AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
(A CASE STUDY AT THE XI BAHASA CLASS OF SMA NEGERI 4 KOTA BENGKULU)

Revvi Ayu Fratiwi*[1], Kasmaini[2], Ildi Kurniawan[3]
Universitas Bengkulu; Jl. WR.Supratman, Kandang Limun, Bengkulu,
Telp/fax (0736) 21170/(0736) 21186
e-mail: *[1]revviayuf@gmail.com , [2]kasmainiunib@gmail.com,
[3]ildikurniawan@unib.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesulitan siswa dalam menulis pada siswa kelas XI Bahasa SMA Negeri 4 Kota Bengkulu. Tipe penelitian ini yaitu penelitian kualitatif. Ada sebanyak 32 siswa di kelas XI Bahasa SMA Negeri 4 Kota Bengkulu tahun ajaran 2020/2021 sebagai subyek penelitian. Instrumen yang digunakan dalam penelitian ini yaitu lembar ujian menulis dan wawancara. Hasil dari analisis pengelompokan hasil ujian menulis ini berdasarkan dari Heaton (1988). Hasil dari penelitian ini yaitu kesulitan siswa dalam menulis dari lima komponen (content, organization, vocabulary, language use and mechanics) kelas XI Bahasa SMA Negeri 4 Kota Bengkulu adalah content dan language use. Tulisan siswa termasuk dalam kategori biasa. Berdasarkan dari tabel kriteria dalam penelitian ini, ada 16 siswa masuk dalam kategori biasa, 11 siswa masuk dalam kategori sangat bagus, 4 siswa masuk dalam kategori kurang, dan 1 siswa masuk dalam kategori sangat kurang.

Kata kunci—*Analisis, Menulis, Teks Recount*

Abstract

The research aimed to find out the students' difficulties in writing at XI Bahasa Class of SMA Negeri 4 Kota Bengkulu. The type of research was qualitative research. There were 32 students at the XI Bahasa Class of SMA Negeri 4 Kota Bengkulu in academic year 2020/2021 as the subject of the research. Instruments of this research were writing test and interview. The results of the test was analyzed with assessment criterion tell by Heaton (1988). The result of the research found that students' difficulties in writing from five components (content, organization, vocabulary, language use and mechanics) at the XI Bahasa Class of SMA Negeri 4 Kota Bengkulu were content and language use. The students' writing was average. Based on the table criterion in research finding, 16 students in average category, 11 students in very good category, 4 students in poor category, and 1 students in very poor category.

Keywords— *Analysis, Writing, Recount*

I. INTRODUCTION

According to Harmer (2004) writing is one of English subject matter that is taught to the students at all levels of school. Writing also as a productive language skills, that the students can produce and share their ideas through written language. Since writing is productive language skill, it also helps the students to develop their ability in expressing what they are thinking about, so they can think creatively.

Rass (2005) stated that in classroom practice, most of students think that writing is difficult when they start to write a particular text with the topic given by the teacher. It is because in writing, there are some crucial elements such as content, purpose, capitalization, spelling, and punctuation. Especially for students in senior high school, they must do writing assignment with the topic given and it must finish in particular time.

Beside that, some reasons why writing is difficult for students because they have to imagine about what will they write before writing a text, they do not know the appropriate use of grammar and vocabulary when they write, and they do not know how to arrange sentences into a good writing. Therefore, students need the teacher's help in order to write well (Lorch, 1984).

According to my preliminary research at SMA NEGERI 4 Kota Bengkulu on September 9th to 11th November 2019, this school used 2013 curriculum as the guidance in teaching and learning process. There were some facts have been found at SMA NEGERI 4 Kota Bengkulu in teaching writing. The writing result of students still far from the teacher's expectation because in 2013 curriculum the learning of genre must intergrated with writing or reading activities. The English teacher has taught one genre in one semester those was recount text for the tenth grade students especially in class X Bahasa, the teacher just focus on evaluation generally without analyzing student's writing based on components of writing. The students' achievement in English subject also was still low and many students make mistakes when writing sentences in English.

There are some previous studies on this research. First, research is written by Jelita (2019), second, is written by Yatni (2018) and the last from Mezia (2017). the results showed that many students have difficulties in mechanic, language use and vocabulary. In addition, the students have less interest in writing. They think that the ideas they want to write are difficult to come into their mind and they fell confused how to start writing. They do not know which part should be the first thing to be written and what words they should put. Students also lack of vocabularies because the capabilities of students in vocabulary is still little.

The research question in this research is What are the difficulties in writing (content, organization, vocabulary, language use and mechanics) at the XI Bahasa Class of SMA Negeri 4 Kota Bengkulu ?

The aimed of this research is to to find out the difficulties in writing (content, organization, vocabulary, language use and mechanics) at the XI Bahasa Class of SMA Negeri 4 Kota Bengkulu.

II. METHODS

This research was qualitative research. According to Gay (2000: 163), qualitative research was useful for describing and answering questions about participants and context. Qualitative research is exceptionally suited for exploration, for beginning to understand a group or phenomenon. In this study, the researcher will describe about the students' difficulties in writing related to the components (content, organization, vocabulary, language use and mechanics).

