

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : TIẾNG ANH THƯƠNG MẠI

Sinh viên : Phùng Thị Thu Trang

Mã sinh viên: 1812752001

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

**A STUDY ON DIFFICULTIES IN WRITING A
DATA-INTERPRETATION ESSAY ENCOUNTERED
BY ENGLISH- MAJORED SOPHOMORES AT
HAI PHONG UNIVERSITY OF MANAGEMENT AND
TECHNOLOGY AND SUGGESTED SOLUTIONS**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: TIẾNG ANH THƯƠNG MẠI**

Sinh viên : Phùng Thị Thu Trang

Giảng viên hướng dẫn : Ths. Nguyễn Thị Thu Hương

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Tên đề tài: A study on difficulties in writing a data-interpretation essay encountered by English- Majored Sophomores at Hai Phong University Of Management And Technology and suggested solutions.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

Công ty cổ phần đầu tư giáo dục quốc tế Koala.

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Nguyễn Thị Thu Hương

Học hàm, học vị : Thạc Sĩ

Cơ quan công tác : Trường Đại Học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: A study on difficulties in writing a data-interpretation essay encountered by English- Majored Sophomores at Hai Phong University Of Management And Technology and suggested solutions.

Đề tài tốt nghiệp được giao ngàytháng.....năm 2023

Yêu cầu phải hoàn thành xong trước ngàytháng....năm....2023

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Phùng Thị Thu Trang

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Nguyễn Thị Thu Hương

Hải Phòng, ngày ... tháng ... năm

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Nguyễn Thị Thu Hương

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng

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Chuyên Ngành: Tiếng Anh Thương Mại

Nội dung hướng dẫn: A study on difficulties in writing a data-interpretation essay encountered by English- Majored Sophomores at Hai Phong University Of Management And Technology and suggested solutions.

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Phùng Thị Thu Trang

Đề tài tốt nghiệp: A study on difficulties in writing a data-interpretation essay encountered by English- Majored Sophomores at Hai Phong University Of Management And Technology and suggested solutions.

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

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After four years of learning and gaining knowledge at Hai Phong University Of Management And Technology, I decided to choose the topic "A study on difficulties in writing a data-interpretation essay encountered by English- Majored Sophomores at Hai Phong University Of Management And Technology and suggested solutions." to research and do my graduation thesis. During the learning process and working time on this thesis, I have received a lot of help and support from my teachers, family, and friends.

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Hai Phong, June 2023

Student

Phung Thi Thu Trang

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PART I: INTRODUCTION

1.1. Rationale of the study

In general, writing is an essential skill that not only plays a vital role in different aspects of life but also serves as a tool to communicate people's thoughts, ideas, and emotions effectively. In the field of English, writing skill is a crucial aspect that students need to develop to succeed academically and professionally. Among different types of academic writing, data interpretation essay writing requires the ability to analyze data and present it in a clear and concise manner, which is an essential skill in many fields such as business, science, and social sciences.

However in the process of writing a data interpretation essays, English-majored sophomores often encounter difficulties that prevent them from composing high quality analysis on this type of academic writing. Investigating the difficulties in writing data interpretation essays can ,therefore, be significantly helpful, contributing to the development of academic writing for EFL students and working towards improving their writing skills. Therefore, I decided to conduct a study entitled "*A study on difficulties in writing a data-interpretation essay encountered by English- Majored Sophomores at Hai Phong University Of Management And Technology and suggested solutions*" that examines the obstacles encountered by second-year English majors when writing data interpretation essays.

This study has the potential to identify key obstacles that students face when writing data interpretation essays and provide insights into how to overcome these challenges. Ultimately, improving writing skills is crucial for success in both academic and professional contexts, making this research highly relevant and meaningful.

1.2. Aims of the study

This study has two main aims:

- The first purpose of this study is to provide a comprehensive analysis of the difficulties that sophomores majoring in English at Hai Phong University of Management and Technology face when writing data-interpretation essays.
- The study aims to suggest effective solutions that can be implemented by both students and teachers in order to minimize challenges in writing.

1.3. Research questions

The two main research questions of the study are:

- 1. What difficulties do English-majored sophomores at Hai Phong University of Management and Technology encounter when writing data-interpretation essays?*
- 2. What are possible solutions for English-majored sophomores and teachers at Hai Phong University of Management and Technology to overcome these drawbacks.*

1.4. Scope of the study

The study only focuses on finding out the difficulties encountered by English-majored sophomores at Hai Phong University of Management and Technology in writing data-interpretation essays that is one of parts in writing 4.

The study was conducted on a sample of 32 second-year students who majored in English at Hai Phong University of Management and Technology.

1.5. Methods of the study

The study was conducted using qualitative method including a survey questionnaire and interviews. The survey component involved the administration

of a questionnaire to the participants, aimed at collecting their opinions on the challenges they face in writing data interpretation essays.

The interview component of the study entailed in-depth questions with students who were asked to describe on the difficulties they encountered when writing data interpretation essays. The interviews provided valuable insights into the participants' experiences and helped to further enrich findings of the study.

1.6. Significance of the study

This study aims to identify the challenges that second-year English majors at HPU face when writing data-interpretation essays. By highlighting these difficulties, English learners can become more aware of the obstacles they may encounter during the writing process of data interpretation essays, which can help them better prepare for future academic writing. Additionally, understanding the specific challenges faced by these students can provide information to educators on how to better support students in their writing development. Furthermore, by analyzing the common issues found in data-interpretation essays, this study can contribute to the overall understanding of effective writing techniques and potentially improve the learning and teaching process of academic writing. As a result, this research has implications for both students and teachers seeking solutions to improve academic writing skills.

Besides, based on the problems identified in this study, recommendations will be provided to help students create effective data-interpretation essays and instructors teach more effectively. Also, this study is expected to pave the way for further research in this field, and efficiently provide suggestions for future studies that can be undertaken to expand the understanding of the issues related to data-interpretation essays. These recommendations will be grounded in the latest research and will be designed to improve the lack of knowledge and understanding in this area.

1.7. Design of the study

The paper has 5 main chapters as follows:

Chapter I: The introduction, which includes the rationale, aims of the study, scope of the study, research questions, methods of the study, significance of the study and design of the study.

Chapter II: The literature Review, which provides a literature review related to the study, including writing skill and data-interpretation essays.

Chapter III: The methodology section, which describes the methodology used, such as the subjects, instruments, and data collection and analysis methods.

Chapter IV: This part presents an analysis of the collected data, findings, and recommendations.

Chapter V: This final chapter concludes the study by summarizing the findings and discussion, and offering suggestions for future research.

PART II: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

2.1.1. Theoretical background of writing

2.1.1.1. The definition of writing skill

Writing is an essential skill that has always been a critical research subject and researchers have conducted a lot of studies over the years to define writing skills.

In Huot (1996) and Weigle (2002)'s studies, the researchers shared a common definition of writing as a multifaceted skill that involves the ability to generate and organize ideas, utilize suitable language and structure, revise and edit one's own work, and comprehend and adhere to the conventions of different genres and discourse communities.

According to a study by Badger & White (2000), the act of writing involves a sequence of steps that include the discovery of ideas, their organization, and their transfer to paper, followed by a process of revision. Similarly, (Baker, 2004) and Autila (2017) and share similar ideas that defined writing as an art of using language to convey one's thoughts, emotions, or desires in written form.

Writing can be considered a crucial skill that every student must possess, as it provides them with the ability to express themselves in a clear and comprehensible way, recall knowledge, and concentrate on learning Putri (2020).

2.1.1.2. The importance of writing skill

In today's globalized world, writing can be considered an essential skill that plays a crucial role both in daily life and academic pursuits, particularly in the context of English as a Second Language (ESL). As Nasser (2016) pointed out, writing serves various purposes such as recording social interactions and transmitting language across generations, making it a vital component of human

communication. Similarly, Hosseini et al. (2013) mentioned that writing is essential for sharing knowledge, particularly in education, and that the ability to communicate effectively in written form can lead to greater success in academia and one's career. Therefore, it is imperative to develop strong writing skills in order to achieve academic and professional goals.

In addition, possessing adequate writing skills is not only significant for skill development but also as a communication skill that is necessary to succeed in various fields including the English language. Writing skills can assist individuals in conveying their ideas and opinions in a persuasive and effective manner, which is essential in both personal and professional life. Therefore, it is vital for students to develop their writing skills to succeed in their academic and professional endeavors (Putri, 2020).

2.1.1.3. Writing process

Soreson (2009) identified four crucial steps in the writing process.

The first step is known as *pre-writing*, which refers to the activities that students engage in before writing. Pre-writing involves thinking, planning, and making rational decisions. This stage is useful in allowing students to write more freely (Soreson, 2009).

The second step is *writing* and it provides detailed instructions on how to use the basic components of good writing, such as sentences, paragraphs, and multi-paragraph papers. This stage is important in setting the foundation for the writing process (Soreson, 2009).

The third step is *revising*, which is considered the most difficult aspect of writing. During this stage, students are assisted in polishing the composition, increasing substance, structure, continuity, and emphasis of the draft. The purpose of this stage is to make the draft better. It involves a critical examination of the writing to identify areas that need improvement and making necessary changes to the draft (Soreson, 2009).

The final step in the writing process is *proofreading*. After the revision stage, students should verify spelling, punctuation, grammar, mechanics, and usage. This stage involves identifying errors and correcting them to produce a final error-free draft. Proofreading is essential in ensuring that the final draft is of high quality and free of errors (Soreson, 2009).

