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Undergraduate Students' Perceptions of Writing Skills Difficulties at Al-Marj Faculty of Arts and Sciences

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وجهات نظر طلبة المرحلة الجامعية حول صعوبات مهارات الكتابة في كلية الآداب والعلوم – المرج

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Abstract:
This study aims to explore the difficulties faced by students in writing and the factors that influence their ability to write a text or paragraph based on the cognitive process. It was conducted in the third semester of the English Language department during the academic year 2022-2023 at the Faculty of Arts, Al-Marj, University of Benghazi. The researchers purposefully selected five participants randomly, two males, and three females, and used semi-structured interviews as a data collection tool to investigate their writing experiences. Data was collected by conducting face-to-face interviews and through indirect interviews via voice messages on WhatsApp. The data analysis of this study was qualitative and descriptive. Based on the results, students found difficulties in utilizing capitalization, punctuation, and conjunctions in their writing. The analysis revealed that learners encountered difficulties in concision, "mechanics/grammar", limited time, lack of motivation, deficiency of confidence, vocabulary, and grammatical difficulties. The outcomes of this study illustrate that students faced obstacles in organizing and developing their ideas. To improve their writing skills in English, it is suggested that students should write more frequently.

Keywords: L2 writing difficulties, Beginner learners, Writing process.

الملخص
تهدف هذه الدراسة إلى استكشاف الصعوبات التي يواجهها الطلبة في الكتابة والعوامل المؤثرة على قدرتهم على كتابة نص أو فقرة بناءً على العملية المعرفية. تم إجراؤه في الفصل الدراسي الثالث بقسم اللغة الإنجليزية خلال العام الدراسي 2022-2023 بكلية الآداب بالمرج بجامعة بنغازي. قام الباحثون باختيار خمسة مشاركين بشكل عشوائي، اثنان من الذكور وثلاث إناث، واستخدموا المقابلات شبه المنظمة كأداة لجمع البيانات للتحقيق في تجاربهم الكتابية. جُمعت البيانات من خلال مقابلات شخصية ومقابلات غير مباشرة عبر الرسائل الصوتية على واتساب. وكان تحليل بيانات هذه الدراسة نوعيًا ووصفيًا. وبناء على النتائج، وجد الطلاب صعوبات في استخدام الأحرف الكبيرة وعلامات الترقيم وحروف العطف في كتاباتهم. وكشف التحليل أن المتعلمين واجهوا صعوبات في الإيجاز "الميكانيكا/القواعد"، ومحدودية الوقت، ونقص الحافز، ونقص الثقة، والمفردات، والصعوبات النحوية. وتوضح نتائج هذه الدراسة أن الطلبة واجهوا عقبات في تنظيم أفكارهم وتطويرها. لتحسين مهاراتهم في الكتابة باللغة الإنجليزية، يُقترح أن يكتب الطلاب بشكل متكرر.

الكلمات المفتاحية: صعوبات الكتابة بلغة ثانية، المتعلمون المبتدئون، عملية الكتابة.

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1. INTRODUCTION

Writing is a fundamental aspect of the English language that involves interpreting language and expressing ideas and emotions. Writing plays a crucial role in many areas such as journalism, academia, and literature. Writing skills are essential in today's world, and their importance cannot be overemphasized.

Developing writing skills is a gradual process that requires practice, hard work, and a desire to improve. As students spend more time reading, their writing style will naturally improve, and their ability to think critically and generate ideas will become more evident. Listening skills are also important for expanding writing abilities, as they are often the first skills learners use to acquire a new language, including English. Consistent practice and attention to grammatical accuracy will assist in developing writing skills to produce well-organized and easily understandable paragraphs.

However, many undergraduate students encounter difficulties in developing their writing skills. To investigate their perceptions of these difficulties, a study was conducted at Al-Marj Faculty of Arts and Sciences. The study aimed to identify the types of writing difficulties faced by undergraduate students, their perceptions of these difficulties, and the strategies they use to improve their writing skills. The study utilized a mixed-methods approach, combining surveys and interviews to collect data from a sample of undergraduate students.

Through this study, we aim to gain a better understanding of the challenges faced by undergraduate students in developing their writing skills and their perceptions of these challenges. The findings of this study could inform the development of more effective writing instruction and support programs for undergraduate students, thereby enhancing their overall writing skills and academic success.

