

STUDENTS' DIFFICULTY IN WRITING ENGLISH: AFFECTED BY VOCABULARY SKILLS

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ABSTRACT

The title of this study “Students’ Difficulty in Writing English : Affected by Vocabulary Skills” or to create a sentence is to understand or how vocabulary skills affect high school students. The subject of this survey consists of second level students from SMA Raksana Medan. There were 40 students. Most of them were sampled of this study. The data in this study were obtained through test writing or sentence formation and were the most difficult compared to cognitive difficulties (organizational and mechanical aspects). In english, there are four skills in English (speaking, writing, listening and reading). Writing is one of important component of English skills that concerned by English teachers in SMA Raksana Medan. Writing relate on every teaching and learning activities in English. There are some difficulties and challenges on writing english. Especially, this study focused on how vocabulary skill give problems or difficulties impact on writing english.

Keywords : writing, vocabulary skill, grammar, sentence structure

I. INTRODUCTION

Writing is a visual way of expressing a language. The scribe system uses a set of symbols to represent the sound of a language and can also include symbols such as punctuation marks and numbers. According to Lado (1964), writing is a partial representation of a unit of phonetic expression. In academic work, students are often expected to define keywords and phrases to show their tutors that they have a clear understanding of these terms. However, academic writers usually define terms so that the reader can get exactly what they mean who certain important terms that are used. When important words are not clearly understood misinterpretation may result.

It is not enough for all students to concentrate only on oral communication, they must also be able to write in the target language. Linse (2015) found that writing is productive skill as the focus is on producing information. However, when they write, they clearly have more time to think about what to say than to speak. Therefore your sentences have to be correct. It

is supported by Oshima and Hogue (1997). Writing is a progressive activity. This means that by the first time students write something down, they have already thought about what they are saying and how they are going to say it.

The capability of alternate grade students in SMA Raksana Medan writing English is good enough, although they still have sins in terms of alphabet, vocabulary and some others chops that should be possessed by the students in jotting. The scholars still have difficulties in erecting rulings. The learners' difficulties in writing English can be infuented by lack of numerous vocabularies, and grammar, lack of written exercises and ideas. It's supported by Suulasti (2003). The problems that they substantially face are about how to write, what to be written, and lack of vocabulary words as well as incapacity in structure.

II. LITERATURE

2.1 The Definition of Writing

Writing is one way to express ideas, gets and feeling into written form. This statement is supported by Finocchiaro (1974), learners' should be encouraged the precise their ideas, gets, studies, and feeling. Nunan (1989) said that writing isn't a natural exertion. Physically and mentally, normal people learn to talk a language. According to Dumais (1988), writing in English is supposed to fill the gap that exists between the potential to precise ideas, passions, opinions, and others. In Indonesia and therefore the capability to express the same effects in written form in English. It means that by written forms, someone can express ideas and sense more rightly. In writting we have to choose the good and right words the expressions, and must follow the proper structure.

In learning writing, learners need to exercise and counseling from the preceptors. In writing, the learners try to use English in oral form as well. Writing can be satisfying if we master vocabulary, grammar, punctuation and expression. According to Zulfani (2001), writing can hepl learners to make stronger by adding further grammatical structures, expressions, and vocabulary, as the important thing in learning a language. According to Asmuti (2002), by learning writing skills, the learners can unfold their ideas in a methodical arrangement. Before writing, the learners need to suppose how the ideas of the learners can be understood by the reader or participants. The learners have to use the correct written language, so the participants or readers can understand the ideas of the learners.

According to Heaton (1975), good writing requires a variety of skills and can be divided into five commom components or key areas.

1. Language use : ability to write correct and appropriate sentences.
2. Mechanical skills : the ability to correctly apply punctuation and spelling conventions.
3. Content handling : the ability to think creatively and develop ideas by excluding all irrelevant information.
4. Stylistic skills : ability to manipulate sentences and use language effectively.
5. Judgement : the ability to write appropriately for a particular purpose with a particular audience in mind, and the ability to select, organize, and order relevant information.

2.2 Definition of Grammar

Grammar is also a component of English and needs to be learned and understood by students. According to Nunan (2003), grammar is generally regarded as a set of rules that determine word order at the sentence level. It is a very basic knowledge and an important tool for students to speak, read and write English correctly. In addition, by learning grammar, students can learn the language system and put words into meaningful sentences.

2.3 The Characteristics of Writing

According to Ur (1996), writing ability has eight characteristics :

1. Permanent means that the format of the discourse is solid and stable, but we can read it in any state.
2. Explicit means that this must be clear about the context and reference. The writer needs to be carefully arrange the word shapes so that the reader is directed to the same interpretation of the written work.
3. Density, information available to the reader will be translated effectively. Repeated word usage is rarely found in written form. It's very different from spoken language.
4. Detachment and writer do not interact directly with the reader, allowing the writer to predict the reader's reaction to his writing.
5. Organization, authors usually have the opportunity to edit a written work before it becomes readable. Therefore, written works tends to be organized and purposeful.
6. Production, speed, and reception slowdowns are slower than spoken.
7. Standard language. It is usually available in a variety of languages.
8. Learning skills that must be learned and considered in order to acquire the skills.