In short, the writing process comprises four essential steps: pre-writing, writing, revising, and proofreading. Pre-writing involves activities like thinking and planning before writing, helping students have a better view of their overall essay. Writing process provides instructions on using basic writing components. Revising involves critical examination and improvement of the draft's substance and structure. Proofreading focuses on error correction to ensure a high-quality final draft. Following these steps helps students develop their writing skills and produce well-structured essays.

In addition, according to Hussen (2015), the writing process generally involves three stages: pre-writing, while-writing, and post-writing. Each stage has its own unique goals and strategies used to produce a well-written academic paper.

The pre-writing stage is the first step in academic writing, and it involves gathering information and brainstorming ideas. This stage is also known as the planning stage, and it helps the writer to organize their thoughts and ideas before writing. In this stage, the writer should identify the purpose of the paper, research the topic, and create an outline. The goal of the pre-writing stage is to have a clear understanding of what the paper will be about and what points will be covered (Hussen, 2015).

The while-writing stage involves the actual writing of the paper. At this stage, the writer should use the outline created in the pre-writing stage as a guide to organize their thoughts and ideas. The while-writing stage is where the writer should focus on the content and structure of their paper. It is important for the writer to keep their audience in mind when writing and to use academic language and proper citations (Hussen, 2015).

The post-writing stage is the final stage of academic writing, and it involves editing and revising the paper. The goal of this stage is to ensure that the paper is well-written, free of errors, and meets the requirements of the assignment. In this stage, the writer should proofread their paper for grammar, spelling, and punctuation errors. They should also check for consistency in language and formatting. Additionally, the writer should make sure that their paper meets the requirements of the assignment, such as word count and formatting (Hussen, 2015).

2.1.2. Theoretical background of academic essays

2.1.2.1. The definition of an academic essay

According to Soles (2005), academic essays can be defined as literary pieces that employ evidence to formulate a position on a given topic, and subsequently persuade readers of the validity of the presented stance. The researcher stressed that academic essays are directed towards a specific audience, primarily other scholars in the field, and thus must conform to specific conventions of style, tone, and organization to maintain credibility (Soles, 2005).

Lillis (2011) characterizes academic essays as written works that follow established conventions and guidelines, designed to present a well-reasoned argument on a particular topic or issue. The study also acknowledged that academic essays generally conform to a specific structure, which comprises an introductory section that provides context and a thesis statement, a body that develops and supports the thesis through evidence and analysis, and a conclusion that summarizes the main points and reinforces the thesis (Lillis, 2011).

Apart from that, a study by Pablo (2018) referred to an academic essay as a type of writing that follows a structured format consisting of an introduction, a body, and a conclusion. It is a distinct genre that operates within a framework of standards, regulations, and customs.

2.1.2.2. Types of academic essays

Academic essays serve different purposes and can take various forms. According to a study by Pablo (2018), some common types of academic essays are as follows:

- **Narrative essays:** a type of academic essay that employs storytelling techniques to convey a message or a lesson. Typically, they include personal experiences, anecdotes, or fictional elements to create a compelling narrative that captivates the reader's attention.
- **Data-interpretation essays:** These essays analyze and interpret data sets, graphs, charts, and other forms of visual representation of information to draw conclusions and make inferences. They often require the use of statistical analysis and critical thinking skills to make sense of the data and present meaningful insights.
- **Descriptive essays:** a genre of academic writing that employs sensory language and vivid details to create an immersive experience for the reader. They aim to paint a vivid picture in the reader's mind by utilizing literary techniques such as metaphors, similes, and personification.
- **Persuasive essays:** a type of academic essay that aims to persuade the reader to adopt a particular viewpoint or take a specific action. The writer uses logic, reasoning, and evidence to support their argument and convince the reader of their position.
- **Argumentative essays:** a form of academic writing that presents a well-reasoned argument on a particular issue or topic. The writer takes a stance on a controversial topic, providing evidence and logical reasoning to support their viewpoint while acknowledging and addressing counterarguments.
- **Compare and contrast essays:** a type of academic essay that analyzes the similarities and differences between two or more subjects. The writer

compares and contrasts different aspects of the subjects, highlighting their strengths and weaknesses, and providing evidence and examples to support their analysis.

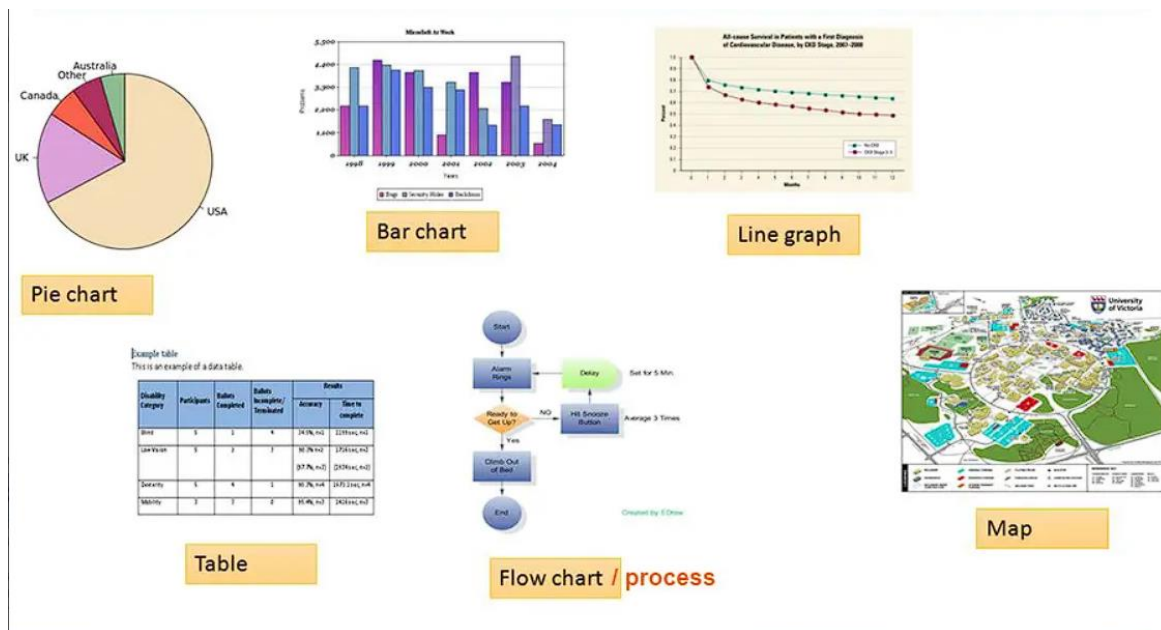
- Cause and effect essays: a type of academic essay that explores the reasons behind a particular phenomenon or event and its effects. These essays analyze the causes and effects of a particular issue, presenting evidence and examples to support their arguments.
- Critical essays: a type of academic essay that analyzes and evaluates a particular work of literature, art, or other media. The writer provides an in-depth analysis of the work, highlighting its strengths and weaknesses, and presenting evidence to support their evaluation

2.1.2.3. Data-interpretation essays

2.1.2.3.1. Definition of a data-interpretation essay

According to Rosenthal (2011), data-interpretation refers to the analytical and interpretive process of making sense of raw data. This involves evaluating the quality, accuracy, and relevance of the data, identifying patterns and trends based on the available information. In the academic writing concept, data interpretation essays requires the writer to analyze and interpret data, which is often presented in the form of graphs, charts, or tables. By analyzing and interpreting the data, the writer can draw conclusions, make inferences, and provide insights that can help explain the data's significance.

This type of essay is commonly assigned in science, mathematics, and social science courses, and it can help develop critical thinking skills and the ability to communicate complex information effectively (Rosenthal, 2011). Furthermore, in a data interpretation essay, data can be presented using various chart types such as pie charts, bar charts, line graphs, tables, flow charts, or maps.



Picture 1. Different types of data interpretation essay (Rosenthal, 2011)

2.1.2.3.2. Organization and development of a data-interpretation essay

A data interpretation essay is composed of four main sections.

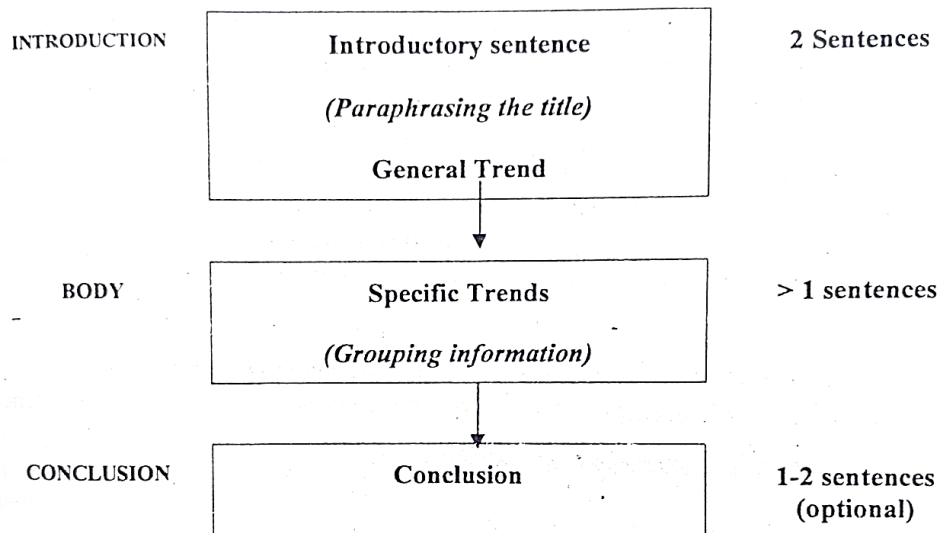
The first section is the *introduction*, which provides background information and context or time frame for the data being analyzed. It also includes a brief overview of the main trends or features that will be discussed in the essay.