2. LITERATURE REVIEW

Writing is considered an imperative part in English language, and could be the hardest among all skills. It is the communication tool by means of organized symbols to give a complete thought about something or someone. According to Richards (2002),"The complex skills which are used in writing require L2 learners to not only focus on planning and organizing skills in a higher level but also on spelling, punctuation, word choice skills in a lower level". The mastering of this skill inside societies is very crucial to reflect different kinds of jobs that depend on writing skill. Barton and Hall (2000: 1), claim that "Letter writing is among the most pervasive of all literate activities", and letter writing can be seen as significant and consequential in people's lives, serving to maintain familial ties, communicate news and personal information, or resolve disputes.

Writing skill needs a lot of practice, and this is classified as a hard work for students who have to train every day to maximized their level in English writing. EFL students' writing style could be affected by their series of plans (Wingate, 2015). Writing the words in the right way improves that the student has a high self-confidence to write. Also, when the learners believe in themselves their writing will be creative, and they will express their ideas and emotions freely without limits. According to Kırkgöz (as cited in Fithriani,2021), "Creative writing develops different areas in terms of language such as fluency, grammar, vocabulary, discourse, and creativity while the right side of their brains is working out". Practice perhaps makes the learner look like an expert in writing, if the learner trained every day. When the student writes about his or her favorite subject, that will create a phenomenal writing related to practice continuously and organized (ohnstone, Ashbaugh, and Warfield,2002). Every language has its own vocabularies to interact inside social societies. In other words, vocabulary list is crucial to improve your language. Vocabulary and language are connected items, whereas vocabulary knowledge extends language use and the opposite (Ation, 2001).

Grammar is the foundation of every language, but the majority of the students do not master every grammatical rule which would cause grammar mistakes. Good knowledge and skills of the basics of English grammar are achieved by teaching the students basic grammar to participate, and make them more careful with grammar as an essential e1lement (urtisari,2016).

Spelling mistakes are very common problem that face many learners in English language. To give meaning to the text, spelling must be correct to produce a complete written text (Altamimi & Rashid, 2019). Motivation is a fundamental role in other process of learning English language. Lennartsoon (as cited in Oroujlou & Vahedi, 2011) talks about the importance of the students' beliefs because these could motivate them to work harder or stop their learning process. Writing skill is connected with reading in a direct relationship. Moreover, writing could be evolved by spending more time on reading which consider a great method to extend writing style. Writing skill is admitted by reading due to their connection, to aid EFL students' writing skill (Tuan,2012). Students' perspectives on writing vary, with challenges arising from differing expectations and lack of basic techniques. This leads to varying perceptions of writing ability progress, depending on the use of basic tactics and procedures.

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2.1 Some Challenges that Undergraduate students faced with Writing Skill

Some challenges can play a vital role in hindering students' progress in learning writing skill. According to Rao (2017: 78), that "Writing in English is considered the most difficult skill because of its complexity of structure and vocabulary. Moreover, the spelling system of words in the English language is entirely different from its pronunciation".

The basic point that makes writing difficult is branched into two problems. Firstly, lack of concision is the inability of students to express in writing or face the problem of repeating sentences due to the lack of ideas and vocabularies with the deficiency of consistency of paragraphs this related to the lack of grammar. (E.-Y. J. Kim, 2017; Llosa & Malone, 2017), rightly says "In English grammar, sentence structure is the arrangement of words, phrases, and clauses in a sentence". Secondly, lack of time the skill of writing is a complex skill. It requires effort and time to master it or to reach the required level. Writing skill perhaps treated as a problem for most of non-native speakers students especially the Libyan students. However, it refers to a set of factors that may affect on the level of writing for the students including: lack of confidence, lack of practice, vocabulary, grammar mistakes, and misspelling. Also, the most important reason, lack of motivation.

2.2 Some Factors that may influence on the level of the writer

2.2.1 Lack of Confidence

Many writers do not believe in themselves to write correctly, because they think it will be so hard to write the words in the right order. Besides, the ability of making ideas about particular topic can be a challenge for most of the beginner writers. Thus, they will not be able to produce complete words or sentences.

