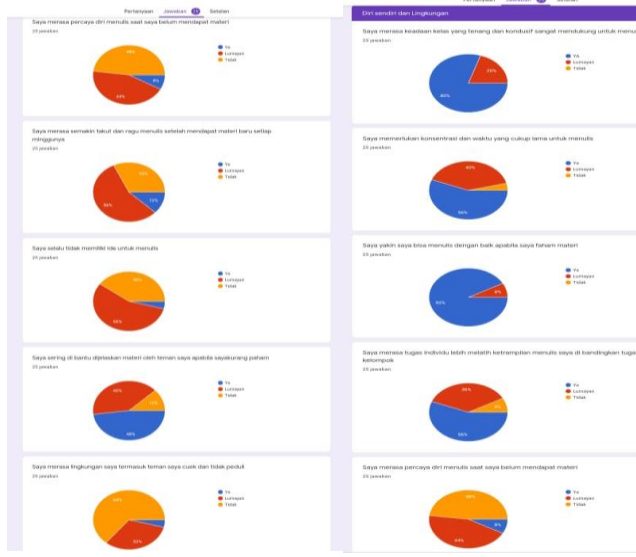
Sulit untuk dihafal dan kadang sulit untuk mendeteksinya lumayan sulit Sulit harus banyak mempelajari lagi dan melatih Sulit tapi saya berusaha untuk memahami dan belajar terus susah tapi mencoba untuk bisa Sebenarnya makul ini sangat menyenangkan dapat