The second section is *body paragraph 1*, which includes a clear topic sentence that introduces the main trend or feature that will be discussed, supporting evidence and data to illustrate the trend or feature, an analysis of the trend or feature, highlighting any significant changes or patterns, and a transition sentence to lead into the next paragraph.

The third section is *body paragraph 2* which follows a similar structure to the first body paragraph. It should include a clear topic sentence that introduces the second main trend or feature that will be discussed, supporting evidence and data to illustrate the trend or feature, an analysis of the trend or feature, highlighting any significant changes or patterns, and a concluding sentence that summarizes the main points of the essay.

The last section is the *conclusion* which summarizes the main points of the essay and provide a final thought on the visual data. It should not introduce any new information.

The organization of a data-interpretation essay as follows:



Picture 2. The organization of a data-interpretation essay

2.1.2.3.3. Characteristic of a good data-interpretation essay

When writing an essay, there are a number of important factors to consider in order to produce a high-quality and effective piece of work.

According to Trung (2021), a good data-interpretation essay should not only be well-written, but it should also meet the task requirements. A well-written essay should demonstrate a strong ability to complete the requirements of the task, including clearly communicating the meaning and implications of the data presented in reasonable word count and time frame.

In addition, a good data-interpretation essay should also show coherence and cohesion between sentences and paragraphs, making it easy for the reader to follow the logic of the argument. This means that the essay should be structured in a logical and understandable way.

Moreover, the essay should use effective lexical resources to convey precise meaning and ensure that the reader understands the message being conveyed.

Correct grammar usage is also essential for demonstrating a high level of academic writing. A good data-interpretation essay should not contain any grammatical errors, which can distract the reader from the message being conveyed.

In summary, a good data-interpretation essay should meet the task requirements, have proper coherence and cohesion between sentences and paragraphs, use effective vocabulary, and demonstrate correct grammar usage. It should also clearly communicate the meaning and implications of the data presented in a logical and easy-to-understand way, without any grammatical errors.

2.1.3. Difficulties in writing a data-interpretation essay

In the process of writing a data-interpretation essay, students commonly encounter different problems throughout the three main process of pre-writing, while-writing and post-writing. Firstly, pre-writing difficulties generally include obstacles in understanding complex data and organizing it effectively. In addition, while-writing challenges include time management, logical data selection, suitable vocabulary and grammar, and expressing ideas coherently. Furthermore, in the post-writing stage, proofreading and editing can be challenging due to identifying and rectifying errors within time constraints.

2.1.3.1. A lack of understanding of the data

In the process of writing academic essays, especially data-interpretation essays, students need to have a good understanding of the data they are analyzing to be able to interpret it effectively by identifying trends, patterns, and relationships within the data, as well as draw conclusions based on their analysis.

Accordingly, lack of clear understanding of the data or statistics may result in poorly structured and incoherent analysis, or even false reports (Rosenthal, 2011). As a result, it is highly important to practice analyzing different types of data, such as charts, graphs, and tables, to be able to understand how specific types of data are represented.

2.1.3.2. Difficulties in organizing and structuring the essay

According to a study by Hussain (2019), students often struggle with generating and organizing ideas, as well as with structuring their writing in a coherent and logical manner. Especially in the process of writing data interpretation essays, generating ideas can be a challenging task. It requires students to analyze the data provided and identify key trends and patterns that they can use to support their arguments. This is a difficult task that requires students to have a good understanding of the data as well as the context in which it was collected. Moreover, students may struggle to translate their findings into clear and concise ideas that can be easily understood by the readers.

Moreover, concerning the organization of the essay, students must ensure that their ideas flow logically and are presented in a coherent and organized manner. This requires them to think carefully about the structure of their essay and to use appropriate transitional words and phrases to link their ideas together. A poorly organized essay can be confusing for the reader and detract from the overall effectiveness of the essay (Hussain, 2019)

2.1.3.3. Difficulties in selecting relevant data to analyze

According to Sobh (2006), the process of selecting relevant data to analyze can be difficult for students while writing data interpretation essays as they have to select the most significant information to include in their essay and present a clear and concise analysis of the data. One of the primary difficulties in selecting relevant information to report is that undergraduates tend to focus on most details

rather than the key features. Consequently, difficulties in selecting relevant data to analyze might result in poor analysis featuring unimportant statistics.

2.1.3.4. A lack of vocabulary relating to the subject

According to a study by Hussain (2019), the lack of vocabulary relating to the subject can be a significant challenge for students during the writing process, because technical terms are often used in the field of data analysis and interpretation. Without a solid understanding of these terms, it can be difficult to understand the data and to report on the content or statistics effectively. This can lead to a lack of clarity in the essay and can weaken the argument.

When it comes to writing data interpretation essays, it is essential that students use technical vocabulary precisely. This means that they need to familiarize themselves with the specific terms and concepts used in data analysis and interpretation, in order to convey their ideas accurately. In addition to understanding these terms, students must also equip themselves with a wide range of vocabulary that describes trends, levels, and changes to be able to analyze data more efficiently (Sobh, 2006).

2.1.3.5. Difficulty in time management

According to Arham (2020), managing time effectively is one of the most significant difficulties that students frequently encounter when writing data - interpretation essay. As the time is limited , it can be a challenging task for many students. It is crucial to complete the task within the given time limit, which includes reading the instructions, analyzing the data, and writing the essay. The time constraint can be stressful, which might negatively affect the performance of the student. As a result, it is essential to develop time management skills to complete the task within the given time.

2.1.3.6. Difficulties in task achievement

Chan (2014) highlights that in data-interpretation essays, students are expected to respond to the main question in a thorough and concise manner. This requires an accurate presentation of the information, highlighting important aspects, and supporting details with the data provided in the task. One way to expand the essay is to provide more detailed explanations of the data, such as the significance of certain trends or patterns, or the implications of the data for the larger context.

Furthermore, as an essay is controlled in length, students need to effectively utilize their critical thinking and analytical skills, by providing a well-supported and comprehensive analysis of the data presented, rather than simply stating their personal opinions. Apart from that, they also need to carefully recheck and proofread the essay before submission. Any lack of these skills could result in failure in task achievement.

2.1.3.7. Difficulties in grammar

Grammar can also create obstacles for students in the process of writing a data-interpretation essay. According to Trung (2021), one of the most common challenges relating to grammar is maintaining proper tense consistency throughout the essay, which is crucial when describing visual data and accurately depicting time frames. Moreover, students might also struggle when paraphrasing words, since finding suitable synonyms or alternative expressions while maintaining grammatical accuracy can be significantly difficult. Students may mistakenly use incorrect verb forms, prepositions, or word order, resulting in grammatically flawed sentences. This issue is particularly challenging when attempting to rephrase complex or technical vocabulary found in graphs and charts. Furthermore, constructing complex sentences that interpret precise information can also be challenging and may result in errors in verb tense, and

sentence structure. These grammar mistakes can negatively impact students' ability to write effectively and may lead to inefficient results.

In conclusion, writing a data-interpretation essay can be a challenging task for students, as it requires a clear understanding of the data, strong organization and structure, selecting relevant data, a wide range of vocabulary, grammar, good time management and effective task achievement. Failure to address any of these challenges may result in a poorly written essay that is confusing and lacks coherence. Therefore, it is important for students to develop these skills through practice, and seek guidance and feedback from instructors to improve their ability to effectively analyze and interpret data in their writings.

CHAPTER II: METHODOLOGY

2.2.1. Research participants and sampling

2.2.1.1. Research participants

This study involved a total of 32 second-year students majoring in English at Hai Phong Management and Technology University for the quantitative data collection. Apart from that, there were 10 students taking part in the interview section for the qualitative data collection. All participants were taking the course of essay writing at Hai Phong Management and Technology University and they have had experience with data-interpretation essays.

2.2.1.2. Sampling

The population are randomly chosen. In this method, each member of the population had an equal opportunity to be chosen. The decision to have 32 questionnaire participants was influenced by the study's time and resource constraints.

2.2.2. Data collection instruments

The study utilizes two types of research tools, which includes a survey questionnaire and interviews.

Questionnaire

The first instrument involves a questionnaire which was used to collect quantitative data from 32 English-majored sophomores from Hai Phong Management and Technology University.

The questionnaire consists of three main sections. The first section was designed with some questions about the general background of the participants such as name, gender, age and the experience in learning English. The second section aimed at exploring students' opinion on the essay writing task in general.

The last section had the main purpose of investigating participants' opinion on difficulties in writing a data interpretation essay. This final part involved 14 Likert-scale questions about different aspects of data-interpretation essay writing.

Interview

The second instrument was an interview, which was formed in order to collect qualitative data from three students at the Hai Phong Management and Technology University. The interview questions mainly consisted of 3 open-ended questions that investigated students' attitudes towards data-interpretation essay, the main difficulties that they encountered and their suggested solutions to overcome these obstacles.