Some students are good at other skills such as: reading, speaking, and listening but, they face some difficulties in writing skill due to the fragile self-trust process. Martinez and Villa (2016), mention "Self-confidence is a specific area of psychology related to the language learning process development". In addition, the issue of self-confidence process can be solved by depending on writing more sentences and paragraphs which can help to increase your courage, and make you more skilled to give a complete thought about any topic, depending on the set of vocabularies and information you have. Nevertheless, a lot of students still facing troubles during writing because of their lazy nature, and this might be one of the common causes that why a lot of students have some obstacles in writing that involving self-confidence process, or it can be said that some students do not like writing from the first place, and this consider another reason that why is writing so difficult for most of Libyan students.

2.2.2 Lack of Practice

Training is an essential element in every part in life. Whereas, the action of doing the same thing continuously for long period of time, can rise your skills and your abilities, and makes the trainer better in an obvious figure to the audience in a brilliant phenomenal style.

Johnstone, Ashbaugh, & Warfield (2002), found that "Superior writing skills correlated reliably with the degree of repeated practice and, controlling for practice, with writing in the professionally relevant domain of the greatest interest to the student".

So, all Libyan students must take practice on consideration to enhance their capability in writing by spending more of their spare time on rewriting the same words, sentences, and paragraphs. Otherwise, students will not be able to write the litters of the words in the right arrangement. And this clearly regarded as trouble that would affect the writers and cause gaps in writing.

2.2 .3 Lack of Vocabulary

Kaivanpanah & Zandi (2009), stated that "The first difficulty related to vocabulary is defining word knowledge". Communication it could be one of the valuable ways to exchange information and thoughts in life, and to achieve it; the student must have the variety of terms or previous knowledge around words and their synonyms in the language".

Some of the college students are incapable when they want to speak about some topics, write, or read them since their dictionary are limited. Thus, the opportunity to share their thoughts and information is getting narrowed, and this situation definitely related to lack of vocabulary. Pringprom (2012: 1104) stated, "Learners will have difficulty comprehending the text if their vocabulary size is far from the required threshold".

Another negative aspect, when the students do not have enough lexis, they will be quite almost all the time, whether inside the classroom, at home, or in the street. The ability of contain a group of vocabularies for the students is essential in the educational system. Moreover, it might provide opportunities to work in governmental institutions, special companies, famous clubs, tourism, and in reception.

All of the above opportunities are depending on the amount of vocabularies for non-native speakers, which confirm how memorizing vocabularies is significant inside and outside universities. Also, when the students broaden their list of vocabularies, they certainly become better at English language in general and at writing in specific, that illustrates the effectiveness of consisting a numerous amount of vocabularies in the present time. All of the students must widen their vocabulary, so they can improve writing skill. In addition,

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if the students learn more vocabularies daily they will develop the writing specifically, and the other skills automatically.

2.2.4 Grammar mistakes

Almost everything in life has its own system and its own rule, and in English language; the foundation is grammar. It is the basic rule in English and without it, chaos will be in every skill in English, particularly at writing skill. When the student understands every single phase in grammar, his or her skill will be acknowledged. As a result, all of the skills from listening, speaking, reading, and writing have to be in acceptable level to the community. Likewise, the students will master English language due to the earlier awareness and memorizing of grammatical rules. But, the majority of the students deal with grammar as a complex material that is annoying and so hard to become skilled at.

Al Fadda(2012) reported that "The main writing problem was grammar, e.g., subject-verb agreement and sentence structure". Some of the students have some grammatical mistakes in their writing. For example, subject verb agreement like: 'he write English' instead of the right form (writes), is a common mistake among students. Another famous grammatical mistake which is tenses' use in the right order with sentences and statements. Wahyuningtyas and Bram (2018) said that "Most of the students in their study have some difficulties in remembering the Present Perfect Continuous Tense formulas, analyzing , and differentiating the verb and time used in the tenses". Most of the students do not differentiate between tenses and their functions in English language. For example, in the present perfect tense: ' have wrote my homework' instead of the right tense (written), is a common grammatical mistake for the students. These are mistakes can be avoided by spending more time on reading the rules of grammar and practicing on how to keep away from making grammatical errors constantly without notice the wrong structure of the phrases and sentences. In other words, to learn grammar accurately, the need to comprehend and memorize the grammatical rules is necessary, and also making reviews from time to time must boost the structure of grammar, and making examinations confirm the stage of the student in grammatical rules.