Kali 1 balaiwat untuk disson writing

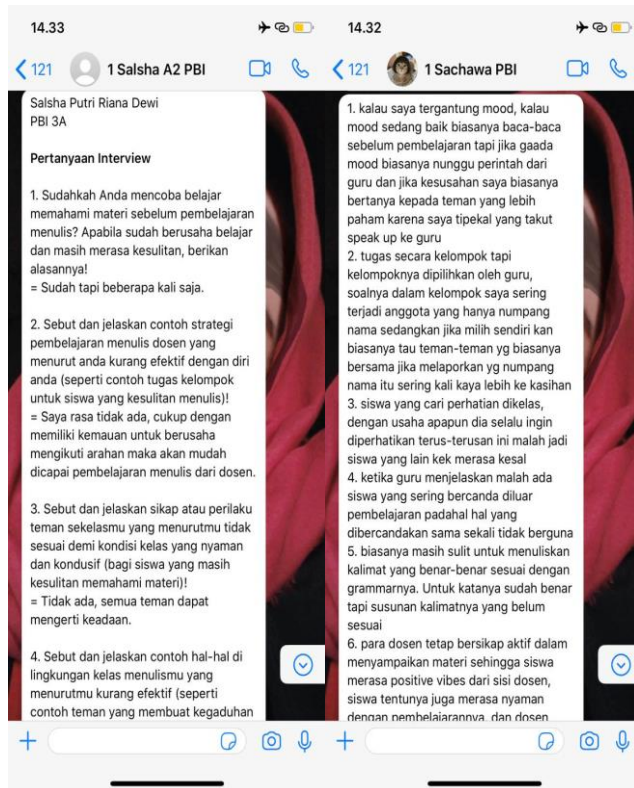
20 jawaban

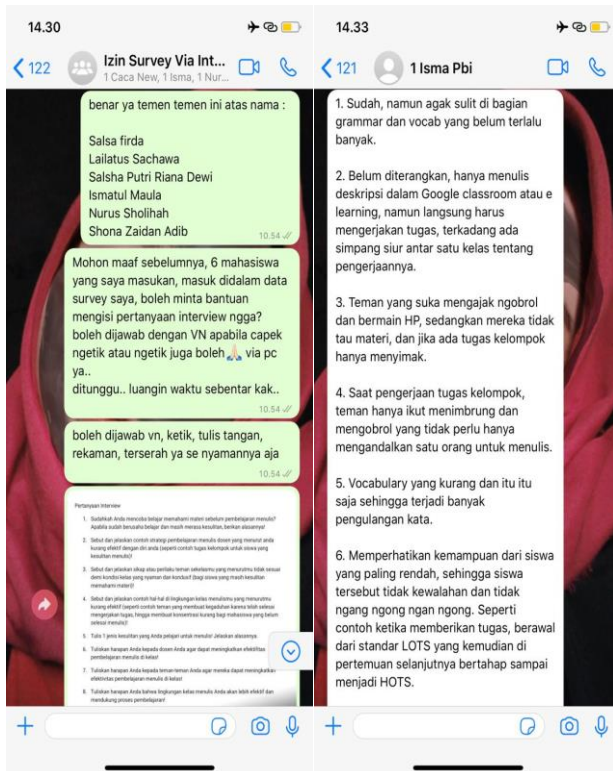
Baik, ramah, cantik, dan suka membantu mahasiswa nya dengan senang hati.

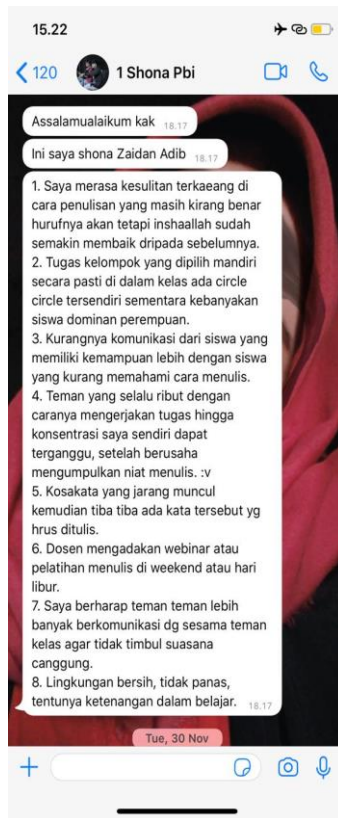
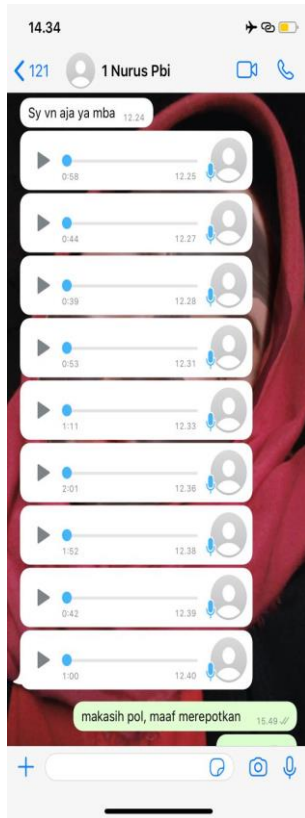
the best



## 2. Note of Interview









## APPENDIX 5

### The Checklist of Selected Answers (Questionnaire)

#### 1. SF

**Put a checklist (V) for the answer that fits your opinion between Strongly Agree, Agree, Netral, Disagree or Strongly Disagree!**

No	Questions	SA	A	N	D	SD
1	The importance of the lecturer try to provide appropriate learning strategies				V	
2	The importance of the lecturer try to provide entertainment in the middle of learning					V
3	The importance of lecturers try to communicate and give fair assessments to students according to each student's potential				V	
4	The importance of the teacher try to use facial expressions wisely					V
5	The importance of the teacher try to approach students who are not participating					V
6	The importance of the lecturers not only focus on					V

	active students					
7	The importance of the lecturer try to make the class conducive				V	
8	The importance of the lecturer try to provide a motivational interlude during learning				V	
9	The importance of a wise way of communicating in reprimanding/criticizing very influential in the continuation of the learning process	V				
10	The importance of the lecturers provide opportunities for counseling guidance					V
11	I've tried to study the material before I write				V	
12	I feel the laziest when it comes to writing compared to other skills					V
13	I often procrastinate writing assignments				V	
14	I don't understand the material about writing					V
15	I am not diligent in reading to improve my writing skills					V
16	I choose to do plagiarism					V
17	I am sometimes more convinced of plagiarism than my own writing					V
18	I have a great fear if I write					V

