

AN ANALYSIS OF STUDENTS' PROBLEMS IN WRITING AN ESSAY ON THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT STKIP PGRI LUBUKLINGGAU

Metria Winda
STKIP PGRI Lubuklinggau
Metriawinda05@gmail.com

Ayu Oktaviani
STKIP PGRI Lubuklinggau
ayuoktaviani@gmail.com

Yulfi
STKIP PGRI Lubuklinggau
yulfiatmo@gmail.com

Abstract

This aimed of this research were to find out the students problem in writing an essay and to describe the possible causes of the problems are faced by the students in writing an essay. This research belongs to descriptive qualitative research. The data had gotten from questionnaire and interview from the third semester students of English Education at STKIP-PGRI Lubuklinggau. The data in this research was collected by some steps 1) the researcher gave the questionnaire to students and lecturer 2) the researcher gave the interview to students and lecturer 3) the researcher collected the data to get the data of the students problems in writing an essay. Based on the result from the research in questionnaire and interview of students' problems in writing an essay, the students had some problems especially in using grammar, vocabulary, cohesion and syntax. And, this result become the next important problems can be analyzed by other researcher.

Keyword: *Writing Essay, Students problem,*

I. INTRODUCTION

Learning English is important because English is one of international languages in the world. Not only as a foreign language, in some countries, English but also becomes a second language. Because the role of English as an international language of communication is very important for many sectors,

consequently, Indonesia is one of the countries that also enter this language into one of the important subjects will be tested in the national examination.

In learning English, both as a second and foreign language, students need to master the four language skills. They are writing, listening, speaking and reading. Among the four language skills, writing is the most difficult skill in learning English because in writing, grammatical rule is the first basic of writing English. Knapp and Watkins (2005: 15) state that although speaking and writing are both forms of communication that uses language as the medium, they are actually slightly different. Speaking is an interaction between people, in time, where they can exchange information and be able to ask for clarification, in another hand, writing is one form of implementation of linguistics competence that is expressed in the form of the use of written.

Writing plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through activity, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purposes. There are many different styles of writing, formal and informal. Formal writing done in accordance with rules suitable for an official or important situation or occasion, in other hand informal is having relaxed, friendly, or unofficial style.

According to Perkins (2005:47), writing is a process that requires writers to develop a cognitive awareness of the writing choice available to them. In order for writers to make choices about their content and style in writing, they need to be reminded and further information about those choices open to them. They are some aspects of writing which should be recognized by writers, awareness, as well as how researched information and their own claims about that research can most effectively and efficiently help them communicate to a listening audience.

In other words, Brown (2014: 218) states that written product is often the result of thinking, drafting, and revising procedures that require specialized skills, skill that not every speaker develop naturally. The upshot of the compositional nature of writing pedagogy that focus students on how generate ideas, how to

organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how revise text for clearer meaning, how to edit text for appropriate, and how to produce a final product.

Teaching writing in a second and foreign language has been an interesting topic for many researchers. Many theories and methodologies have discovered different perspectives that can be applied in the classroom. The main point for this situation is to find out what students need to learn and what teachers need to provide for effective writing instruction. In teaching writing, the teacher can use many strategies. It can be done by using pictures, outlining, reading the text, storytelling, real experiences, and some others. Most of teaching writing is different from one to other.

English Education Study Program at STKIP PGRI Lubuklinggau has four subjects relates to writing, they are Writing for General Communication, Writing for Professional Context, Writing for Academic Purposes and Scientific Writing, they are thought from first until four semester. These subjects it can help students to improve their writing skill.

Based on the background above, the researcher would like to conduct a research that is entitled “ An Analysis of Students’ Problems in Writing an Essay on third semester students of Englis department at STKIP PGRI Lubuklinggau”. This research intended to find the students’ problems of students English education study program at STKIP PGRI Lubuklinggau.

II. RESEARCH METHOD

In this research, the researcher got the information about the students’ problem in writing an essay. In this research, the researcher used descriptive qualitative. According to Donald and Lucy (2002:28), Descriptive research is studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic.