2.2.5 Misspelling

The spelling of the word must be in the proper order to give a whole meaning. However, some of the students are suffering from a current problem in spelling which is forgetting the letters of the lexis, and this fault happens frequently with all categories of educators from freshmen to professionals, due to the forgetfulness process that happens continuously. Words' spelling in the correct alphabetical order would be an important step in English language to write and express about yourself in clear words, sentences, and essays. Most of the students suggest that spelling is one of the obstacles in English language, and could be the hardest step in writing. additionally, vowels are another complex issue in spelling of the words which are faced by many students in English language.

For example, in spelling there is some long words that need to be memorized to write them in the right manner like: Expeditiously, Bacchanalian, Extemporaneous, and for words of more than one vowel like: Paella, Piece, Guile, are words can be confused for the students whom are at the beginner levels particularly and advanced generally in English language.

2.2.6 Lack of Motivation

it would be the strongest factor to success in many things in life including writing skill in English language, and must give you the positive energy you need. Thus, the structure of writing will be in the best formula. Stimulus is a great component. If you do not find what motivates you in writing, you will not be able to show your talent or your skills in front of the students. Besides, the emptiness will take over your writing, and makes it look ordinary and deficient. Lack of motivation is the reflection of the negative energy around students whether inside educational institutions or outside them which can be the reason behind lack of motivation.

Some teachers are annoyed by students who are making a lot of writing mistakes frequently, and this situation is connected with students who are bored from writing because they see writing as an exhausted action, and a skill that needs a lot of practice. In addition, some of the students might hate writing skill in general or get confused with it, and this behavior is totally normal since most of the human beings perhaps do not like hard works, and we can judge writing as one of the skills that requires a lot of effort.

One more point about lack of motivation is that some students do not get the right attention from teachers in lectures, and instead of encourage the students to be flexible in writing, they just give the lessons and leave with careless style inside classrooms. In the other hand, the nature of life in Libya could be harmful physically, psychologically, and mentally for the students, which might cause lack of motivation.

To be good at something, you must search about what makes you happy or pleased, something that you have passion and desire for it. All the students need to create sense of motivation to move forward in writing, and this step is very important since some of the students do not have the inspiration in their life or do not see someone as an example. Motivation would be a helpful element in every skill in English specifically in writing skill.

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2.3 The impact of Reading and Listening on Writing Skill

2.3.1 Reading skill

All the skills are connected with each other from reading, writing, listening, and speaking which one skill can support the other in a direct relation. For example, reading for long period of time will extend writing regularly and the opposite.

Grabeand Zhang (2016) compiled "A personally selected annotated bibliography that included studies examining reading interventions impact on writing, and drew general conclusions from the studies presented that reading and reading instruction enhanced writing performance".

The operation of writing is updated by many sources that could be very popular in the present, and these origins are the following:

1) Watching movies and series with subtitle in English is count as an excellent exercise to grow writing skill by reading the words from the screen of different devices including: television, computers, laptops, and smart phones which explain the importance of reading skill, and how writing is developed by reading skill.
2) Playing video games definitely is going to extend the list of vocabularies that provides an opportunity to make writing skill better by reading the words and sentences of the games in an exciting way, and the player can play and learn at the same time which improves the value of video games on writing by reading.

2.3.2 Listening skill

Listening could be classified as the most significant skill to acquire any language, because it is the first skill that the baby used to start speaking of any language like English language. Some of the students assume that listening skill may have influence on writing skill in an indirect way.

According to Kamal et el, (2021) that "listening skills takes a part in writing process because it increase the scores". However, their assumptions could be true in some cases like: listening to video songs, programs, movies, and series with subtitle would improve reading skill, and qualify the students to write perfectly depending on their concentration.

3. METHODOLOGY

It is a scientific and logical process that takes place after selecting a problem based on data collection and sampling. This study utilized the obtained information and pilot research technique. The pilot study's objective was to illustrate the validity or reliability of the data collecting tools. This study is conducted through using a qualitative research for beginner undergraduate students in the English language study and teaching program at Al-Marj University.

As Kuswoyo & Susardi (2016: 39) stated that "Qualitative research is characterized by verbal description of its data". It means that the researcher described the results of the analysis in the form of words. Interviews are a qualitative research technique in which interviews are conducted with an individual or a small number of respondents. Can be a powerful way to obtain detailed information using in-depth interviews. Qualitative study seeks to obtain in-depth knowledge about people or study sites, develop hypotheses based on the views of participants, and recognize the perspectives of learners in order to evaluate the process (Creswell, 2012).