	wrong					
19	I doubt my writing due to lack of understanding					V
20	I often make mistakes in writing					V
21	I am confident in my writing					V
22	I feel that my environment, including my friends, is indifferent and doesn't care			V		
23	I am often helped to explain material by my friends when I don't understand				V	
24	I always have no ideas to write					V
25	I feel more and more afraid and hesitant to write after getting new material every week					V
26	I feel confident writing when I haven't got the material	V				
27	I feel that individual assignments train my writing skills more than group assignments	V				
28	I'm sure I can write well if I understand the material	V				
29	I've tried to study the material before I write		V			
30	I feel the laziest when it comes to writing compared to other skills		V			
	Total	4	2	1	7	16

## 2. LS

**Put a checklist (V) for the answer that fits your opinion between Strongly Agree, Agree, Netral, Disagree or Strongly Disagree!**

No	Questions	SA	A	N	D	SD
1	The importance of the lecturer try to provide appropriate learning strategies				V	
2	The importance of the lecturer try to provide entertainment in the middle of learning					V
3	The importance of lecturers try to communicate and give fair assessments to students according to each student's potential				V	
4	The importance of the teacher try to use facial expressions wisely					V
5	The importance of the teacher try to approach students who are not participating					V
6	The importance of the lecturers not only focus on active students					V
7	The importance of the				V	

	lecturer try to make the class conducive					
8	The importance of the lecturer try to provide a motivational interlude during learning				V	
9	The importance of a wise way of communicating in reprimanding/criticizing very influential in the continuation of the learning process	V				
10	The importance of the lecturers provide opportunities for counseling guidance					V
11	I've tried to study the material before I write				V	
12	I feel the laziest when it comes to writing compared to other skills					V
13	I often procrastinate writing assignments				V	
14	I don't understand the material about writing					V
15	I am not diligent in reading to improve my writing skills					V
16	I choose to do plagiarism					V
17	I am sometimes more convinced of plagiarism than my own writing					V
18	I have a great fear if I write wrong					V
19	I doubt my writing due to					V

	lack of understanding					
20	I often make mistakes in writing					V
21	I am confident in my writing					V
22	I feel that my environment, including my friends, is indifferent and doesn't care			V		
23	I am often helped to explain material by my friends when I don't understand				V	
24	I always have no ideas to write					V
25	I feel more and more afraid and hesitant to write after getting new material every week					V
26	I feel confident writing when I haven't got the material	V				
27	I feel that individual assignments train my writing skills more than group assignments	V				
28	I'm sure I can write well if I understand the material	V				
29	I've tried to study the material before I write	V				
30	I feel the laziest when it comes to writing compared to other skills	V				

### **3. SPRD**

**Put a checklist (V) for the answer that fits your opinion between Strongly Agree, Agree, Netral, Disagree or Strongly Disagree!**

No	Questions	SA	A	N	D	SD
1	The importance of the lecturer try to provide appropriate learning strategies				V	
2	The importance of the lecturer try to provide entertainment in the middle of learning					V
3	The importance of lecturers try to communicate and give fair assessments to students according to each student's potential				V	
4	The importance of the teacher try to use facial expressions wisely					V
5	The importance of the teacher try to approach students who are not participating					V
6	The importance of the lecturers not only focus on active students					V
7	The importance of the lecturer try to make the class conducive				V	
8	The importance of the lecturer try to provide a				V	