2.2.3. Data collection procedures

The data collection for this study consisted of several steps and was conducted in May 2023. For quantitative data collection, the researcher printed out the questionnaire survey and personally distributed it to the participants. Once the participants received comprehensive information about the thesis and the survey's main content, the researcher explained the purpose of the questionnaire and confirmed that all student answers were voluntary and would be kept confidential. After the participants completed the questionnaire, the researcher collected the responses.

For interviews, the researcher personally set a detailed timeline with the 10 interviewees. This step was necessary to ensure that the researcher had enough time to conduct the interviews and took notes of all the answers for further analysis. During the interviews, the researcher asked open-ended questions to allow the participants to express their thoughts and feelings about the topic being discussed.

2.3.4. Data analysis

Following the data collection, the quantitative were compiled and displayed in different forms of suitable charts such as pie chart, bar chart, funnel chart. Each chart illustrates the proportion of students who selected the most appropriate answer for each question. The data is represented as percentages and is presented in tables, bar charts, and pie charts for better illustration. Apart from that, the qualitative data was also analyzed and categorized into a table for better analysis.

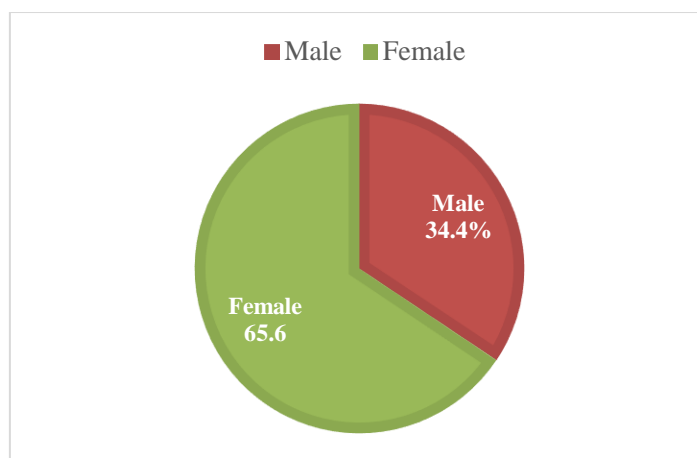
CHAPTER III: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

2.3.1. Data analysis

2.3.1.1. Demographic information

Question 1:

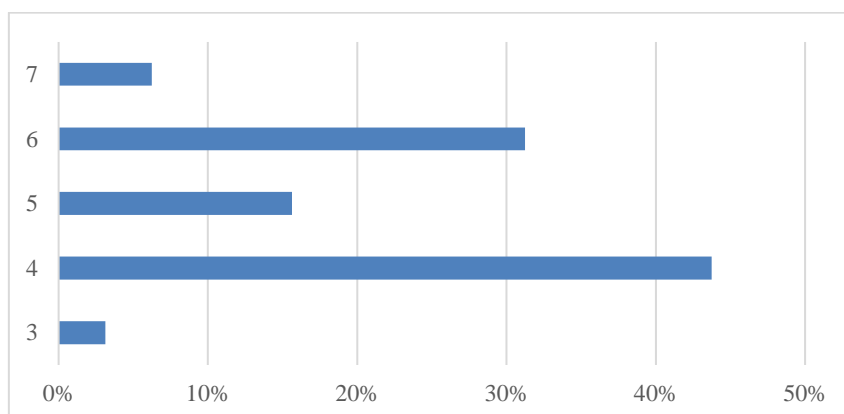
When asked about demographic information, students have their own options. The chart below show their gender



Pie chart 1. Students' Gender.

According to the pie chart, the majority of participants was female, accounting for 65.6% that was twice as high as that of the remaining. Additionally, in the data collected, all of the participants were at the age of 20 or more.

Question 2:

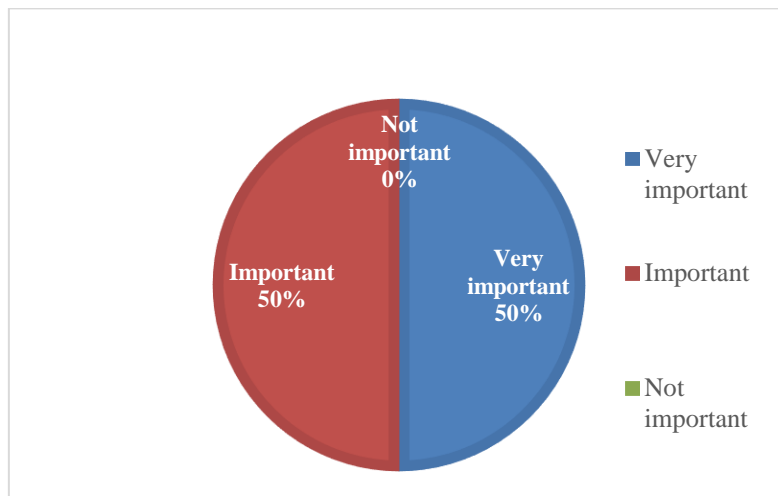


Column chart 1. Experience in learning English.

According to the chart, the majority of students (43.8%) reported on learning English for 4 years. Besides, the proportion of students claiming that they had been learning English for 6 years or more than 7 years were 31.3% and 6.3% respectively. Meanwhile, only 3.1% of the participants indicated that they had been learning English for 3 years.

2.3.1.2. Students' opinion on essay writing in English.

Question 1:



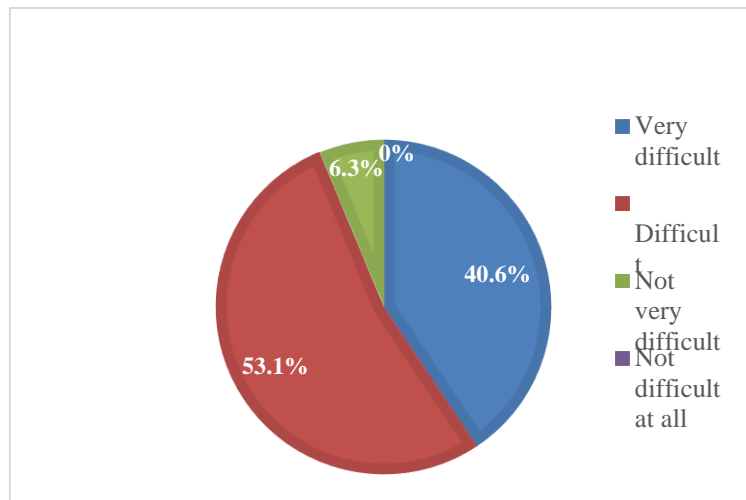
Pie chart 2. Students' opinion on the importance of essay writing.

The pie chart demonstrates students' opinions on the importance of essay writing. According to the data, the proportion of students who thought essay writing was very important took up 50% of the participants. In addition, the remaining 50% of the students indicated that essay writing was important to them. It is clearly seen that all students were aware of the importance of essay writing in their academic learning.

Question 2:

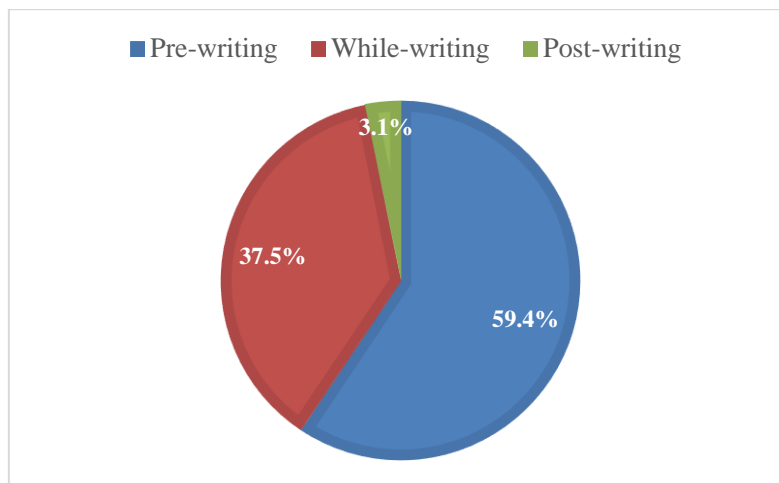
The chart below illustrates students' opinions on the difficulty of writing a data-interpretation essay. According to the statistics, 53.1% of students confirmed that writing a data-interpretation essay was difficult, while 40.6% of students stated that they found this type of essay very difficult to write. Only 6.3% believed that this task was not very difficult and no one indicated that this essay was not

difficult at all. Overall, this chart suggests that writing a data-interpretation essay was a high-level difficulty for most students.



Pie chart 3. Students' opinion on the difficulty of writing a data- interpretation essay.

Question 3:



Pie chart 4. Students' opinion on the stages in writing a data- interpretation essay.

The chart represents data on the stages in writing a data-interpretation essay. There are three main stages: Pre-writing, While-writing and Post-writing. Most students (59.4% of the participants) stated that they have problems dealing with the pre-writing stage to prepare for the essay. In addition, a large number of students encountered difficulties in the while-writing stage of their working process, taking up 37.5%. Meanwhile, 3.1% of the participants struggled at the

last stage: post-writing stage. *With these numbers presented, it is clear that pre-writing and while writing stages of a data-interpretation essay were causing the most problems for the students.*

3.1.3. Students’ opinion on difficulties in writing a data interpretation essay

Difficulties in responding to the task

Table 1. Difficulties in responding to the task.