This research use descriptive qualitative method. Qualitative research is a research procedure which procedures written or spoken descriptive data of research that is possible to observe.

This research used this method because it is appropriate to the objectives of the research which focuses on students' problems in writing an essay are faced by students. The result of the research emphasize is more toward the data interpretation found in the field. The result is not written in the form of figures and tables with statistic measures, but it is illustrated in the form of describing word to the results and it was presented in narrative.

III. RESULT

To answer research questions, the researcher conducted the investigation about writing problem and factors with questionnaire and interview was made by the researchers. The questionnaire consisted of 16 close-ended questions for students, there was two options in this questionnaire, just put a tick yes or no in this question. The researchers found students' problems into four categories based on Aragon (2013: 1) the four categories of problems were grammar, vocabulary, cohesion, syntax.

Based on the questionnaire and interview, the researcher can describe the problem of students in writing an essay and possible causes of the students' problems in writing an essay were categorized into grammar, vocabulary, cohesion and syntax from Aragon (2103: 1).

In this research, the researcher presented some findings of the research, they were:

a. Grammar

There are several questions related to the first indicator of students' problems in writing according to Aragon (2013: 1) that is grammar, the question is question number 1 until number 4. For the question number 1 there are 72% students who answer yes have problem in learning Grammar and 28% students who answer no have problem in learning Grammar, for the question number 2

there are 76% students who answer yes have problem of using tenses in writing an essay and 24% students who answer no have problem of using tenses in writing an essay.

For the question number 3 there are 92% students who answer yes have a problem of using punctuation and 8% students who answer no have a problem of using punctuation, for the last the question number 4 there are 80% students who answer yes have problem in grammar when you compiling sentences and 20% students who answer no have problem in grammar when you compiling sentences.

The researcher also take the data analysis through interview, from the interviews that have been given to students and lecturer about grammar with question about tenses, it can be concluded from the questionnaire and interview students still have problems in grammar. First, the students found problem in grammar.

Grammar problem will influence certain pattern of how words are put together to form the correct sentences. It will make the ideas do develop well. Second, in using tenses, especially they still often forget the 16 tenses formula, they also have problems using verb in making sentences or paragraph. Based on results obtained from questionnaire and interviews for grammar indicators, the researcher found a problem of students, it can be concluded that students have problem in grammar when writing an essay.

b. Vocabulary

There are several questions related to Second indicator of students' problems in writing according to Aragon (2013) that is vocabulary, the question is question number 5, 6, 7 and 13. For the question number 5 there are 44% students who answer yes have problem of using denotation and connotation in writing an essay and 54% students who answer no have problem of using denotation and connotation in writing an essay.

For the question number 6 there are 76% students who answer yes have problem composing vocabulary with the command given and 24% students who answer no have problem composing vocabulary with the command given, for the question number 7 there are 40% students who answer yes have problem in

using synonym and antonym when writing an essay and 60% students who answer no have problem in using synonym and antonym when writing an essay, and for the last question there are 84% students who answer yes have problem with limited vocabulary in writing an essay and 16% students who answer no have problem with limited vocabulary in writing an essay.

From the interviews that have been given to students and lecturer about vocabulary, it can be concluded from the questionnaire and interview students still have problems in using vocabulary. First, when students proceed writing something, many problems could be found. Some students are lack of vocabularies and they also have problem in developing their ideas related to their topic. Second, the students have problems of using denotation and connotation the students still in confused to know the true meaning of the word because they haven't mastered the vocabulary and they are still confused to choose the right words to draw explicit words. Lack of vocabularies made the students confused in developing their ideas.

Based on results obtained from questionnaire and interviews for vocabulary indicators, it can be concluded that students have problem in vocabulary especially in lack of vocabulary when writing an essay.

c. Cohesion

There are several questions related to third indicator of students' problems in writing according to Aragon (2013) that is cohesion, the question is question number 8 until number 11. For the question number 8 there are 40% students who answer yes have problem in using conjunction when writing an essay and 60% students who answer no have problem in using conjunction when writing an essay, for the question number 9 there are 80% students who answer yes have problem of using ellipsis in making sentences and 20% students who answer no have problem of using ellipsis in making sentences.