	motivational interlude during learning					
9	The importance of a wise way of communicating in reprimanding/criticizing very influential in the continuation of the learning process	V				
10	The importance of the lecturers provide opportunities for counseling guidance					V
11	I've tried to study the material before I write				V	
12	I feel the laziest when it comes to writing compared to other skills					V
13	I often procrastinate writing assignments				V	
14	I don't understand the material about writing					V
15	I am not diligent in reading to improve my writing skills					V
16	I choose to do plagiarism					V
17	I am sometimes more convinced of plagiarism than my own writing					V
18	I have a great fear if I write wrong				V	
19	I doubt my writing due to lack of understanding				V	
20	I often make mistakes in writing					V
21	I am confident in my					V



	writing					
22	I feel that my environment, including my friends, is indifferent and doesn't care			V		
23	I am often helped to explain material by my friends when I don't understand				V	
24	I always have no ideas to write					V
25	I feel more and more afraid and hesitant to write after getting new material every week					V
26	I feel confident writing when I haven't got the material	V				
27	I feel that individual assignments train my writing skills more than group assignments	V				
28	I'm sure I can write well if I understand the material	V				
29	I've tried to study the material before I write	V				
30	I feel the laziest when it comes to writing compared to other skills	V				
	Total	6	0	1	9	14

#### **4. IM**

**Put a checklist (V) for the answer that fits your opinion between Strongly Agree, Agree, Netral, Disagree or Strongly Disagree!**

No	Questions	SA	A	N	D	SD
1	The importance of the lecturer try to provide appropriate learning strategies				V	
2	The importance of the lecturer try to provide entertainment in the middle of learning					V
3	The importance of lecturers try to communicate and give fair assessments to students according to each student's potential				V	
4	The importance of the teacher try to use facial expressions wisely					V
5	The importance of the teacher try to approach students who are not participating					V
6	The importance of the lecturers not only focus on active students					V
7	The importance of the lecturer try to make the class conducive				V	
8	The importance of the lecturer try to provide a motivational interlude during learning				V	
9	The importance of a wise way of communicating in reprimanding/criticizing	V				

	very influential in the continuation of the learning process					
10	The importance of the lecturers provide opportunities for counseling guidance					V
11	I've tried to study the material before I write				V	
12	I feel the laziest when it comes to writing compared to other skills					V
13	I often procrastinate writing assignments				V	
14	I don't understand the material about writing					V
15	I am not diligent in reading to improve my writing skills					V
16	I choose to do plagiarism					V
17	I am sometimes more convinced of plagiarism than my own writing					V
18	I have a great fear if I write wrong					V
19	I doubt my writing due to lack of understanding					V
20	I often make mistakes in writing					V
21	I am confident in my writing					V
22	I feel that my environment, including my friends, is indifferent and doesn't care			V		
23	I am often helped to explain				V	

	material by my friends when I don't understand					
24	I always have no ideas to write					V
25	I feel more and more afraid and hesitant to write after getting new material every week					V
26	I feel confident writing when I haven't got the material	V				
27	I feel that individual assignments train my writing skills more than group assignments	V				
28	I'm sure I can write well if I understand the material	V				
29	I've tried to study the material before I write	V				
30	I feel the laziest when it comes to writing compared to other skills	V				
	Total	6	0	1	7	16

**5. NS Put a checklist (V) for the answer that fits your opinion between Strongly Agree, Agree, Netral, Disagree or Strongly Disagree!**

No	Questions	SA	A	N	D	SD
1	The importance of the lecturer try to provide appropriate learning strategies				V	
2	The importance of the					V

	lecturer try to provide entertainment in the middle of learning					
3	The importance of lecturers try to communicate and give fair assessments to students according to each student's potential				V	
4	The importance of the teacher try to use facial expressions wisely					V
5	The importance of the teacher try to approach students who are not participating				V	
6	The importance of the lecturers not only focus on active students				V	
7	The importance of the lecturer try to make the class conducive				V	
8	The importance of the lecturer try to provide a motivational interlude during learning				V	
9	The importance of a wise way of communicating in reprimanding/criticizing very influential in the continuation of the learning process	V				
10	The importance of the lecturers provide opportunities for counseling					V