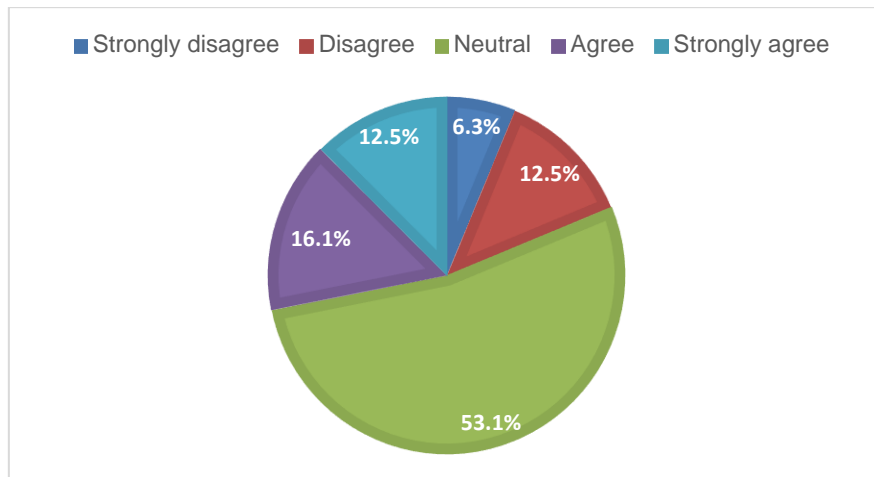
Difficulties	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I find it difficult to identify key features within the data.	9	8	9	2	4
	28.1%	25.0%	28.1%	6.3%	12.5%
Grouping information is my obstacle	1	1	5	14	11
	3.1%	3.1%	15.6%	43.8%	34.4%

The table demonstrates the difficulties in responding the task requirements. In terms of the difficulty in identifying the key features within the data, the majority of students, 28.1%, strongly disagreed on having this trouble. Similarly, 25% of the students strongly disagreed that they had trouble finding out the main features. In contrast, an small number of participants strongly agreed, and agreed with this difficulty. Meanwhile, 28.1% of participants remained a neutral answer for this question. This finding shows that students did not really struggle with identifying the key features in the provided data when writing a data interpretation essay.

Regarding the difficulty in grouping information, the majority of the participants, 43.8% and 34.4%, agreed and strongly agreed, respectively, that they struggled to group information. In addition, 15.6% of the participants felt

neutral about this difficulty. On the lower spectrum, an equal number of participants strongly disagreed and disagreed (3.1%) with this difficulty. This indicates that most of the students struggled with grouping information and that it created an obstacle to effectively writing a data interpretation essay.

Difficulties in coherence



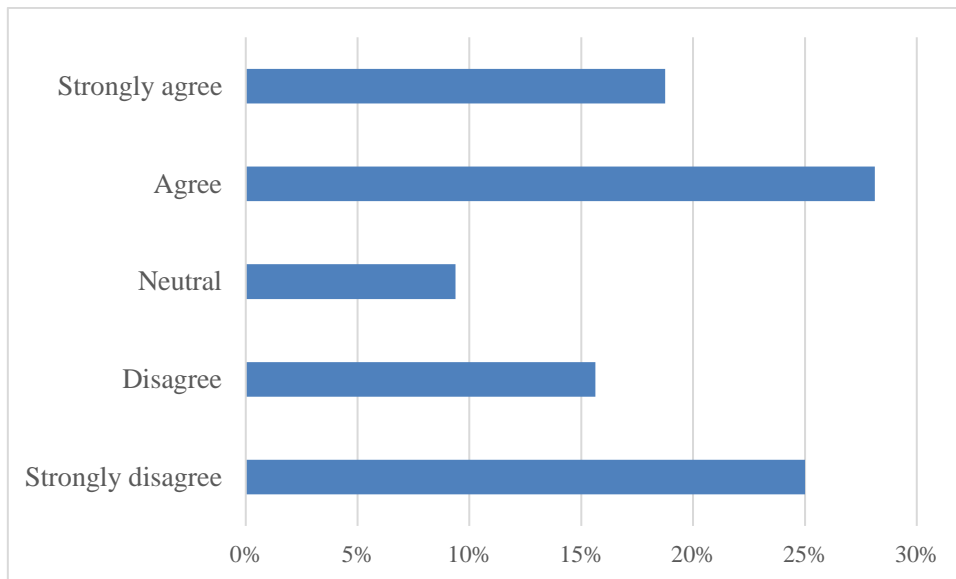
Pie chart 5. Difficulties in data descriptions.

The chart displays students' difficulty with providing descriptions that are clear and precise. More than half of the students (53.1%) maintained a neutral attitude on this issue. Meanwhile, there were a total of 28.1% of students who agreed or strongly agreed that their data descriptions were not good enough. In contrast, the percentage of students who disagreed and strongly disagreed with having this obstacle were 12.5% and 6.3%, respectively. This indicates that the difficulties with providing a clear and precise description were only experienced by a small number of students.

Difficulties in cohesion

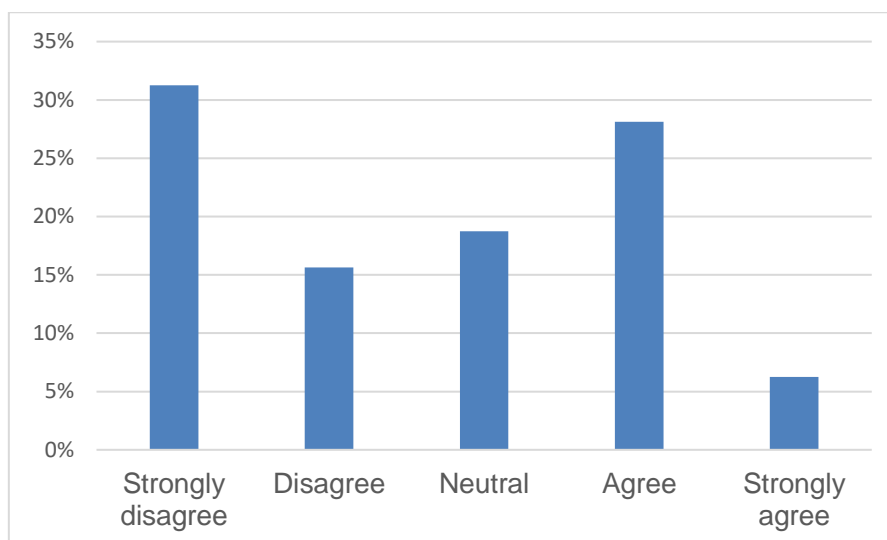
The chart shows the difficulties in using appropriate transitional words and phrases to link ideas together. According to the data, more than one-fourth of students agreed with having this difficulty, and 18.8% of them shared the same opinion and strongly agreed. Meanwhile, 25% and 15.6% of the participants, respectively, strongly disagreed and disagreed on experiencing issues in using

transitional words and phrases. The proportion of students who had a neutral answer was 9.4%.



Column chart 2. Difficulties in using appropriate transitional words and phrases

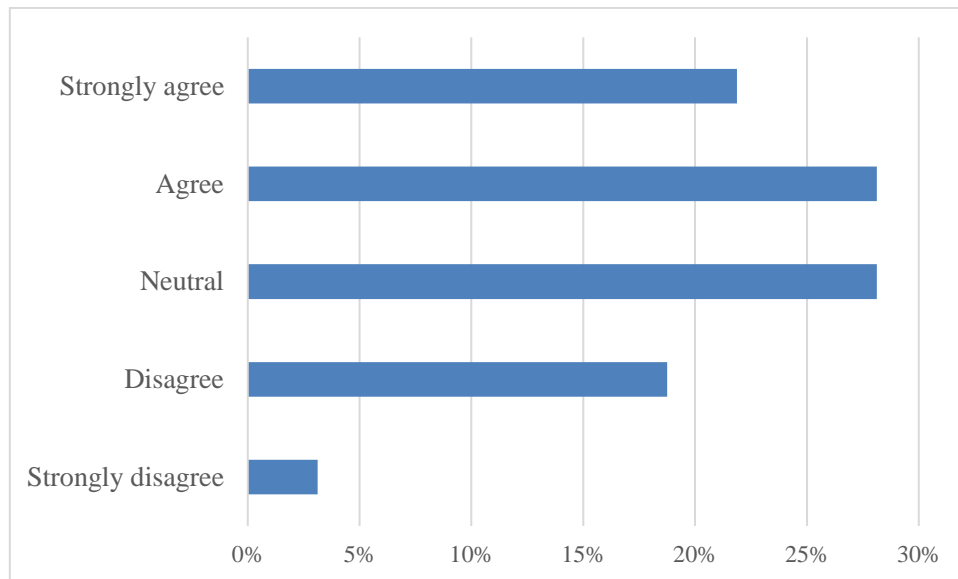
Difficulties in grammar



Bar chart 1. Difficulties in tenses.

