

Students' Difficulties in Writing Paragraph At Tenth Grade Of Smk S Pembina Bangsa

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A B S T R A C T

This research was aimed to discover students' difficulties in writing a paragraph in tenth grade. It was done at SMKS Pembina Bangsa Bukittinggi. The researcher found some phenomenon's that faced students with the difficulty in writing; the students had a lack of vocabulary, some students had difficulty in finding and expressing the ideas, and low motivation in writing. The purpose of the research is to know the level of students' difficulties in writing the paragraph. The design of this research was a survey. The population and sample of this research were the students at the tenth TKJ class of SMKS Pembina Bangsa Bukittinggi. Technique sampling of this research was the total sampling technique. The number of students was 30 students. The instrument that has been used is a questionnaire. Technique analysis of the data was collected, tabulated, calculated, found the mean, categorizing the data, and making the conclusion. Based on the finding and analysis of the data of this research, the researcher found some problem that faced by student in writing a paragraph, the level of difficulties was "high" with 83,04%, with the interpretation of the data $\geq 70\%$ - $\leq 90\%$.

Keywords: *Difficulties in Writing, Paragraph.*

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INTRODUCTION

Writing is one of the skills that must be mastered by learner because writing is a necessary skill which can be used to express the ideas into written form, as well as how to write the words, phrases, clauses, and sentences. In the expression of thoughts in written form, the writer uses the symbol to master it by the reader. According to Nunan, "Writing is the process of thinking to invent, thinking about how to express ideas into good writing and arranging the ideas into statement and paragraph that will be clear to a reader." It defines that writing will be used by the students to give the capability of expressing an idea. Additionally, it is also used to present students' feelings to deliver to the reader through written communication. Therefore, writing has a big role in students to express students' ideas.

Additionally, writing is produced that can be read by the majority of people so that it will be longer communication. Then, writing has some benefits. According to Casswell, writing is the vehicle for communication and a skill mandated in all aspects of life, like; parents write notes for their children, doctors write prescriptions, automotive technicians

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write work other, politicians write speeches, grandparents write a letter, and friends write an e-mail. Based on the explanation, it can be concluded that writing can be used for various activities so that it is considered a crucial skill.

Additionally, teachers are required to lead the students in writing to guide the students to create good writing because the teachers are role models for the students. According to Caswell, as a teacher, the teacher is faced with the task of helping students view writing as essential to learning. It means that the teacher needs to guide the students to increase the students' ability in writing. The teacher also needs to have the roles in teaching to make the students enjoyed learning writing. Some roles can be implemented by the teacher. Harmer said that three roles in teaching writing are as a motivator, as a resource, and as a feedback provider. So, those roles are necessary for the teachers to improve the students' writing.

Related to the students' difficulties in writing, there are some text genres, likes; descriptive (short story), recount, narrative, report, exposition (hortatory and analytical), explanation, anecdote, new items, discussion, procedure, and review text. Based on the syllabus of SMK, especially SMK S Pembina Bangsa, there are some text genres which were studied by the students in the tenth grade, they are; descriptive, narrative, and recount text. So, in this research, the researcher considered paragraphs because paragraphs will offer the students to express their experience in diary form in which the majority of students decide to express the feelings (sadness, disappointment, etc) in writing a story through the diary. Additionally, according to the English teacher of SMKS Pembina Bangsa that "*Students difficult for learning recount text because it uses simple past tense and verb 2*" Based on the teacher statement above, the researcher assumed that some students are still difficult in recount text. Therefore, the researcher chooses a recount text as the object of the research.

Recount text is a text that retells past events based on experiences. The purpose of the recount text is to give the reader or audience information including their experience, evidence, and facts to support the idea of the text. Then, recount text is one of the texts which the students commonly produce to express their feeling and experience. In writing recount text, some aspects should be considered by the students; "content, organization, vocabulary, language use, and mechanism". It means that the students need to decide mentioned aspect to have an interesting writing arrangement.