	guidance					
11	I've tried to study the material before I write				V	
12	I feel the laziest when it comes to writing compared to other skills					V
13	I often procrastinate writing assignments				V	
14	I don't understand the material about writing				V	
15	I am not diligent in reading to improve my writing skills				V	
16	I choose to do plagiarism				V	
17	I am sometimes more convinced of plagiarism than my own writing				V	
18	I have a great fear if I write wrong				V	
19	I doubt my writing due to lack of understanding				V	
20	I often make mistakes in writing				V	
21	I am confident in my writing				V	
22	I feel that my environment, including my friends, is indifferent and doesn't care				V	
23	I am often helped to explain material by my friends when I don't understand				V	
24	I always have no ideas to write					V
25	I feel more and more afraid and hesitant to write after					V

	getting new material every week					
26	I feel confident writing when I haven't got the material				V	
27	I feel that individual assignments train my writing skills more than group assignments				V	
28	I'm sure I can write well if I understand the material				V	
29	I've tried to study the material before I write				V	
30	I feel the laziest when it comes to writing compared to other skills				V	
	Total	1	0	1	22	6

## **6. SZA**

**Put a checklist (V) for the answer that fits your opinion between Strongly Agree, Agree, Netral, Disagree or Strongly Disagree!**

No	Questions	SA	A	N	D	SD
1	The importance of the lecturer try to provide appropriate learning strategies				V	
2	The importance of the lecturer try to provide entertainment in the middle of learning					V
3	The importance of lecturers try to communicate and give fair				V	

	assessments to students according to each student's potential					
4	The importance of the teacher try to use facial expressions wisely					V
5	The importance of the teacher try to approach students who are not participating					V
6	The importance of the lecturers not only focus on active students					V
7	The importance of the lecturer try to make the class conducive				V	
8	The importance of the lecturer try to provide a motivational interlude during learning				V	
9	The importance of a wise way of communicating in reprimanding/criticizing very influential in the continuation of the learning process	V				
10	The importance of the lecturers provide opportunities for counseling guidance					V
11	I've tried to study the material before I write				V	
12	I feel the laziest when it comes to writing compared to other skills					V



13	I often procrastinate writing assignments				V	
14	I don't understand the material about writing					V
15	I am not diligent in reading to improve my writing skills					V
16	I choose to do plagiarism					V
17	I am sometimes more convinced of plagiarism than my own writing					V
18	I have a great fear if I write wrong					V
19	I doubt my writing due to lack of understanding					V
20	I often make mistakes in writing					V
21	I am confident in my writing					V
22	I feel that my environment, including my friends, is indifferent and doesn't care			V		
23	I am often helped to explain material by my friends when I don't understand				V	
24	I always have no ideas to write					V
25	I feel more and more afraid and hesitant to write after getting new material every week					V
26	I feel confident writing when I haven't got the material	V				
27	I feel that individual	V				

	assignments train my writing skills more than group assignments					
28	I'm sure I can write well if I understand the material	V				
29	I've tried to study the material before I write	V				
30	I feel the laziest when it comes to writing compared to other skills	V				
	Total	6	0	1	7	16

## APPENDIX 6

### The Transcript of Selected Answers (Interview)

The following are 5 data obtained from the interview test, of which 4 people were identified via typed messages and 1 person via Voice Notes as follows:

#### 1. IM

**Answer the questions below!**

No	Questions	Answers
1	Have you tried learning to understand the material before learning to write? If you have tried to learn and still find it difficult, give a reason!	It's done, but it's a bit difficult in the grammar and vocab parts, which are not too many.
2	Mention and explain examples of lecturers' writing learning strategies that you think are less effective with yourself (such as examples of group assignments for students who have difficulty writing)!	Not yet explained, only writing descriptions in Google classroom or e learning, but immediately having to do assignments, sometimes there is confusion between classes about how to do it.
3	Mention and explain the attitude or behavior of	Friends who like to chat and play on cellphones,