The research object in this study were the students at the XI Bahasa Class which consists of 32 students, 10 males and 22 females. The age of students was 16th to 17th years old with 13 students was 16th and 19 students was17^{th}.

The instruments of this research were writing test and interview.. In writing test, the researcher asked the students to write recount text about their last holiday. For interview, the researcher asked open-ended questions based on a specific research topic to get information about recount text. In interview, the researcher used Bahasa Indonesia because the students did not understand if using English and tried to let the interview flow like a natural conversation.

In this research, the researcher and co-researcher corrected students'writing test according to table of writing aspects. After that, the researcher analyzed the data that related to writing recount text. The process of analysis students' writing result will be helped by co-researcher to avoided the subjectivity and to made data more reliable. The final results of correction from researcher and co-researcher would be correlated by using product moment to know if the result of each correction correlated each other that used the formula by Arikunto (2010).

III. RESULTS AND DISCUSSION

The results of the research which is relevant to the research question about the students' difficulties in writing. As the result, it can be concluded that the students' difficulties in writing from five components (content, organization, vocabulary, language use and mechanics) at the XI Bahasa Class of SMA Negeri 4 Kota Bengkulu were content and language use. The students' writing was average. This

subtitle represents the decription of data related to :

The researcher did the validity test to avoided the subjectivity and to made data more reliablehelped by co-researcher. The final results of correction from researcher and co-researcher will be correlated by using product moment to know if the result of each correction correlated each other. The formula by Arikunto (2010) as follow :

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N.\sum X^2 - (\sum X)^2\}.\{N.\sum Y^{2-} (\sum Y)^2\}}}$$

$$r_{xy} = \frac{32.179631 - 2384.2383}{\sqrt{32.179690 - 5683456.\ 32\ 179649 - 5678689}}$$

$$r_{xy} = \frac{5748192 - 5681072}{\sqrt{66624.\ 70079}}$$

$$r_{xy} = \frac{67120}{258,116.\ 264,724}$$

$$r_{xy} = \frac{67120}{68329,7}$$

$$r_{xy} = 0,9823$$

Where :

r_{XY}	=	Product moment
N	=	Number of students
Σ	=	Amount of scores from all students
X	=	Marks of first corrector
Y	=	Marks of second corrector

The correlation analysis was significant. It means that the students' final score from researcher and co-researcher will be compared by table score where N as number of students was 32 students and the level of significance was 5%. The formula as follow :

$$\text{If } r_{xy} \geq r_{table}$$
$$\text{If } 0,9823 \geq 0,349$$

Where :

If rxy ≥ r table : There is significant correlation between students' score from score I and score II

If rxy ≤ r table : There is no significant correlation between students' score from score I and score II

After the test was valid, the researcher categorized the students' achievement in writing by using the standard taken from Reid (1993, p. 273).

Table 4.1. Writing Achievement Category

Score	Category
90-100	Excellent
80-89	Very Good
70-79	Average
60-69	Poor
Below 60	Very poor

From the students' writing score by researcher and co researcher, it can be seen that the students in Excellent category was none (0), 11 students was Very Good, 16 students was

Average, 4 students was Poor and 1 student was Very Poor.

To more explanation about the summary scoring in content, organization, vocabulary, language use and mechanics from researcher and co-researcher in frequency and number of students based on category. The categories was follow :

Table 4.4 The Term of Scoring in Content, Organization, Vocabulary, Language

No	Category	Frequency		Number of Students	
		Researcher	Co-Researcher	Researcher	Co-Researcher
1	Excellent	0	0	-	-
2	Very Good	11	11	2.4.13.14.17.18.20.22.24.30.31	2.4.13.14.17.18.20.22.26.30.31
3	Average	16	16	1.3.6.9.10.11.12.16.19.21.23.25.26.27.28.29	1.3.6.9.10.11.12.16.19.21.23.24.25.27.28.29
4	Poor	4	4	5.8.15.32	5.8.15.32
5	Very poor	1	1	7	7

Next, the researcher showed the percentage of scoring of writing components (content, organization, vocabulary, language use and mechanics) with the following table :

Table 4.5 The Term of Scoring in Content, Organization, Vocabulary, Language Use and Mechanics in Percentage

No	Category	Frequency		Percentage	
		Researcher	Co-Researcher	Researcher	Co-Researcher
1	Excellent	0	0	0%	0%
2	Very Good	11	11	34.37%	34.37%
3	Average	16	16	50%	50%
4	Poor	4	4	12.5%	12.5%
5	Very poor	1	1	3.13%	3.13%

Based on the table above, the scoring has five categories was 0% for Excellent, 34.37% for Very Good, 50% for Average, 12.5% for Poor and 3.13% for Very Poor. It can be concluded that the students' writing from five components (content, organization, vocabulary, language use and mechanics) at the XI Bahasa Class of SMA Negeri 4 Kota Bengkulu was Average with percentage 50%.

Discussion
Recount text is type of genres that be taught to the students in writing. The

purpose of teaching recount on writing is to find out the students difficulties in writing related to the components (organization, content, vocabulary, language use, and mechanics) at the XI Bahasa Class of SMA Negeri 4 Kota Bengkulu.