3.1 Research questions

As previously stated, this study seeks to comprehend undergraduates' students beliefs and ideas regarding the difficulties associated with writing encountered by English foreign learners. The two aspects indicated below can be utilized to establish the study's issues:

1 What are the basic academic writing difficulties faced by international students at the beginner level?

2 What are the main factors that may cause these difficulties?

3.2 Pilot Study

Firstly, a pilot research is conducted with three students from the same semester to ensure the validity and reliability of the interview. Secondly, the students were interviewed and given some questions to answer it. After inquire about their opinions and to determine if there are points or questions that can be improved .Their feedback was useful for modifying some items. Leon et al. (2011: 627) asserted that "The main purpose of conducting a pilot study is examining the feasibility of the intended approach the researchers will use in the main study".

3.3 Participants

This study is conducted five students, three of them were females and two were males selective purposefully from the English Language Department participated. During the third semester of the academic year 2022-2023. The students answered a variety of questions about their writing skills, perspectives, and obstacles, as well as, the

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causes of those difficulties that faced international learners. The participants' ages ranged from 20 to 25 years old.

3.4 Data Collection

The type of interview used in this study was a semi-structured interview. Galletta (2012: 75) mentioned that "The main advantages are that the semi-structured interview method has been found to be successful in enabling reciprocity between the interviewer and participant". The researchers acted as an instrument and data collector conducted individual, face-to-face interviews. The asking and answering of questions could be mediated by the telephone or other electronic devices. To obtain more information, the online messaging app WhatsApp was used. The data were collected by giving several open-ended questions, which they answered based on their knowledge of English and perspectives on their writing skill.

The interview with each student lasted approximately 5 to 10 minutes, furthermore, all interviews were audio-recorded and fully transcribed. Also, some students answered the research questions in English while others in Arabic due to their levels of fluency and language use, students' English proficiency varied. Then, the interview data were analyzed according to the research questions posed in this study.

3.5 Data analysis

This is done using objective analysis that represents a qualitative analysis method to identify patterns and prepare reports on topics within the data. Describes the data set in detail and explains the different aspects of the research topic. The topics that captured the relevant data were created from the interview transcripts to answer the research questions and represent the inscribed answers within the dataset. This study used a thematic analysis approach that includes main themes, sub-themes escorted with actual interviewees' opinions in the transcription.

Braun and Clarke (2006: 79) defined thematic analysis as "A method for identifying, analyzing and reporting patterns within data''. The individual interview guide included Four themes with questions referring to EFL students' perceptions concerning the factors that affected students' writing, challenges, common mistakes, the main factors, besides, the role of listening and reading skill also recommendations for improving writing skill.

4. FINDINGS

Based on data analysis, the researchers main focus of this research is the writing difficulties, common errors, and factors that cause those issues. The results of this study are as follows:

4.1 The Obstacles Libyan Pupils Encountered with Writing

The responses of participants showed one prevalent problem that the majority of the respondents experienced. The most common issue is a lack of concision. Additionally, Lack of Time, those themes have been divided into categories, which will be clarified by the following sections:

4.1.1 Lack of Concision

Concision is as crucial as any other step of writing, from the selection and definition of an idea to the final production of the material. The majority of students indicate that loss of concision could be one of the reasons students lack sufficient mastery of the language.

A– Redundancy

Repetition of the same ideas in the paragraph or text, this problem may be very common among students due to the lack of cognitive competence of the student or lack of vocabulary and grammar .The background of the student depends on the sequence of learning basic skills of the language.

S2: " My another problem is rewriting the same words and the same thoughts".

Redundancy among students is a very common problem due to the fact that the students does not have sufficient knowledge about the language.

B – Incompatible Structural Series

The series of inconsistent structures indicates that the student is struggling with confusion in determining the ideas to be written about. If the student writes a paragraph or text that is incomplete. Moreover, there is no logical sequence in the context of writing, sometimes it may be a lack of vocabulary or a choice of words that suit the context of the text.

S2: "When I start writing the main problem is that I cannot organize my thoughts".

S3: "I need time to collecting my ideas".

The inability of students to express or combine their ideas correctly was one of the difficulties (Content Problem). Before writing, writer must consider how readers will understand their ideas.