	your classmates that you think is inappropriate for the sake of a comfortable and conducive class condition (for students who still have difficulty understanding the material)!	while they don't know the material, and if there is a group assignment, they just listen.
4	Mention and explain examples of things in your writing class environment that you think are less effective (such as examples of friends who make noise because they have finished doing assignments, so that students who have not finished writing) lack concentration!	When working on group assignments, friends only join in and chat, which doesn't need to rely on only one person to write.
5	Write down 1 type of difficulty you learned to write! Explain why.	Vocabulary is lacking and that's it so that there are many repetitions of words.
6	Write down your expectations to your lecturer in order to increase the effectiveness of learning to write in class!	Pay attention to the ability of the lowest student, so that the student is not overwhelmed and does not hang around. For example, when giving assignments, starting with the LOTS standard which then in the next meeting gradually became HOTS.

7	Write your wishes to your friends so they can improve the effectiveness of learning to write in class!	Listen to the material well, and dare to ask if it is not clear, so that when there is a task they all work on it.
8	Write down your hopes that your writing classroom environment will be more effective and supportive of the learning process!	A comfortable, quiet, and conducive environment

## **2. LS**

**Answer the questions below!**

No	Questions	Answers
1	Have you tried learning to understand the material before learning to write? If you have tried to learn and still find it difficult, give a reason!	If I'm in a mood, if I'm in a good mood I usually read before learning but if I'm not in the mood I usually wait for orders from the teacher and if I'm in trouble I usually ask a friend who understands better because I'm a type who is afraid to speak up to the teacher.
2	Mention and explain examples of lecturers' writing learning strategies that you think are less effective with yourself (such as examples of group assignments for students who have	Assignments in groups but the group is chosen by the teacher, because in my group there are often members who just share names, whereas if you choose yourself, you usually know friends who

	difficulty writing)!	are usually together if you report those who share names, they are often rich, more sorry
3	Mention and explain the attitude or behavior of your classmates that you think is inappropriate for the sake of a comfortable and conducive class condition (for students who still have difficulty understanding the material)!	The student who is looking for attention in class, with any effort he always wants to be noticed constantly, this turns out to be another student who feels annoyed
4	Mention and explain examples of things in your writing class environment that you think are less effective (such as examples of friends who make noise because they have finished doing assignments, so that students who have not finished writing) lack concentration!	When the teacher explains there are even students who often joke outside of learning even though the jokes are completely useless
5	Write down 1 type of difficulty you learned to write! Explain why.	Usually it is still difficult to write sentences that really match the grammar. The wording is correct, but the sentence structure is not appropriate
6	Write down your expectations to your	The lecturers remain active in delivering the

	lecturer in order to increase the effectiveness of learning to write in class!	material so that students feel positive vibes from the lecturer's side, students of course also feel comfortable with their learning. and lecturers who can understand and understand the obstacles faced by their students
7	Write your wishes to your friends so they can improve the effectiveness of learning to write in class!	If there are teachers or lecturers who are teaching, they should not seek attention by discussing other topics that are very far from the material unless it is just a word play or something like that is still acceptable.
8	Write down your hopes that your writing classroom environment will be more effective and supportive of the learning process!	Classrooms that can make you comfortable with active interactions from students and teachers, and teachers can dilute the classroom atmosphere so you don't feel bored