Related to the students' difficulties in writing a paragraph, the researcher found some problems. It can be seen through the result of students' writing and interviewed with the English teacher and some students of SMK Pembina Bangsa on 4 of January 2020 in SMK Pembina Bangsa Bukittinggi. First, some students had a lack of vocabulary. It means the student does not familiar with English vocabulary because of the student's lack of reading experience and reading books. Then, make the student lack vocabulary in writing. Second, some students had difficulty in finding and expressing the ideas. According to Mutiara said, "*Sulit untuk merangkai kalimat satu dengan kalimat lainnya kak.*" Besides, other students stated that is in express ideas is difficult. Windi stated that "*sulit dalam mengungkapkan ide dan dalam menggunakan kosa kata.*" The last is some students are low motivation in writing.

To strengthen the problems rise from the students, the researcher interview an English teacher named Mrs. Fika. The informant said, "*kemampuan menulis siswa dalam menulis teks recount itu boleh dikatakan masih rendah, pertama karena minat menulis siswa itu sangat rendah*" And then, according to results of students' grade showed that the average score obtained in

writing were 75, where the four students got 75. Then, seven students got 68, thirteen students got 55 and six students got 65.

Based on the above problem, the researcher assumed that the students were still difficulties in writing a paragraph. Then, the researcher is interested to know about the level of students' difficulties in writing a paragraph. Then, the title of the research is "Students' difficulties in writing a paragraph at tenth grade of SMKS Pembina Bangsa Bukittingi To support this research, there are several researchers on writing recount text which has been conducted by some researchers. Lina Marza and Muh. Hafiz (2013) conducted the researcher under the title "Teaching Writing Recount Text to Junior High-School by Using Facebook Peer- Comment." The result of the study was the students' progress during teaching and learning activity by using recount text to improve writing skills. Then, Tri Agustina (2016) conducted the researcher under the title "Error Analysis in Writing Recount Text by The Eighth Grade Students of SMP Muhammadiyah 4 Surakarta". Based on the finding and analysis of the data, the researcher focused on knowing the dominant type of error and to know the lexical error, and discourse errors the student in writing recount text. And the last by Ivan Susanto Salawazo (2020) with the title "Analysis of Student's Difficulties in Writing Recount Text". As a result of the research, the researcher found some of the causes of the students' difficulties in writing recounttext.

The researchers above focused on teaching recount text to increase students' writing skills by the English teachers. Besides, other research focuses on knowing the type of students' errors and the causes of students' difficulties in writing recounts text. This research focused on the form and the level of students' difficulties in writing recount text. Moreover, the difference of this research was the researcher want to know the forms and the level of students' difficulties in writing recount text.

METHOD

In this research, the researcher used a survey research design. It was the one of procedures used to get the data from a particular place that is natural (not artificial), but the researcher conducts treatment in the collection, for example by distributing the questionnaires, tests, and interviews. Furthermore, this research uses questionnaires aimed to know the forms and the level of students' difficulties in writing a paragraph at tenth grade of SMKS Pembina Bangsa Bulittinggi.

Population and sample is an important part to get the crucial data from the research. Population and sample are: The population is a community that has a specific characteristic. According to Gay, the population was the group of interest to the researcher. Moreover, Sugiyono defined a population as a generalized area which consisted of the subject or object which was certain quality and characteristic to be learned and concluded by the researcher. So, the population in this research was all tenth-grade students of TKJ SMK Pembina Bangsa Bukittinggi. There were 30 students in the class TKJ. A sample is a small unit of the population. It is part of the total characteristics that exist in that population. According to Margono, a sample is a part of the population as the sample which is taken by using certain ways. It means that a sample is several individuals selected from the population for study. So, the researcher used total sampling as a sample in this researcher.

The instrument needed by the researcher to answer the question which one to be answered in this research. Arikunto stated that the instrument is the tool used by the researcher while doing research based on the method that is used in collecting the data.⁵⁵ In this research, the researcher used a questionnaire technique to know the level of students' difficulties in writing a paragraph. Sugiyono mentions that questionnaire is a technique for collecting data collectionthat is doing by giving some writing questions to the respondents.⁵⁶

In this research, the researcher gave questionnaire to the students to collect the information to know about the level of students' difficulties in writing paragraph in the English classroom.

There are two parts of the questionnaire, they are close and open questionnaire. Then, the researcher chooses a close questionnaire. As stated by Sugiyono, "Close questionnaire is a questionnaire that has an alternative answer to the respondents."⁵⁷ It means that the respondents can choose the answer by some possible answer on the questionnaire. The researcher used a questionnaire because it is a precise way to collect the data to focus on the research and give some advantages for the researcher.

