

ABSTRACT

Komariyah, Siti, 2015.The Factors Behind the Weaknesses of Writing Skill among Fourth Semester Students of English Department at STAIN Ponorogo in Academic Year 2014-2015. A Thesis, English Education, State Islamic College of Ponorogo (STAIN Ponorogo). Advisor: Andi Susilo M.Pd

Key Words: factors, writing, weakness of writing

Writing is one of the most important skills that students should have in learning English. The students learn to write in English in order to explore their idea because writing skill is the most difficult skill among others. In here, the students mostly have some problems in writing in which the researcher was interested to study about the students weaknesses in writing.

The study was conducted to explore the factors behind the weakness of writing skill and the efforts done among fourth semester students of English department at STAIN Ponorogo. For the purpose of this study, two research questions were provided and discussed. The two research question were formulated into problem statements; they are (a) What are the factors behind the weaknesses of writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015? (b) What do the fourth semester students of English department do to eliminate the problems in writing skill at STAIN Ponorogo in academic year 2014/2015? This study was a qualitative case study research design. The participants of this study were eight students and one lecturer by purposive sampling. The data for this study was collected through semi-structure interview from the teacher and eight student of fourth semester. Data collection techniques are interview and documentation. The procedures of data analysis used data reduction, data display, and conclusion drawing verification.

This research revealed that; first, to understand the factors behind the weaknesses of English writing faced skill by students, they were including developing idea, lack of practice, lack of understanding in English writing skill components, difficulty in language transfer, facilities and infrastructures, class condition, monotonous learning process and educational background. Second, to overcome the problems the English students of fourth semester had some effort to eliminate these problems. The students' efforts were reading English magazine, reading novel, watching film, and making diary. The result of this research pointed out that the factors behind the weaknesses of English writing skill was about less cooperation both the teacher and the students in solving the problems. Moreover, the result of the efforts that had been done to eliminate the problems showed that the students less consistence within their efforts to reduce their obstacles in learning writing although the teacher had done the best efforts for the student of English writing.

From that result, the researcher has suggestion that the technique of teaching writing was worried in avoid borderless. Besides that, the students need to consider their problems and have willingness to work hard in eliminating the problems, so that the teaching and learning process will run well to reach the goal.

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a communication act; it is a way of sharing information, thoughts, experiences or idea, between other and ourselves in written form.¹This statement clearly defines that writing is the ability to express ideas as well as feelings and to communicate with other weather in formal or informal. In particular, writing skill is usually used for academic writing or institutional writing that is produced in a professional or institute role, such as business person, teacher, student, and institutional communication. Writing in informal situation may include slang, figures of speech, broken syntax, asides and so on that takes a personal tone as if speaking directly to audience (the reader).

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehension to readers.²There are six steps in the writing process. They are analyzing the assignment, brainstorming, organizing the ideas, writing the first draft, rewriting the first draft, and writing the next (or final) draft.³ Meanwhile, product focuses on writing tasks in which the learner imitates, copies and transforms teacher supplied models, it focuses on the steps involved in

¹BambangYudiCahyono, Techniques in Teaching EFL Writing (Malang: State University of Malang Press, 2009), 16.

²David Nunan, Practical English Language Teaching: Young Learner(New York: McGraw-Hill Companies,2005), 98.

³David Nunan, Language Teaching Methodology A textbook for teacher(New York: Prentice Hall, 1998), 91.

creating a piece of work.⁴ So, what the reader sees that can be as the form of essay, letter, story or research report is a product of writing that dealing with the students work.

At university level, writing is used both as a standard system of communication and as a tool for acquiring knowledge. Students in EFL (English as a Foreign Language) contexts will need English writing skills ranging from a simple paragraph and summary skills to the ability to write essays or academic writing.⁵ In learning writing, teacher focuses the objective of learning in guiding students to make paragraph based on English structure and grammar role. This will be continued in which the students develop their learning in making a good paragraph and then they will improve it into a good essay that has compatible component of writing. The goal of both learning above is to train and guide the student in writing thesis.