### **3. SZA**

**Answer the questions below!**

No	Questions	Answers
1	Have you tried learning to understand the material before learning to write? If you have tried to learn	I find it difficult to imagine the way of writing which is still not correct, but God willing,

	and still find it difficult, give a reason!	it is getting better than before.
2	Mention and explain examples of lecturers' writing learning strategies that you think are less effective with yourself (such as examples of group assignments for students who have difficulty writing)!	The group assignments that were chosen independently in the classroom have their own circle circles, while most students are predominantly female.
3	Mention and explain the attitude or behavior of your classmates that you think is inappropriate for the sake of a comfortable and conducive class condition (for students who still have difficulty understanding the material)!	Lack of communication from students who have more ability with students who do not understand how to write.
4	Mention and explain examples of things in your writing class environment that you think are less effective (such as examples of friends who make noise because they have finished doing assignments, so that students who have not finished writing) lack concentration!	A friend who is always fussy about the way he does his work, so that my concentration can be disturbed, after trying to muster the intention to write. :v
5	Write down 1 type of difficulty you learned to	Vocabulary that rarely appears then suddenly



	write! Explain why.	there is a word that must be written.
6	Write down your expectations to your lecturer in order to increase the effectiveness of learning to write in class!	Lecturers hold webinars or writing training on weekends or holidays.
7	Write your wishes to your friends so they can improve the effectiveness of learning to write in class!	I hope my friends communicate more with fellow classmates so that there is no awkward atmosphere.
8	Write down your hopes that your writing classroom environment will be more effective and supportive of the learning process!	The environment is clean, not hot, of course calm in learning.

#### **4. SPRD**

**Answer the questions below!**

No	Questions	Answers
1	Have you tried learning to understand the material before learning to write? If you have tried to learn and still find it difficult, give a reason!	Already but only a few times
2	Mention and explain examples of lecturers' writing learning strategies that you think are less effective with yourself (such as examples of	I don't think there is, it is enough to have the will to try to follow directions, it will be easy to achieve learning to write from the lecturer.

	group assignments for students who have difficulty writing)!	
3	Mention and explain the attitude or behavior of your classmates that you think is inappropriate for the sake of a comfortable and conducive class condition (for students who still have difficulty understanding the material)!	Nothing, all friends can understand the situation.
4	Mention and explain examples of things in your writing class environment that you think are less effective (such as examples of friends who make noise because they have finished doing assignments, so that students who have not finished writing) lack concentration!	I don't think there is.
5	Write down 1 type of difficulty you learned to write! Explain why.	It's hard to be forced, because everything has to be on your own first.
6	Write down your expectations to your lecturer in order to increase the effectiveness of learning to write in class!	It's more than enough in my opinion, so I just need to maintain the effectiveness of what has been done
7	Write your wishes to your	In my opinion, the

	friends so they can improve the effectiveness of learning to write in class!	sentence, "U learn, cause u need" is quite representative.
8	Write down your hopes that your writing classroom environment will be more effective and supportive of the learning process!	No, because it's been effective in my opinion.

### **5. NS**

#### **Answer the questions below!**

No	Questions	Answers
1	Have you tried learning to understand the material before learning to write? If you have tried to learn and still find it difficult, give a reason!	Sometimes I study material even though it tends to be very rare, because I am not interested and at the same time weak in writing I prefer to choose other skills such as speaking, listening and reading. Because learning motivation is from myself, so in my opinion the process is just too hard, both in high school and college, the interest is lacking and until now it still seems like there is no motivation that really fits me, it's so hard to write.
2	Mention and explain examples of lecturers'	Group assignments are often left to 1 person,

	<p>writing learning strategies that you think are less effective with yourself (such as examples of group assignments for students who have difficulty writing)!</p>	<p>who can't do it more and more, and maybe it's okay to practice 1 or 2 times, but if it's continuous, I don't agree because it can be said that others are making it easy, battling with individual tasks, even though for example cheating, cheating, for example, someone is still trying to learn to paraphrase or add other answers that can support his answer, if group assignments seem the same value in 1 group, good is all good, all bad is bad, so it seems safe for those who are not maybe even more impossible.</p>
3	<p>Mention and explain the attitude or behavior of your classmates that you think is inappropriate for the sake of a comfortable and conducive class condition (for students who still have difficulty understanding the material)!</p>	<p>Sometimes the noise really bothers me because I need more concentration, plus someone who is really weak at writing.</p>
4	<p>Mention and explain examples of things in your writing class environment</p>	<p>People's writing abilities are different, group assignments are not at all</p>