4.1.2 Lack of Time

Time also has a role in the process of acquiring the writing skill, it is known that writing is a complex skill. Therefore, needs a long time to master it appropriately, it also depends on the student's effort if the student focused and made a great effort in learning and searching for the foundations of writing in addition to practice can be acquired Writing skill within a short time.

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S1: "No, From my point of view, I think that the writing skill depends on personal effort in the first place. I mean, if you devote a specific time in the day to learn this skill; I think it can be mastered in a short period of time".

S2: "Yes, writing is a complex skill and it takes a long time to learn it correctly".

S3:"Yes, a difficult and accurate skill that needs experience and a long time".

S4: "No, I suppose it is not a matter of time, but I did not have the motivate to keep writing".

S5: " Are the time to master writing skill takes too long".

Student No. 5 the only one provided a point of view that mastering the writing skills takes a lot of effort and time. Therefore, the researchers followed up this point by adding a question to inquire about the opinions of the rest of the learners. Student No. 2,3 agreed with student No. 5, whereas, student No. 1,4 asserted that it has not to do with time, while it relying on personal effort.

4.2 Common Errors for Beginners in Writing Skill

Most of the results indicated that there are mechanical errors and grammatical errors. In this section, the students discussed common mistakes that occur when the learner starts writing a paragraph. Which will be clarified and further explained in the following categories:

4.2.1 Grammatical Errors

It is very common among students and is due to the weakness of the basics of the language of learners, incorrect use of context-appropriate tenses for the sentence's verb. In addition, to the order of words or sentences in the context of the text. Therefore, branched into two categories, tense of the verb, the word and sentence order as shown below:

A – Verb Tense

Choosing the right tense is one of the main problems that branch out on the side of the grammar .It depends primarily on understanding or memorizing the largest number of verbs and pronouns in different tenses to use them correctly during the context of the sentence.

S2: "It is how to formulate sentence and put verbs in a correct way".

S5: " The words will be random, and the reader will take much time to organize the Words in the right way".

One of the different grammatical problems identified in this study was "error with verb tense" as in the answers above. This means that learners cannot distinguish between tenses when linking sentences together.

B – Word and Sentence Order

The word or sentence order in the text, some students when they write do not follow a certain order or guidelines in writing, Most students through writing any text do not write an introduction to the topic to be written. That is, they write randomly in this case the writer will not be able to send his/her idea to the reader. Moreover, the order of the word specifically is very important as the order of adjectives in the noun phrase, adverb and prepositions. To write a good text, the writer must follow several basic rules in grammar and writing skill.

S4: "Organize the sentences".

S5: " The words will be random, and the reader will take much time to organize the words in the right way".

In this part, the student's answer No.5, was written in two categories, due to the fact that it contains several meanings, such as errors in choosing tenses or arranging words in the sentence or written text, whether it is adjectives, adverbs, nouns, or prepositions. Associated with syntactic structure of the sentence. This means that some students do not know how to formulate words or verbs in a sentence.

4.2.2 Mechanics Errors

Cognitive competence or mechanical errors are those that depend on the student and the extent to which he/she understands to memorize words and the technique of placing punctuation will be explained in detail in the subtheme described below:

A - Spelling

It is forgetting a few letters of the word during the writing process, such as phonetic letters that do not appear clearly in pronunciation, among the main problems, which depend mainly on vocabulary and the extent of the student's focus on the way of memorization, each student has a certain way, but sometimes not all of them are effective, and this problem is still common among students.

S1: "I constantly forget the letters in words, I know the word, but I forget some letters, misspelling".

S3: "I always make spelling mistakes in writing".

S5: "Organize the letters (misspelling)".

Through the students' answers, most of the mistakes were in the letters, or forgetting parts of the word like the beginning and the end of the term, it is related to the cognitive competence. Also, the morphology of the words.

B – Capitalization, Punctuation, Conjunction

Students because of not using the writing skill forget or do not know the correct places where punctuation marks are placed, such as the comma, which is usually placed at the end of a complete piece of information. In

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addition, to the semicolon that is placed mainly between two sentences or information related in meaning, and finally, an error or lack of focus in placing capital letters at the beginning of the text or proper names such as the names of people, countries and rare things.

S2: "I have problem with formal conjunction, punctuation tools".