In fact, to be able to have a good writing is not easy and it needs some effective efforts. This is because writing is difficult subject, especially for students. It is also crucial to aware of the effect of students' writing weaknesses for academic goal. Ibrahim –in his journal- said that most of the student felt overwhelmed when they were required to write on a certain topic. They did not know how to start, how to develop their ideas or how to conclude the essay. They also lacked the technical skill of writing acceptable compositions in English. They often repeated their ideas, reported few if any valid points, made serious mistakes

⁴David Nunan, *Language Teaching Methodology A textbook for teacher* (New York: Prentice Hall, 1998), 93.

⁵Pornpan Boonpattananorn. "Comparative Study of English Essay Writing Strategy and difficulties as Perceived by English Major Students", 77.

in grammar and punctuation, and included irrelevant information.⁶ In this void, both the students and the teacher should understand the points or factors of students' difficulties in mastering writing skill. Besides that, the factor in academic writing may be in the form of external factors that coming from the students' own problem, the lack of motivation, methods in teaching writing, environment, supporting facilities or the number of classroom.

Although all the English writing process steps have completed, but students at university feel that writing skill is difficult. This phenomenon also happened in STAIN Ponorogo. Based on pre-research by interviewing the Writing lecturer, most of students could not develop their ideas in writing paragraph. This was caused by lack knowledge of students, especially students of STAIN Ponorogo. Beside lack knowledge, vocabulary and grammar were student's difficulties that usually faced in class. When the students were writing paragraph, they did not pay attention on unity, coherence, and cohesion. In fact, the unity, coherence and cohesive are important parts in writing. Beside the difficulties in writing paragraph, the students also had some difficulties in making essay systematically. Their essay compositions were unrelated one another. Sometime supporting sentence was different with the topic sentence.⁷

In reality, however the teacher has attempted to help students solving their problem in writing like using some different approaches and suitable

⁶Ibrahim F and Fadi M, "The Reason behind the Weaknesses of Writing among Pre-year Students' at Taibah University". English for specific purpose world, ISSN 1682-3257, 2 vol 14. 2013.

⁷Pre-research, look at interview transcript code 01/I/17-III/2015.

learning facilities and also giving motivation to the students to write but the students' writing is still needs deeper improvement.

According the explanation above, the researcher intended to know in greater depth what the weaknesses of writing skill faced by fourth semester students of English department were. This problem had promoted the researcher to discover the factors behind these problems. In according to the problems, it is necessary to conduct the research entitle "The factors behind the weaknesses of writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015".

B. Research Focus

To avoid a far-ranging discussion, this study focused on some concerns identified as follow:

1. The factors behind the weaknesses of writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015
2. The efforts done to eliminate students problems in writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015

C. Statements of the Problem

Based on the background of study, the researcher formulated the statements of problem as follows:

1. What are the factors behind the weaknesses of writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015?
2. What do the fourth semester students of English department do to eliminate the problems in writing skill at STAIN Ponorogo in academic year 2014/2015?

D. Objectives of the Study

The objectives of the study in this research can be stated as related with the problems statement. Therefore the objectives of the study are as follow:

1. To find out the factors behind the weaknesses of writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015
2. To find out the efforts done to eliminate students problems in writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015

E. Significance of the Study

After completing all research activities, this study is expected to give significances presented as follows:

1. Lecturer

This result of the study will help the teacher to find out their students weaknesses in writing skill and the teacher can take same steps to improve their student's ability in writing skill.

2. Students

This study is expected to give an input to the students of English department at STAIN Ponorogo in the academic year 2014/2015 who attending English language classroom to increase their English mastery especially in their writing subject.

3. The future researcher

It can enriching references related with the factors behind the weaknesses of writing skill. Some aspect that uncovered in this research can be research in detail by using different research design.

F. Research Method

The existence of the research method has a goal of guiding the research as in order to work systematically. The research method covers a set of research activities conducted by researcher. It involves research design, data sources, techniques of collecting data, and techniques of data analyzing.