For the question number 10 there are 76% students who answer yes have problem distinguishing part of speech such as noun, adjective, adverb and verb and 24% students who answer no have problem distinguishing part of speech such as noun, adjective, adverb and verb, and for the last question there are 76%

students who answer yes have problem structure rules in making sentences and 24% students who answer no have problem structure rules in making sentences.

Based on interviews that have been given to students and lecturer about cohesion with question about conjunction and ellipsis, it can be concluded that students still have problem in using conjunction and ellipsis they don't know when they should use and on, off and other in writing essay because they just focus on the structure of the essay so sometime their lose their attention in using conjunction and they still confused what the sentence must be put ellipsis. Based on results obtained from questionnaire and interviews for cohesion indicators, it can be concluded that students have problem in cohesion when writing an essay especially in conjunction and ellipsis.

d. Syntax

There are several questions related to last indicator of students' problems in writing according to Aragon (2013) that is syntax, the question is question number 12, 14, 15 and 16. For the question number 12 there are 48% students who answer yes have problem in using transitional signal when writing an essay and 52% students who answer no have problem in using transitional signal when writing an essay, for the question number 14 there are 64% students who answer yes have problem of using clause and phrase in writing an essay and 36% students who answer no have problem of using clause and phrase in writing an essay.

For the question number 15 there are 72% students who answer yes have problem of using part of speech in practicing writing an essay and 28% students who answer no have problem of using part of speech in practicing writing an essay, and for the last question there are 88% students who answer yes and 16% students who answer no .

From the interviews that have been given to students and lecturer about syntax with question about phrase, clause and transitional signal, it can be concluded that students still have problem in using phrase, clause and transitional signal. Some students still confused in using phrase because sometime they want to use more than one word on the sentence and it's phrase it's hard for them, and clause, in using clause sometimes they don't know how

to use which who, that, home, house, yup and other clause .lack of mastered of syntax made the students confused in developing their ideas. Based on results obtained from questionnaire and interviews for syntax indicators, it can be concluded that students have problem in syntax when writing an essay.

IV. CONCLUSION AND SUGGESTIONS

Based on the finding and discussion presented in the previous chapter, it was found that the third semester English Education at STKIP-PGRI Lubuklinggau in academic year 2017-2018 still have problem in writing an essay, especially in Grammar, vocabulary, cohesion and syntax. This conclusion was written based on the facts that there were:

a. Students' Problems In Writing An Essay

In this research the research found the students problem in writing and essay, problem of students in writing and essay there are grammar, vocabulary, cohesion and syntax the researcher found 4 problems of students in writing and essay.

b. The causes of the problems

Based on results obtained from questionnaire and interviews was given to students and lecturer, it can be concluded that students have problems in writing an essay especially in grammar, students still problems of using grammar, structure and formula of tenses, and the problems of vocabulary students still not mastery of vocabulary, the problems of cohesion students still confused of found the real meaning and the problem of syntax students still confused in using phrase, clause and transitional signal. Lack of mastered of grammar, vocabulary, cohesion and syntax made the students confused in developing their ideas.

REFERENCES

- Aragon Jaminez, C. E, Baires Mira, D. C. & Rodriguez, G. S. (2013). *An Analysis of The Writing Skill Difficulties of The English composition* (license). University of El Salvador
- Ary, Donal. (2002). *Introduction to Research in Education*. USA, NY: Wardswort Group a Division of Thompson Learning Inc.
- Brown, H. Douglas. (2014). *Language Assesment Principles and Classroom Practise*, San Fransisko, NY: Longman..
- Knapp,P & Megan Watkis. (2005). *Genre Text, GenreText, Grammar: Technologies for Teaching and Assesing Writing*. Australia: University of new South Wales Press Ltd.
- Perkins, Ray. (2005). *Teaching Writing*. Retrieved on March 23, 2012. From: <http://wac.colostate.edu/journal/vol9/perkins.pdf>.
- Sugiyono. (2013). *Metode Penelitian Pendidikan (pendekatan Kuantitatif, kualitatif, dan R&D)*. Bandung, NY: Alfabeta.