S3: "Capitalization and punctuation are from common mistakes that happen when I write".

According to the presented data, the mistakes that faced the students in writing skill, includes the problem of using suitable conjunctions in the text's context. As well as, the technique of placing capital letters in the appropriate places, in addition to punctuation marks specifically comma and semicolon.

4.3 Some Factors that could possibly cause Lack of Writing

In this project, the majority of students agreed on one point, which is regarded the main reason of this problem, which is the lack of practice. Whereas, some of the views supported that it is process related to the lack of Motivation, Learners' Language Background and Lack of Grammar. Accordingly, these points will be explained further below in the form of subheadings:

4.3.1 Lack of Practice

Grammar and vocabulary, writing is a skill that requires practice and effort to master. In the English language in general, any skill needs to be practiced to reach the required level through the activities or use of the language by the learner on a daily basis, this way has positive effects on the learner significantly.

S1: "Yes, I think you can be a good writer with writing practice, and I do not practice the language periodically, I read some books and after reading them , extract new words that I do not know it, and write them several times in the notebook".

S2: "Yes, Practicing writing is important, because language evolves effectively with practice, by watching movies with English subtitles, short stories and trying to use them".

S3: "Yes, to avoid the usual mistakes in writing texts, I read some short stories and write them in my own way on social media".

S4: "Yes I Do, because it will make the writing easier".

S5: "Of course, because the more you are practicing the more your ability and your experience will be increased, I practice on listening, writing, and reading".

All students interviewed by the researchers explained the importance of writing practice and how to develop it in simple and effective ways, which learners mentioned above.

4.3.2 Lack of Grammar

Learners encounter a variety of obstacles in their attempts to write in the second language, grammar is one of these obstacles, the students are still lacking in some essential grammatical skills, not able to compose sentences. Therefore, it is the essential skill for learning English. Also, is the structure of the organization of sentences. By using the correct structure.

S1: " Yes, because I need to differentiate between tenses".

S2: "Yes, because helps you to format the sentence".

S3: "Yes, It gives the sentence a correct and useful meaning, writing in a random way without following the rules (Grammar).Therefore, not giving the correct meaning to the sentence or paragraph".

S4: "Of course, Grammar will help you in everything in English, it is the basic rule".

S5: "Yes, I agree. The reason is that grammar is the basic of foundations of language".

As mentioned above, the students' opinions were focused on how to formulate the sentence and how to put verbs in the correct tense.

4.3.3 Lack of motivation

Motivation is the main factor for success and creativity, which without it the novice writer will not be able to give distinctive ideas that support this skill. It is known that grammar and vocabulary are the two main parts of learning the skill of writing, to shed light on the lack of motivation and its impact on learners, without motivation the student or the learner will not develop or reach an advanced level.

S2: *"lack of interest in it".*

S4: " *I do not have the motivation or desire to write".*

Student No.2 expressed a positive opinion regarding this problem and supports this problem.

4.3.4 Learners' Language Background

Among the factors leading to these obstacles is the lack of students to the basics of the language in all aspects, it also depends on the students' ability to learn and teachers at the same time. In the English language in general, any skill needs to be practiced to reach the required level through the activities or use of the language by the learner on a daily basis, this way has positive effects on the learner significantly.

S4: *"I enter the English department without previous knowledge in English or information".*

Student No 4 mentioned that the student entered the English language department without sufficient knowledge of the basics of the English language.

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4.4 The Role of Reading and Listening Skill in Writing Competency

The effect of reading and listening skills on writing, there is a relationship between reading and listening, when the student listens and focus on the English language aspects wherever the means are available. Therefore, the student can read and spell the letters. Reading has an impact on writing, so when the student reads a sentence or word, thus saves and stores the structure of the word or sentence.

S1: "Yes, Reading is important, but Listening skill is more important through which we practice the language".

S2: "Yes, I do not think Listening is important, but Reading is very important because when you read consistently through your Reading experience, your writing level improves".

S3: "Yes, Reading and Listening are both important to me because practicing them produces correct writing".

S4: " Yes, I agree only with reading, but listening I do not agree, because reading will help me to memorize the words, but listening I do not think so, in listening I do not concentrate that much, because I am not used to listen"

S5: "Yes, I agree every time I read the shape of the word ,it will take hold in my head, and for listening the same idea and the words will be improved"

Students No.2, 4, presented their views on the relation among reading and writing, by expressing that the skill of reading is of more importance by memorizing the structure of the words or sentences and being used to creating sentences and writing texts smoothly. As for, students No. 1,3,5 had different opinions from the rest of the students, and stated that the listening skill has significance role in hearing and memorizing words and repeating them.