Additionally, the researcher used a checklist to answer the questionnaires. And then, the researcher used a liker scale questionnaire.

Based on the scale above, to make it clear for them, the researcher made a close questionnaire in the Indonesian language. For the questionnaire, there are 20 items questionnaire about the forms of students' difficulties in the paragraph.

It was expected that the students as a sample give more spontaneous, accurately answer and easy for the researcher when analyzing the data.

Therefore, the validity of the questionnaire is described through content validity. Sukardi said that an instrument can be valid if it measures what is intended to be measured.⁵⁸ For validating the data usually questionnaire is analyzed the data by using judgment experts. It means that the researcher's validity to judge the questionnaire was valid by consulting the content validity to the experts.

The technique of data collection is a way to collect data. The data in this research was collected through a questionnaire. In this research, the researcher used a questionnaire as an instrument to know the level of students' difficulties in writing a paragraph in the English classroom at the tenth TKJ class of SMKS Pembina Bangsa Bukittinggi academic year 2020/2021.

In collecting the data, there were some steps taken by the researcher as follow: 1) The researcher distributed the questionnaire to the respondent as a sample of the research. 2) The researcher asked respondents to choose the optional answer that is provided in the questionnaire. 3) The researcher gave time to the respondents to answer the questions. 4) The researcher collected the questionnaire. The technique of data analysis is an important process to get valid data. Data analysis is the process of analyzing and interpreting the data to find some information. In this research, the researcher analyzed the data by using some steps to know about the level of students' difficulties in writing a paragraph, they were: 1) The researcher collected the students' questionnaire. 2) The researcher tabulated the data from the student's answer. 3) The researcher calculated the data. After finding the mean of the data, the researcher calculated all of the mean gotten from each indicator and to gain the data interpretation for each indicator.

FINDINGS AND DISCUSSION

Writing skill is one of the language skills that should be mastered by the students of senior high school. Many writing materials should be taught started in ten to twelve years. In writing, the students learn about paragraphs. A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. In the paragraph, there some parts that should be known by the students in senior high school. Based on the finding it could be explained that the level of students' difficulties in writing especially in writing a paragraph.

Writing a paragraph is a kind of writing that was learned by the student in SMKS Pembina Bangsa Bukittinggi. A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.

Agdia said that there some difficulties in writing based on the five aspects, like;¹ content which means limited knowledge, little substance, inadequate development of the topic. Organization means non-fluent, idea confused or disconnected, lack of logical sequencing and development. The idea of the first paragraph and the second paragraph did not relate to each other. Language use means that there is a major problem in simple or complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragment run-ons, deletion, meaning confused and obscured.

Vocabulary means that limited range, frequent errors of word/ idiom form, choice usage, meaning confused or obscured there are many words that meaning confused or obscured. And the last mechanics, it means a problem in spelling and capitalization.

Based on the finding, the researcher found that the level of students' difficulties in writing was 83,04% or was $\geq 70\%$ - $\leq 90\%$ or was "high difficult". It means that the students got high difficulty in writing because of several problems. So, the students in the tenth grade of SMK S Pembina Bangsa Bukittinggi got high difficulties especially in writing a paragraph. It was related to the researcher's opinion that the researcher very agrees with the student's response to some statements in questionnaires.

CONCLUSIONS

Based on the previous chapter, it could be concluded some forms of students' difficulties in writing especially in writing paragraph were in five aspects of writing, they were content (82,00%), organization (87,22%), language use (83,56%), vocabulary (83,33%) and mechanics (79,11%) and the level of difficulties was "high difficult" with 83,04%, with the interpretation of the data $\geq 70\%$ - $\leq 90\%$. Furthermore, in some forms of students' difficulties in writing recount text above, the researcher found the mean was 83, 04%. It means that the level of students in writing recount text was got high difficulties.

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¹ Paragita Agdia, dkk, *Kinds of Writing Difficulties in Academic Writing Faced by English Teachers of SMKN 8 Padang*, Journal of English Language Teaching, ISSN 2302- 3198, Vol. 9, No. 2, 2020, p. 419

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