2.4 Difficulties in Writing English

As with all learning problems, difficult to write can have a devastating impact on student education. Heaton (1975) discovered that writing skill can be complex and difficult to teach. Learning requires not only grammatical and rhetorical means, but also conceptual and judgement elements. As students progress, they are increasingly expected to express their knowledge on many different subjects in writing. If students do not acquire certain basic skills, they speed and fluency as their demands grow. When students are suffering from writing problems, the writing process itself interferes with learning. Students faced with such difficult opportunities have difficulty staying motivated.

III. METHODOLOGY

3.1 Research Design

This research used the descriptive method to seek out the scholars difficulties vocabulary in writing english of second level students from SMA Raksana Medan.

3.2 Population

The population of this research was the entire students second level students from SMA Raksana Medan. The amount of population 40 students.

3.3 Sample

The sample of this research were the second level of SMA Raksana Medan in school year of 2021/2022. There are 2 classes of second level students. Class A consists of 20 students and class B consist of 20 students. All of them are taken as a sample.

NO	CLASSES	POPULATION
1	A	20
2	B	20
TOTAL		40

3.4 Data Collection

The data were collected by giving the task to the student to write down a paragraph. Then the info were gathered from students and analyzed by the researcher.

3.5 Instrument

The instrument of this research was writing test. The researcher asked some student to write a sentence and paragraph.

The instrument are :

1. Write a paragraph about your school.
2. Make paragraph about your previous holiday.

3.6 Data Analysis

After all data was collected, each writing was read by the researcher. The data collected will vary and data requirements will depend on the focus of the research. After data was collected, the researcher conducted a modification test.

The writing test data have been analyzed by ESL Composition. Profile recommended by Jacobs ET in Nurjana (2002). The composition hierarchy is clarified on :

A. Use of Language

- Excellent to very good (25-22)

- The use of language in students' writing is effective and not a problem. Complex structures, tenses, numbers, articles, pronouns and prepositions are good for the average (21-18).

In fact, this condition indicates that students have complex errors. Syntax, tense, numbers, articles, pronouns, prepositions. In this case, it is a constraint of 5 points or less.

- Fair to poor (17-11)

Complex syntax, tense, numbers, articles, pronouns, prepositional errors 10 points or less.

- Very bad (10-5)

Complex syntax, tenses, numbers, articles, pronouns, prepositional errors 10 points or more.

B. Vocabulary

- Excellent to very good (20-18)

It is composed in sufficient quantity and there are no regular errors or mistakes in the word / idiom format. Word selection and use.

- Good to average (17-14)

Consists of sufficient range, normal errors, or errors in word / idiom format selection the words and usage were within 5 points.

- Fair to poor (13-10)

Consists of sufficient range, normal errors, or errors in word / idiom format selection use words and 10 points for less.

- Very poor (9-7)

Consists of sufficient range, normal errors, or errors in word / idiom format selection use words and 10 points or more.

Categories	Use of Language	Vocabulary
Excellent to Very Good	A (5), B (3)	A (4), B (6)
Fair to Poor	A (7), B (7)	A (8), B (5)
Very Bad	A (8), B (10)	A (6), B (9)

IV. Results

The data show that the use of language and vocabulary is the most difficult aspect for students. There are still major issues with their composition from a linguistic point of view in terms of placement, tense, numbers, word order / fragments, meaning omissions and confusion or ambiguity. When it comes to vocabulary, student composition is still limited to their margins, and word selection is often misspelled, confusing and ambiguous in meaning. The facts show that the student composition is loosely organized, but the main idea remains the result, limited support, logical but incomplete order.

Discussion

Student difficulties have changed as shown depending on the grades and criteria of the writing tes. From the results, it can be said that it is the most difficult aspect seen by students. Writing is the use of language and vocabulary aspects. Why is it the most difficult to classify? Most of them students have criteria ranging from couples to bad and very bad. It makes sense when there are the most students difficulty in using the language. Brin (1988) write about grammar, vocabulary, english is foreign language. As a student from a non-home country, language use is always a problem. It is known that not only english but also indonesian is not all indonesian students have knowledge of Indonesian.

In general, the difficulty of writing is related to the difficulty of the language (terms and vocabulary aspect) is the most difficult and dominan aspect for students.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the research, the researcher find that the students of second level in SMA Raksana Medan is difficult to write. Based on data, researchers have categorized difficulties of linguistics aspect (Language use and Vocabulary).

The difficulty of writing in second level depends on the student's grades. Writing difficulties related to language difficulties (language use and vocabulary aspects) were the most difficult.

5.2 Suggestion

After discussing the results and conclusions, the students had some suggestions for the teacher and the next researcher in second level :

a. For the student

1. Student find it difficult to write english in terms of language usage. That meant need to improve your ability to choose a language that affects you write the subject.
2. Students have a hard time with vocabulary, so they need to have vocabulary by practicing writing english. Student need to pay attention to tense vocabulary, punctuation, etc.

b. For the teachers :

The teacher should explain how to use the language itself and how to use it the language to write.

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