The chart demonstrates students' difficulties in using correct tenses in data interpretation essays. The statistics indicated that a total of 34.4% of the participants sometimes had their teacher correct the tense in their essays. This means that these students had made mistakes about tenses in their writing. In contrast, 31.3% of the students strongly disagreed on this issue, and 15.6% had

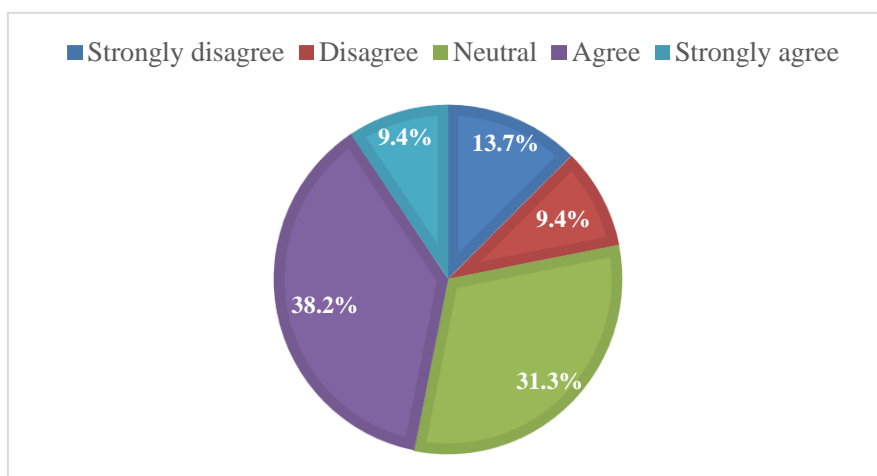
the same viewpoint. The percentage of students who remained neutral on this difficulty was 18.8%.



Column chart 3. Difficulties in grammatical

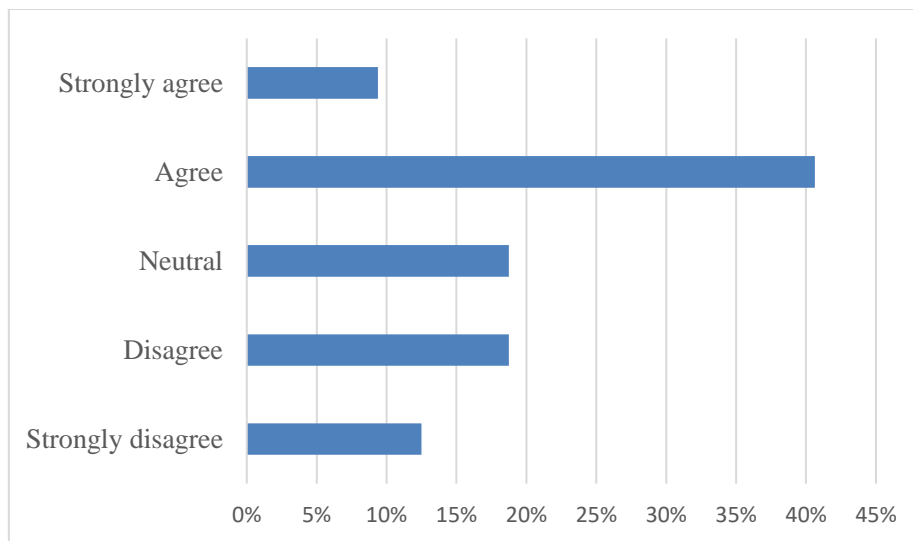
The chart demonstrates the difficulties in grammar structures when describing the graph. According to the data, 28.1% of students agreed with having this difficulty, and 21.9% of them shared the same opinion and strongly agreed. Meanwhile, 3.1% and 18.8% of the participants, respectively, strongly disagreed and disagreed on having poor grammatical structures when writing this type of essay. The proportion of students who had a neutral answer was 28.1%.

Difficulties in vocabulary



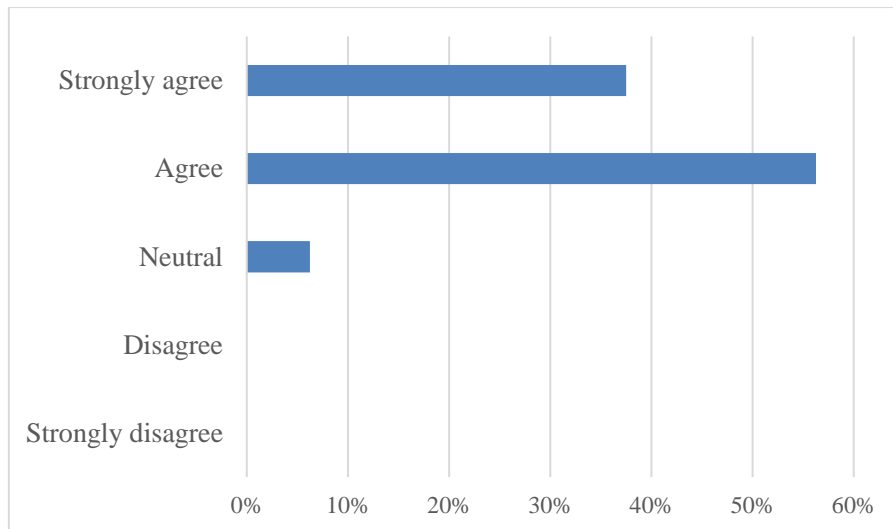
Pie chart 6. Difficulties in having limited synonyms to paraphrase.

The chart demonstrates students' difficulties in having limited synonyms to paraphrase. The statistics indicated that a total of 46.9% of the participants frequently struggled to find suitable synonyms to paraphrase in their essay. In contrast, 12.5% of the students strongly disagreed on this issue, and 9.4% had the same viewpoint. The percentage of students who remained neutral on this difficulty was 31.3%.



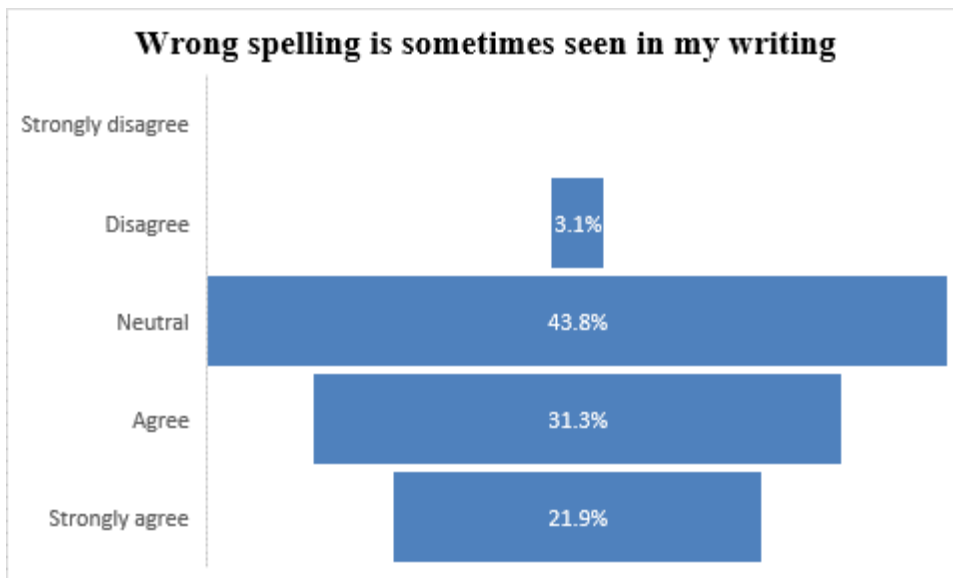
Column chart 4. Difficulties in lacking comparative words.

The chart presents statistics about the difficulty in lacking comparative words. The majority of students, 40.6%, agreed on having trouble finding out the key features. Similarly, 9.4% of the students strongly agreed that they have trouble finding out the key features. In contrast, an equal number of participants disagreed and felt neutral (18.8%) about not using comparative words well in their writing. Moreover, 12.5% of the participants strongly disagreed with this.



Column chart 5. Difficulties in lacking vocabulary to describe trends and changes of the data.

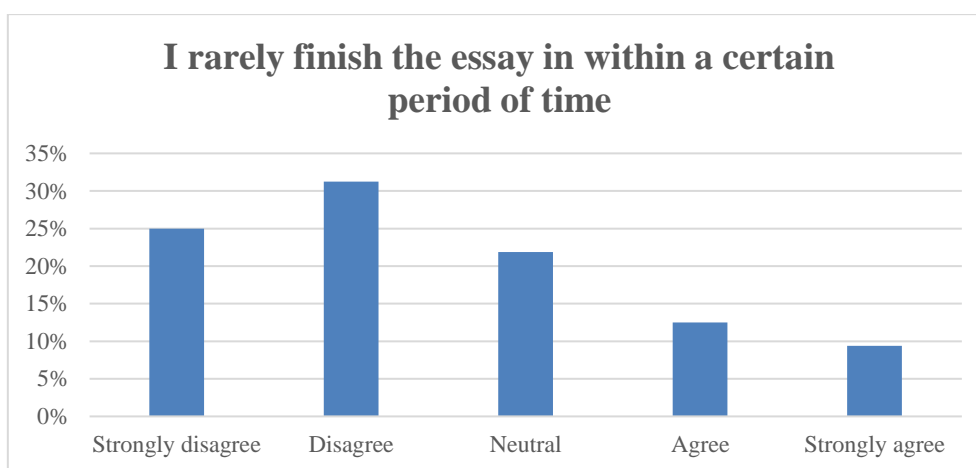
The chart shows the difficulties in lacking vocabulary to describe trends and changes of the data. The majority of the participants, 56.3% and 37.5%, agreed and strongly agreed respectively that they lacked vocabulary to describe trends and changes of the data. In addition, 6.3% of the participants felt neutral about this difficulty. In contrast, none of the participants disagreed or strongly disagreed with this difficulty.



