

ABSTRACT

Adam, Aulia Fatira. 2024. *Exploring the Difficulties Faced by Students in Short Story Writing in EFL (English as a Foreign Language) Class (a Narrative Inquiry on Students of Budidaya Ternak 3-year Diploma Study Program in the Academic Year of 2022/2023)*. Supervisor 1: Muhamad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D., Supervisor 2: Drs. Ashari, M.Pd., Chief External Examiner: Mustasyfa Thabib Kariadi, S.Pd., M.Pd., External Examiner: Laxmi Mustika Cakrawati, M.Pd. Ministry of Education, Culture, Research, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

The focus of this research is English writing skill, particularly, short story writing. This research was mainly intended to investigate and explore the experiences of a specific set of students regarding the difficulties they encountered during their process of creating an English short story, along with its plausible causes and the ways the students employed to overcome them. This qualitative research which utilized narrative-inquiry design employed questionnaire and interview as its data collection instruments. The questionnaire was administered to 24 students—which were selected using total sampling technique, and subsequently, 3 out of those 24 students were purposively chosen to be interviewed. The questionnaire data was analyzed through the use of descriptive statistics, whereas the interview data was analyzed using thematic analysis. Findings revealed that, firstly, the types of writing difficulties the students encountered comprised (1) difficulty in writing in English directly, (2) difficulties in doing translation, (3) grammar-related difficulties, and, (4) curriculum/syllabus-related difficulties. Secondly, the causes of the difficulties can be classified into: (1) internal factors, and, (2) external factors. Thirdly, to overcome the writing difficulties, students involved: (1) autonomous problem-solving, and (2) external influences. The researcher recommends English teachers and education policymakers to adjust the implementation of writing project and English teaching in general based on actual students' needs. Additionally, further research about this topic with the objectives of either creating a method to prevent the writing difficulties from occurring or improving the implementation of a writing project is encouraged and will very likely be of use in the future.

Keywords: *Second Language, English as a Foreign Language (EFL), Writing Difficulties, Short Story.*

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Fokus dari penelitian ini adalah keterampilan menulis berbahasa Inggris, khususnya menulis cerita pendek. Penelitian ini bertujuan untuk menginvestigasi dan mengeksplor persepsi dari sekelompok mahasiswa tentang kendala yang mereka temui ketika menulis cerita pendek berbahasa Inggris, beserta penyebab dari dan cara mereka mengatasi kendala – kendala tersebut. Penelitian kualitatif yang menggunakan desain *narrative inquiry* ini memanfaatkan kuesioner dan wawancara sebagai instrumen pengumpulan data. Kuesioner diberikan kepada 24 mahasiswa—yang dipilih menggunakan teknik *total sampling*, kemudian 3 dari 24 mahasiswa tersebut diseleksi menggunakan teknik *purposive sampling* untuk diwawancara. Data kuesioner dianalisis menggunakan metode *descriptive statistics*, sedangkan data wawancara dianalisis menggunakan metode *thematic analysis*. Berikut adalah temuan dari penelitian ini, pertama, jenis – jenis kendala yang para mahasiswa hadapi terdiri dari: (1) kesulitan dalam menulis berbahasa Inggris secara langsung, (2) kendala penerjemahan, (3) kendala yang berkaitan dengan *grammar*, dan (4) kendala yang berkaitan dengan silabus/kurikulum. Kedua, penyebab dari kendala – kendala tersebut adalah: (1) faktor internal, dan (2) faktor eksternal. Ketiga, untuk mengatasi kendala – kendala tersebut, para mahasiswa melibatkan: (1) pemecahan masalah secara mandiri, dan (2) pengaruh eksternal. Peneliti menyarankan para guru Bahasa Inggris dan orang – orang yang terlibat dalam pembuatan kebijakan di dunia pendidikan untuk menyesuaikan pelaksanaan proyek menulis dan proses pengajaran Bahasa Inggris secara umum dengan kebutuhan para mahasiswa. Selain itu, adanya penelitian lebih lanjut tentang topik ini dengan tujuan membuat metode untuk mencegah munculnya kendala – kendala menulis atau untuk meningkatkan pelaksanaan proyek menulis disarankan dan akan sangat berguna di masa mendatang

Kata kunci: *Bahasa Kedua, English as a Foreign Language (EFL), Kendala Kepenulisan, Cerita Pendek.*