1. Research Design

Research design is a plan of collecting and analyzing data in order to match the research objectives. It also can be stated that research design is a guide for the researcher to conduct a scientific research. It gives the researcher a description of in what ways data is collected and analyzed. It is a well-organized plan of achieving the research objectives. This research applied a qualitative research design. Qualitative research is a process inquiry aimed at

understanding human behavior by building complex, holistic pictures of the social and cultural setting in which such behavior occurs.⁸

Qualitative research is frequently done in the form of descriptive research. The descriptive research has a goal of describing the process, condition, and characteristic of an event. Based on the statement, it can be concluded that qualitative research is a kind of research which is done based on the phenomenon condition (get information thoroughly direct interaction between the researcher and the research object) in the process of collecting data.

The research data was collected naturally by interviewing phenomena while it was happening and by conducting a verbal communication with the respondents. This research promote researcher as the research instrument. It also took into account the process rather than the outcomes or the product.

This research includes case study approach. Case study approach involves systematically gathering enough information about a particular person, social, setting, event, or group to permit the researcher to effectively understand how it operates or function.⁹

In this research, the data was collected naturally by interview and documentation about the factor behind the weaknesses of writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015 and by conducting an interview with the writing lecturer and the students of the university. The researcher placed herself as an interviewer. Then, the data were analyzed and presented in form of description.

⁸Eli Hinkle, Handbook of Research in Second Edition Language Teaching and Learning (London: Lawrence Erlbaum Associates Publisher, 2005), 225.

⁹Bruce L. Berg, Qualitative Research Method for the Social Sciences, ed. 4th, 224.

2. Researcher Role

In this research, researcher's role is very important. Characteristic of qualitative research is intense and prolonged researcher contact with a field or situation, its role or purpose to obtain a systematic and integrated overview of data under study, its researcher function as the key research instrument and its analyses those are in form of words.¹⁰

In this research, the researcher placed herself as nonparticipant observation but the researcher focused on merely being data collector. To get information from the lecturer and students, the researcher collected the data about the factors behind the weaknesses of writing skill among fourth semester students' of English department at STAIN Ponorogo in academic year 2014/2015 and organized it specifically. The data which had been collected and organized would be analyzed, interpreted and reported by the researcher as a result.

3. Research Location

This research took place at State Islamic College (STAIN) of Ponorogo. It is located at Jl. Pramuka 156 Ponorogo. The reason of conducting this research in this university was about the phenomenon that most of students weak in learning writing because there were some factors influencing in learning process and different efforts to eliminate these problems. Based on the phenomenon above, the researcher was being more motivated to conduct the research in this university.

¹⁰Matthew B. Miles A. Michael Huberman, *Qualitative Data Analysis*(USA, 1994), 6-7.

4. Data Source

Data source is the subject where the data to be found. The prominent data source on research subject is group of words and actions, and the rest are an additional content like documents and so forth. Therefore, data source in this research is words in the form of information about the factors behind the weakness of writing skill among fourth semester students of English department at STAIN Ponorogo in academic year 2014/2015 from the respondents and from some related documents or references as basic data source. Shortly, the data related with the factors behind the weakness in writing were derived from the students and the writing lecturer through interview. Meanwhile, the data related with the efforts done to solve the problems in writing were gathered from the lecturer.

5. Research Subject

The researcher uses non probability sampling because this sampling technique was not giving same opportunity to all population to be sample. Sugiyono stated that non probability sampling was systematic sampling, purposive sampling, snowball sampling, etc.¹¹ The sampling used by the researcher was purposive sampling. Purposive sampling was sampling technique based on researcher' purpose where researcher gave subjective assessment of sample which was believed having relationship with respondent. The researcher used purpose sampling because the researcher did not take sample from respondents individually but took two students for each class. In choosing sample, the

¹¹Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D (Bandung: ALFABETA, cv, 2013), 122-123.

researcher took four classes (A, B, C, and D). Two students were taken from every class, the total was eight students, as the sample for their high and low ability in writing results. It was known from their learning achievement in fourth semester.