Funnel chart 1. Difficulties in wrong spelling

The chart shows the difficulties in wrong spelling in writing data interpretation essays. According to the statistics, more than one fourth of students (31.3%) agreed with having this difficulty and 21.9% of them shared the same opinion and strongly agreed. Meanwhile, 43.8% of the participants felt neutral about this difficulty. Moreover, 3.1% of the participants disagreed on experiencing issues with wrong spelling while no one strongly opposed to this factor.

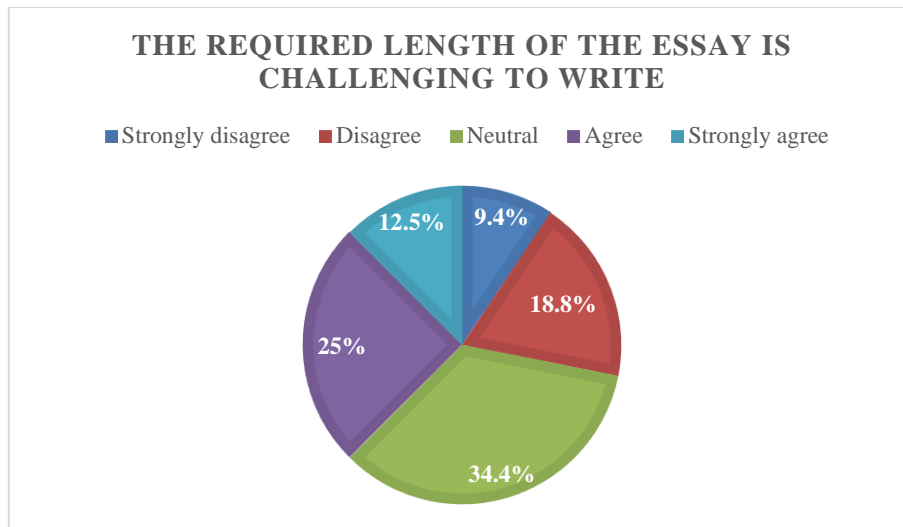
Difficulties in Time management



Bar chart 2. Difficulties in time management.

The chart demonstrates difficulties in time management experienced during the process of writing data interpretation essays. Accordingly, the majority of students disagreed with this issue, taking up 31.3% of the total responses. Similarly, 25% of the students also strongly disagreed with this factor. In contrast, the proportion of students who agreed and strongly agreed with this difficulty were 12.5% and 9.4% respectively. Besides, 21.9% of the students were neutral with this question.

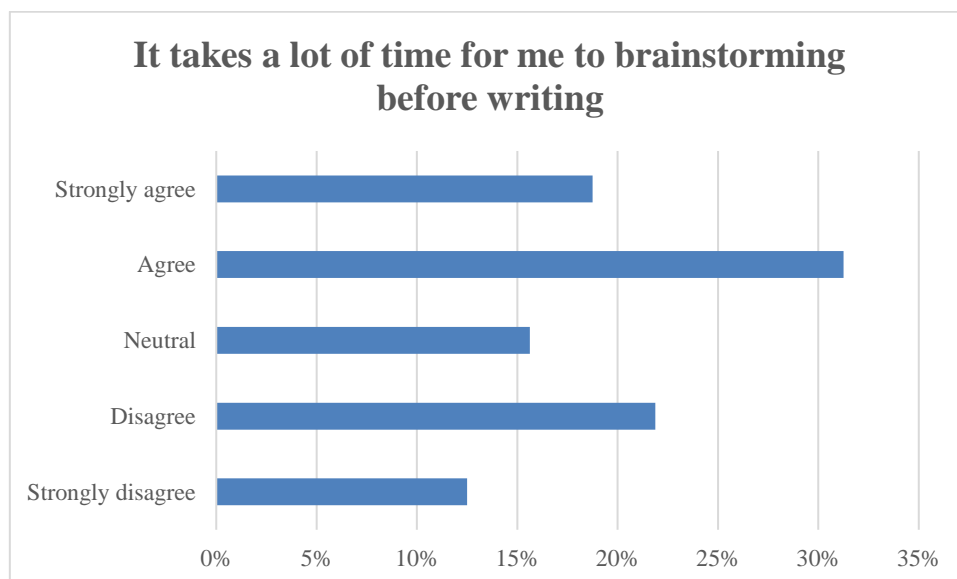
Difficulties in length requirement



Pie chart 7. Difficulties in essay length.

The chart demonstrates students' opinion on struggling with the essay length. Most students (34.4% of the participants) were neutral about this difficulty. In addition, one-fourth of students (25%) agreed that they were experiencing challenges in fulfilling the essay length, and 12.5% of them shared the same opinion and strongly agreed. Meanwhile, 18.8% of the participants disagreed on experiencing issues with wrong spelling and 9.4% strongly opposed to this factor.

Difficulties in the Pre-writing process



Column chart 6. Difficulties in brainstorming.

The chart illustrates the difficulties in using an excessive amount of time to brainstorm the essay, leading to time inefficiency. The majority of the participants, 31.3% and 18.8%, agreed and strongly agreed to have this problem. In addition, 15.6% of the participants felt neutral about this difficulty. Regarding people who did not encounter this problem, 21.9% and 12.5% of participants respectively disagreed and strongly disagreed with this question.

Difficulties in the While-writing process

Table 2. Difficulties in writing about specific statistic.

Difficulties	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is difficult for me to write about specific statistics in body paragraphs	6	7	8	7	4
	18.8%	21.9%	25.0%	21.9%	12.5%

The chart illustrates the difficulty in the while-writing process that made students struggle to write about specific statistics in body paragraphs. Accordingly, the majority of students (25%) chose neutral for this question. Similarly, the proportion of students who agreed and disagreed with this question was the same, with 21.9% each. The percentage of students who strongly disagreed with this difficulty was 6% higher than those who strongly agreed, being 18.8% and 12.5% respectively.

Difficulties in the Post-writing process

Content	Numbers	Percentage
Strongly disagree	7	21.9%
Disagree	6	18.8%
Neutral	7	21.9%
Agree	9	28.1%
Strongly agree	3	9.4%

Table 3. Difficulties in rechecking the essay before submission.

The table represents data for the last question regarding the difficulties in having no time left to check the essay before submitting. According to the data, more than one fourth of students (28.1%) agreed with having this difficulty and 9.4% of them shared the same opinion and strongly agreed. Meanwhile, 21.9% and 18.8% of the participants respectively strongly disagreed and disagreed on experience issues of checking the essay in the post-writing period. The proportion of students who had a neutral answer was 21.9%.

2.3.1.4. Interviews

Student attitude	<ul style="list-style-type: none"> • Afraid of this type of essay • Aware of its importance
Main difficulties	<ul style="list-style-type: none"> • Data selection • Lack of vocabulary • Brainstorming and grouping information
Solutions by students	<ul style="list-style-type: none"> • Study and practice more. • Learn from textbooks and academic materials.
Solutions by teachers	<ul style="list-style-type: none"> • Provides more references and materials • Provide motivation for students.

Figure 1. Qualitative Data Analysis

In terms of qualitative data collected from the interview with students, the answers revealed that all the participants had a high attitude toward writing data-interpretation essays and they were all aware of the importance as well as the difficulty of this type of essay.

- *“ I feel that this type of essay is important because it can be useful” .*

- *“It's too hard and I want to give up and I am scared when I have to write it” .*

- *“It is the most difficult essay to write” .*

When being asked about the main difficulties that students encountered during the process of writing data-interpretation essays, they reported on the main challenges such as the data selection, lack of vocabulary, and obstacles in brainstorming and grouping information before the writing process.

- *“ My difficulty is data selection and especially I lack vocabulary to write ” .*

- *“My difficulty is taking my time to brainstorm before writing and grouping information is the biggest hindrance” .*

- *“My vocabulary is my biggest difficulty, it makes me lose some scores” .*

Concerning the solutions that students recommend overcoming these problems, they provided that they should spend more time practicing this type of essay. Another method is to learn writing tips on the internet or do more research and self-study the writing materials.

- *“ I should practice writing more essays ” .*

- *“I can ask my friends to use all the documents, books and learn from the internet and attend the class more regularly” .*

- *“I think I can take the time to look up the documentation on all the pages” .*

Regarding the final interview question on opinions about what teachers can do to help students overcome these difficulties, various methods were provided. First of all, the interviewee suggested that teachers should provide him with references and suggestions so he can follow and improve his writing. Moreover,

the interviewee also suggested that teachers should encourage students to improve their writing skills to get rid of low scores.

- *“ I think if the teacher provides me with references and suggestions, then I can do it”* .

- *“Teachers can motivate me to keep trying when I have low scores”* .

2.3.2. Findings

According to the data analysis presented above, the two main research questions of the study was answered effectively. First of all, it can be clear that all students hold a high awareness of the importance and the complexity of data-interpretation essays. Apart from that, they mostly struggle in the process of pre-writing and while writing with with the lack of vocabulary being the most common factors and a lack of time to finish the essay being the least difficult factor. Furthermore, it can be seen that data interpretation essay is one of the most difficult one that challenges students’ writing ability.

In terms of the difficulties encountered by English-majored sophomores when writing data-interpretation essays, a variety of problems were found. In the pre-writing process, students frequently struggled to identify the main features of the data, as well as brainstorm the essay and group the information. These particular skills of identifying essential elements and categorizing relevant data play a pivotal role in constructing a coherent and well-supported argument within data interpretation essays.