	that you think are less effective (such as examples of friends who make noise because they have finished doing assignments, so that students who have not finished writing) lack concentration!	effective in my opinion
5	Write down 1 type of difficulty you learned to write! Explain why.	Grammar really makes me more afraid to write, because there are many formulas and tense details that must be applied in what sentences, prepositions, need practice but because I'm not interested, I'm even more confused. Grammar is complicated.
6	Write down your expectations to your lecturer in order to increase the effectiveness of learning to write in class!	Do not use the group assignment method, lecturers don't fully control, which one participate or not, even though there are instructions to report but still not effective, Individual assignments as well as corrections are very important, often not correcte and want private counseling guidance
7	Write your wishes to your friends so they can	Wanting to be cohesive to each other, provide good

	improve the effectiveness of learning to write in class!	corrections and support each other, who feel smart can direct those who are less able.
8	Write down your hopes that your writing classroom environment will be more effective and supportive of the learning process!	The uin environment so far is great

# APPENDIX 7

## Research Permit Application Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Prof. H. M. Karim, Km. 2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: 3571/Un.10.3/D1/DA.04/11/2021

23 November 2021

Lamp. :-

Hal : Mohon Izin Riset

a.n. : Kharisma Airun Qurrotin

NIM : 1703046076

Yth

Bapak/Ibu Dosen Universitas

di UIN Walisongo Semarang (Pendidikan bahasa Inggris 3 A)

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Kharisma Airun Qurrotin

NIM : 1703046076

Alamat : UIN Walisongo Semarang Jalan Prof. H. M. Karim Km.2 Semarang 50185

Judul Skripsi : The Psychological Problems of The Students in The Writing Learning

Pembimbing :

I. Nadiyah Ma'mun, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dibagikan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 hari, mulai tanggal 25 November 2021 sampai dengan tanggal 28 November 2021.

Demikian atas perhatian dan terselenggaranya permohonan ini disampaikan terimakasih. Wassalamu'alaikum Wr. Wb.

a.n. Dekan,  
Wakil Dekan Bidang Akademik



Dr. Muhsin Jurdidi, M.Ag.  
NIP. 19690320 199803 1 004

Terbusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## APPENDIX 8

### Competition of Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIAH DAN KEGURUAN  
Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

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#### SURAT KETERANGAN

Nomor : 3775/Un.10.3/K/DA.04/12/2021

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Kharisma Ainun Qurrotin  
Tempat, tgl lahir : Grobogan, 04 November 1999  
NIM : 1703046076  
Program /semester/tahun : FITK/Semester 9/2017  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Latak 01/05 Godong Grobogan  
Judul skripsi : The Psychological Problems of The Students in The Writing Learning  
Waktu Penelitian : 25 November 2021 – 28 November 2021

Bahwa yang bersangkutan :

*Telah selesai melaksanakan riset sesuai waktu dan aturan yang telah disepakati*

Surat keterangan ini diberikan untuk keperluan :

*Pendaftaran persyaratan sidang skripsi*

Demikian harap maklum bagi yang berkepentingan.

Semarang, 15 Desember 2021



An. Dekan  
Kepala Bagian Tata Usaha

  
Siti Khotimah



## CURRICULUM VITAE

Nama : Kharisma Ainun Qurrotin  
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Nomor HP : 082323924844  
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Grobogan

Tahun Masuk Akademik : 2017

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Ilmu Tarbiyah dan Keguruan

Latar Belakang :

1. TK Dharma Wanita Latak (2004-2005)
2. SD Negeri 03 Latak (2005-2011)
3. MTs Negeri Jeketro (2011-2014)
4. MA Tajul Ulum Brabo (2014-2017)
5. Universitas Islam Negeri Walisongo Semarang (2017-2021)

Semarang, 28 Desember 2021

The Researcher,



**Kharisma Ainun Qurrotin**

**SN. 1703046076**