Based on the analysis of students' writing components, the students have some problems in mastery of content, organization, vocabulary, language use and mechanics. It means that students writing skills is average. The students have limited knowledge of subject, limited development of thesis. They also loosely organized but the ideas stand out and somewhat choppy. In vocabulary, students occasional errors of word and occasional errors of spelling, punctuations, capitalizations, paragraphing, and the meaning they want to convey to the reader is confused or obscured. The students also have some problems in mastery of language use, it means that students write major problem in simple/complex construction; frequent error of agreement, tense, number, word order/function, articles, pronoun, preposition, and meaning confused or obscured. This result is relevant with several researchers. These are relevant studies in my research finding.

First, Salamah (2015) students at State Institute for Islamic Studies of Imam Bonjol Padang found that students writing skill was fair and the components of writing that haven't mastered by students were vocabulary and language use.

Second, Sefrina (2014) found that the students writing skill at class VIII of Junior High School Tanjung Raya was fair and the components of writing that haven't mastered by the students' were content, organization, and language use. The students' also haven't mastered in writing recount text based on generic structure they are: orientation, series of event, and re-orientation.

Last, Yuniarti (2015). The finding of the research could be concluded that the students' writing skill of generic structure in descriptive text of the ninth grade students of SMPN 3 Rambah Hilir was fair. It show by the fact from the average score in descriptive text was 44.32 it can be categorize in a fair category. Here are the details of the ninth grade students of SMPN 3 Rambah Hilir in writing skill of generic structure in descriptive text. Firstly, the students' skill to write content in descriptive text, it include the topic and idea that the students can write content which was the average score equal to 50.3 it can be categorize in a *fair* value. Secondly, the students' skill to write organization of descriptive text, it was include the goal, ingredients and the steps. Then, the score was equal to 47.4.it was *fair* category. Thirdly, the students' skill in vocabulary and mechanic of descriptive text was 41.8. It include in *fair* category. Fourthly, the students skill grammar of descriptive text, it was include generic structure of descriptive text. The average score in grammar equal to 38.9. It was in *poor* category. The last, the students' skill in all of

indicator of descriptive text, it was include of content, organization, vocabulary and mechanic, and grammar. The average score in all of indicator equal to 44.32. It was in *fair* category.

This result also related to the factors influencing or causing the student lack of mastery in writing. It can be concluded that the factors dominantly influencing or causing the student lack of mastery in writing is lack of knowledge. It means that students lack knowledge related to mastery of component of writing such as content, organization, vocabulary, language use and mechanics. The students are difficult to write sentences in English with the correct grammar. The student still errors in spelling of words when writing sentences in English and there are still errors in the use of capital letters, space, commas, and other punctuation when writing sentences/paragraphs with English. Sometimes students were difficult to write sentences/paragraphs in English in suit with the given topic. Students are also difficult to develop ideas in the form of paragraphs in English. The result is difficult for students to make correct paragraphs in English.

Based on the result of this study, the researcher purposes some recommendations for English teacher and others who are concerned with English education.

IV. CONCLUSIONS

The purpose of the research was to find out the students'

difficulties in writing related to the components of writing that proposed by Heaton. This research was also conducted to find out the factors dominantly caused the students lack of mastery in writing.

Based on the finding of this research, it was concluded that the difficulties in writing from five components (content, organization, vocabulary, language use and mechanics) at the XI Bahasa Class of SMA Negeri 4 Kota Bengkulu were content and language use. The students' writing was average.

For content, the students can express the content of the text with limited knowledge of subject. Some students show adequate range, limited development of thesis and mostly relevant to topic. But, some students have little substance, inadequate development of topic and some of them does not show knowledge of subject, no substantive, or not enough to evaluate.

For language use, the students write major problem in simple/complex construction, agreement, tense, number, word order/function, articles, pronouns, preposition and meaning confused or obscured. Some students write virtually no mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate.

From the interview, lack of knowledge is the mostly factors caused the students' difficulties in

writing. It means that the students' lack of knowledge related to mastery of component of writing such as content, organization, vocabulary, language use and mechanics. The students were difficult to write sentences in English with the correct grammar. The student was still errors in spelling of words when writing sentences in English and there were still errors in the used of capital letters, space, commas, and other punctuation when writing sentences or paragraphs with English. Sometimes students were difficult to write sentences or paragraphs in English in suit with the given topic.

Based on the conclusion above, there were some suggestions for English teachers that in achieving the students' success in learning English. The teacher should be pay attention with the students' errors in writing such as the use of capital letters, spelling, space, commas and other punctuation when they write sentences or paragraphs in English. The teachers also focused on grammar and the topic so that the students can use the correct grammar and the students can develop the ideas based on the topic.

There were some suggestion for students that the students should learn and practice more in writing in order to develop their ability in English writing and the students should be more active in teaching and learning process; ask the teacher about particular aspects in recount text that they do not understand.

For future researchers, it is expected that this research can be useful as a reference to conduct further research that is interrelated with writing.

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