When it comes to the actual process of writing, students often encounter various challenges that hinder their ability to produce high-quality data interpretation essays. One of the first difficulties reported by students is the presence of unclear data descriptions, which can lead to confusion and inaccuracies in their written work. Students especially encountered difficulties in writing about specific statistic as they lack experience or practice in specific types of data. Furthermore, many students faced obstacles in the coherence and cohesion within their essays. The inefficient use of transitional words and linking

phrases also created significant problems, as these linguistic devices play a crucial role in guiding readers through the logical flow of ideas. It is clear that insufficient mastery of these linguistic tools can result in disjointed paragraphs and a lack of fluidity in the overall essay structure. In addition, students often struggled with tenses and grammatical structures, leading to inconsistencies and errors throughout their writing. Poor usage of synonyms to paraphrase information further compounds the issue, as it can limit the expressiveness and clarity of their arguments. Similarly, the inadequate utilization of comparative words and vocabulary can impede students' ability to convey nuanced comparisons and articulate sophisticated ideas. Apart from that, another challenge that students face during the writing process is the occurrence of spelling mistakes, which can detract from the overall professionalism and credibility of their essays. Moreover, inefficient time management posed a significant obstacle, as students may find themselves rushed and unable to allocate sufficient time to each aspect of the writing process, including planning, drafting, revising, and editing. Lastly, meeting the length requirement of the essay were identified as a recurring concern for students. Struggling to ensure the balance between being concise and providing thorough explanations, students reported on either falling short of the required length or producing poor quality essays.

Concerning the difficulties encountered by English-majored sophomores in the post-writing period, students usually struggled with the task of thoroughly revisiting and rechecking their written work before its final submission. This particular challenge can be attributed to various factors, including the lack of time-management, as well as any other difficulties during the writing process which took students most of the time.

In short, in the process of writing a data interpretation essay, students struggled with pre-writing tasks such as identifying key data features, brainstorming and organizing information. In the writing process, challenges included unclear data descriptions, inefficient use of transitional words, grammar

and paraphrasing issues, limited vocabulary, spelling mistakes, time management problems, and meeting length requirements. During post-writing, students found it challenging to thoroughly review their work due to poor time management and previous writing difficulties.

2.3.3. Suggested solutions

2.3.3.1. Suggested solutions for students

In order to address the difficulties faced by English-majored sophomores when writing data interpretation essays, there are several solutions that students can implement.

Pre-writing:

During the pre-writing stage, students should develop effective strategies for data analysis and interpretation. This includes practicing techniques to identify key features of the data and brainstorming ideas. Utilizing graphic outlines can also help visually organize and structure information before starting the essay. In case the students still struggle with this part, they can consult support from their teachers or classmates.

While-writing

In the writing stage, students should focus on improving clarity in data descriptions by thoroughly understanding and analyzing the data before incorporating it into the essay. Enhancing coherence and cohesion can be achieved by improving the use of transitional words and linking phrases. Utilizing writing resources or seeking feedback can also help to enhance the flow of ideas.

Apart from that, it is also important to work on grammar and sentence structures by reviewing grammar rules and seeking assistance from writing centers or online tools. Students should also try to expand vocabulary and utilizing synonyms to effectively avoid repetitive language and enhance the expressiveness of arguments. Developing comparative skills through practice can

also potentially allow students to use comparative words and phrases to convey nuanced comparisons effectively.

Moreover, students should look into employing proofreading strategies that can minimize spelling mistakes and enhance the overall professionalism of the essay. In addition, effective time management is crucial throughout the writing process. Students should prioritize time allocation for each stage, including planning, drafting, revising, and editing. Creating a schedule or timeline will ensure sufficient time for thorough revision before the final submission.

Furthermore, in order to meet length requirements, students should carefully review essay guidelines to understand the expectations. Developing a clear outline or structure will ensure that all necessary points are adequately included in the writing.

Post-writing

Finally, in the post-writing stage, students are advised to allocate time for revisiting and rechecking the essay before submission. They should develop a checklist or rubric to guide the review process, focusing on areas such as coherence, grammar, vocabulary, and overall quality to improve the final essay.

By implementing these solutions, students can overcome the challenges they face in the various stages of writing data interpretation essays and improve the overall quality of their data interpretation essays.

Other solutions

Apart from the solutions for 3 processes of the writing task, students are also advised to try various methods to improve their essay writing ability as following:

Firstly, students can practice writing sample data interpretation essays based on different data sets. These sample tasks can be found online in academic sites. By practicing regularly, students can improve their analytical skills and become more proficient in presenting data in a coherent and organized way.

Secondly, they also should spend more time reading and analyzing well-written samples of data-interpretation essays. This method can provide valuable insights into effective writing techniques for students. They can learn from the structure, language, and presentation of these essays to enhance their own writing style.

Thirdly, students can try creating study groups or writing clubs where they can collaborate with peers who are also facing similar challenges. They can exchange ideas, provide feedback, and learn from each other's experiences.

Last but not least, students should actively try to get feedback from their instructors on their writing tasks. Teachers support can provide specific guidance, highlight areas for improvement, and suggest strategies to enhance the clarity and coherence of their essays, which would be highly beneficial.

2.3.3.2. Suggested solutions for teachers

Regarding the solutions for teachers to help their students overcome difficulties and produce high quality data interpretation essays, it is suggested that teachers should provide students with recommended reading materials, online resources, or writing guides of data interpretation essays. Furthermore, offering personalized suggestions tailored to each student's writing style and areas of improvement would also be effective for the growth and progress of students individually.

In addition to providing references and correcting errors, it was suggested that teachers play a motivational role in encouraging students to improve their writing skills. Recognizing that low scores can be demotivating, the interviewee emphasized the importance of teachers inspiring and motivating students to strive for better performance. This could be achieved through regular feedback sessions, highlighting areas of improvement, and celebrating progress. By ensuring a supportive and encouraging classroom environment, teachers can help students

develop a growth mindset and a commitment to continuous improvement in their writing abilities.

PART III: CONCLUSION

3.1. Summary of major findings and discussion

This study has attempted to explore the difficulties encountered by English-majored sophomores at Hai Phong University when writing data-interpretation essays, as well as possible solutions for both students and teachers to overcome these problems. The findings mentioned above clearly showed that the main difficulties included struggles in the pre-writing and writing processes, with the lack of vocabulary being the most common factors and a lack of time to finish the essay being the least difficult factor. Apart from that, strategies for overcoming these difficulties include developing effective data analysis strategies, ensuring clear data descriptions, improving coherence and cohesion, refining grammar and sentence structure, and utilizing proofreading techniques. Students can also benefit from practicing with sample essays, analyzing well-written examples, forming study groups, and seeking feedback from instructors.

3.2. Suggestions for further studies

The result from this study is expected to provide information for other research related to the topic of essay and writing skills. For further studies in the field, it is recommended for other researchers to consider expanding the research to include a larger sample size. By doing so, a more precise and comprehensive data analysis can be achieved. Additionally, future researchers can adopt experimental data collection methods to improve the accuracy of evaluating the effectiveness of the suggested solutions. This includes selecting a group of students who are struggling with a specific difficulty and dividing them into two groups: a control group and an experimental group. By doing this, researchers can better assess how well the proposed solutions work in solving the identified problem.

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APPENDIX

SURVEY QUESTIONNAIRE

(for students)

This survey questionnaire is designed for the study on difficulties in writing a data-interpretation essay encountered by English- Majored Sophomores at Hai Phong University Of Management And Technology and suggested solutions. Your assistance in completing the following items is highly appreciated. All the information provided by you is of great use and solely for study purposes.

Thank you very much for your cooperation.

Please put a tick (v) or number the boxes or write the answer where necessary.

You can use English and Vietnamese language.

1. Your gender:

Male

Female

2. Your age:.....

3. How long have you been learning English:.....year(s)

II. Your opinion on essay writing in English

1. What do you think of the importance of essay writing?

Very important

Important

Not important

2. How difficult is it for you to write a data- interpretation essay?

Very difficult

Difficult

Not very difficult

Not at all difficult

3. What stages have you gone through in writing a data- interpretation essay?

- Pre-writing
- While-writing
- Post writing

III. Your opinion on difficulties in writing a data interpretation essay

1. Please put an X at the option that corresponds to your perception of difficulties you encounter in writing a data-interpretation essay.

Difficulties in writing a data-interpretation essay	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I find it difficult to identify key features within the data.					
Grouping information is my obstacle					
My data descriptions are not clear and precise enough					
I find it challenging to use appropriate transitional words and phrases to link my ideas together.					
My teacher sometimes correct tenses in my essay					
I have poor grammatical structures when describing the graph					

I have limited synonyms to paraphrase					
Comparative words are not used well in my writing					
I often lack vocabulary to describe trends and changes of the data					
Wrong spelling is sometimes seen in my writing					
I rarely finish the essay in within a certain period of time					
The required length of the essay is challenging to write					
It takes a lot of time for me to brainstorming before writing					
It is difficult for me to write to support a topic sentence by explaining the point and taking an example					

I cannot check my writing again before submitting my paper.					
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INTERVIEW

1. What is your overall attitude towards writing data-interpretation essays?

2. What are the main difficulties that you experience when writing data-interpretation essays?

3. What do you think you can do to overcome these difficulties?

4. What do you think teachers can do to help you overcome these difficulties?