5. DISCUSSION

As mentioned earlier interviews with learners gave the researchers the opportunity to listen to their problems and it became clear through the interview, all of the basic writing difficulties faced by international students .The main factors that may cause these difficulties according to the findings vocabulary deficiency ,lack of concision ,grammatical errors ,lack of practice and lack of motivation. Lack of vocabulary forms a large part of this problem like selecting a suitable vocabulary, employing different vocabularies, making correct word ordering, and determining appropriate transition signals. Learning vocabulary is a crucial component of studying a second language L2 and helps to improve L2 writing abilities (Gorjian et al., 2011).

Students frequently consult dictionaries to find specific words when coming up with ideas or to elaborate on them and this could be one of lack concession obstacles that faced the learners supporting to this issue some researchers (Asadifard & Koosha, 2013; Ceylan, 2019; Miftah, 2015; Nugraheni&Basya, 2018), indicated that arranging thoughts is a writing challenge for pupils.

According to Hu (2001: 115),"Grammar is the sound, structure, and meaning system of language" the results showed that pupils struggling with other writing problems on a serious scale which included grammatical and syntactic errors. Prepositions, articles, tenses, singular/plural, verbs, sentence structure and the usage of colloquial and spoken idioms were among the mistakes as well. It also shows that the students have problems in conventions, punctuation and more specifically in language use.

Inadequate practice could be one of the main reasons that promoted this issue with the learners over time. Sulasti(2003) assumed that pupils' struggles with writing in English may be caused by a lack of written tasks and ideas, as well as a lack of many vocabulary words and proper grammar rules.

Lack of motivation was an essential factor in writing obstacles. Alfaki (2015) argued that One of the major reasons why EFL/ESL students struggle with writing is a lack of motivation. The most important factors in lowering students' writing motivation are time constraints, low instructor evaluations, and a lack of English writing practice. So, all of these factors contributed in this issue.

The samples of this research have been collected for a certain number of students, which is five students, and during this study the researchers realized that the possibility of working on five students was not enough and was not familiar with other aspects that can put forward new information and effective solutions in this research, but the number can be increased in future research to enhance the information and to know other details that may be absent in this research.

The study pinpointed specific writing challenges that pupils face, including grammar, sentence structure, organization, restricted vocabulary, and writing fundamentals . Based on the results The faculty could create focused interventions to aid students in developing these skills. The study also showed that vocabulary problems are an issue for students. These results suggest that instructors should alter their teaching strategies to guarantee that all pupils get the assistance they require to excel in writing. For example activities courses during the vacation. Students are responsible In writing practice process.

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6. CONCLUSION and RECOMMENDATIONS

To sum up, the current study showed the challenges that international pupils encounter in writing and the possible reasons behind those challenges. Based on the result of research, the obstacles that students confronted are the lack of concision; which in turn branched into redundancy, incompatible structural series, limited vocabulary.

Secondly, lack of time. In addition, Libyan EFL learners clarified that the factors that led to these obstacles may be produced by a lack of regular practice of writing skill or lack of motivation among students, which resulted in common mistakes among students. As well, the incorrect use of the writing mechanics. Including, spelling, capitalization, punctuation, conjunction. Besides, poor grammar knowledge.

Learners provided ideas on the role of reading and listening in improving or developing writing skills, with some praising the importance of reading skill, followed by listening skill as a secondary aspect. The suggestions provided below and the general framework of reference could have an invigorating impact on writing practices and assist learners to develop and reinforce their self-confidence. Also, EFL in general and writing in particular.

The study's findings can be used to offer some ways for avoiding the above-mentioned writing challenges and enhancing writing ability. When dealing with writing, particularly in EFL situations, a number of fundamental aspects should be taken into account. However , it is proposed that writers construct an effective instructional approach for teaching writing that could satisfy students' needs and address their challenges.

Writing classes should be intensive and concentrate on the needs of the students in order to improve their writing. To be more precise, writing course should be tailored to the needs of the students in order to produce the greatest outcomes and give students the opportunity to improve their writing.

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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