Therefore, the actions taken in this data source were the interview with the lecturer of writing skill and the purposive sampling by taking the students of fourth semester as respondent.

6. Technique of Data Collection

Technique of data collection is one of the things that are important in the study, as it is a strategy to get the necessary data. In this research, the researcher applied interview and documentation as method for collecting data.

a. Interview

Interview study is a kind of method for collecting data. The researcher may obtain information by asking question to get some answer about what the researcher need to find the problem dealing with the research.¹² This research used semi structure interview. Semi structure interview –as stated by Sari Wahyuni-is flexible; allowing new questions to be brought up during the interview as a result of what the interviewee says.¹³ This research used semi structure interview because questions could be prepared ahead of time and get more than one chance interview someone. This interview was face to face; the question could be done in details so the information collected would be reliable and sufficient. The

¹²Norman Denzin, Handbook of Qualitative Research (USA: Thousand Oak: Sage Publication, 1994), 361.

¹³ Sari Wahyuni, Qualitative Research Method Theory and Practice (Jakarta: Salemba Empat. 2012), 54.

researcher did the interview to gain the information from the lecturer of writing skill and the students' writing in fourth semester of English department at STAIN Ponorogo about the factor behind the weaknesses of writing skill and also about the efforts that have been done to eliminate students' problems.

b. Documentation

Documentation provides the researcher with information that is used to support the available data. Documentation is a way of getting information or data through notes, transcripts, books, newspaper, magazines, agenda, etc.¹⁴ In the other word, it can be stated that documentation is used to collect data through printed materials.

The documentation used in this research could help the researcher finding out the result of student English writing to get information about the reasonable factor behind the weaknesses of English writing. The data gotten by the researcher were about the result of writing middle test and the transcript of students' marks. By understanding all of those data that could help the researcher finding the factors of students' weakness in writing skill, then the researcher tried to seek the information about the way to eliminate students' problems. Thus, documentary evidence is one of the ways in data collection to find the answer of research questions.

7. Data Analysis

¹⁴Norman Denzin, Handbook of Qualitative Resear(USA: Thousand Oak: Sage Publication, 1994), 393.

Qualitative data analysis is the process of collecting and arranging the data sources which is collected from the interview, field notes and other sources as systematically as possible in order to make the people easy to understand the research finding. Mile and Huberman stated that: “Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what your own understanding of them and to enable you to present what you have discovered to others.”¹⁵

Based on the statement above, data analysis was conducted when the researcher collect data. The data analysis began when the researcher observed the subject of research or conducted an interview with respondents. Therefore it could be said that the data analysis could conduct when the researcher completed the process of collecting data. The stages of interactive analysis applied in this research are presented in the following.

a. Data reduction

Based on Bruce, data reduction acknowledges the voluminous nature of qualitative data in the raw. It directs attention to the need for focusing, simplifying, and transforming raw data into manageable form.¹⁶ Through the data reduction, the researcher may focus on the data that will be analysed. In this study, the data were obtained through interview and documentation about the factors behind the weaknesses of writing skill and the efforts that have been done to eliminate this problem. The result of data from interview and documentation

¹⁵Matthew B. Miles A. Michael Huberman, *Qualitative Data Analysis*(USA, 1994), 38.

¹⁶Bruce L. Berg. *Qualitative Research Methods for Social Science*, 35.

about the factors behind the weaknesses of students in writing were reduced between the reliable data and not reliable. In this term, the result of data could be classified based on the same factors that influence in writing course and the efforts done to eliminate these problems.

b. Data display

According to Bruce, display may involve tables of data, tally sheets of themes, summaries, or proportions of various statements, phrases, or terms, and similarly reduced and transformed groupings of data.¹⁷ The results of interview and documentation were processed in to pattern structure according to the points that had been determined by researcher. In data display, the researcher arranged the primary data systematically to make a simple data and meaningful. The data will be arranged well and detail so that can be easily understood. In this data display the researcher made the design of data in the form of short statements.

c. Conclusion drawing / verification

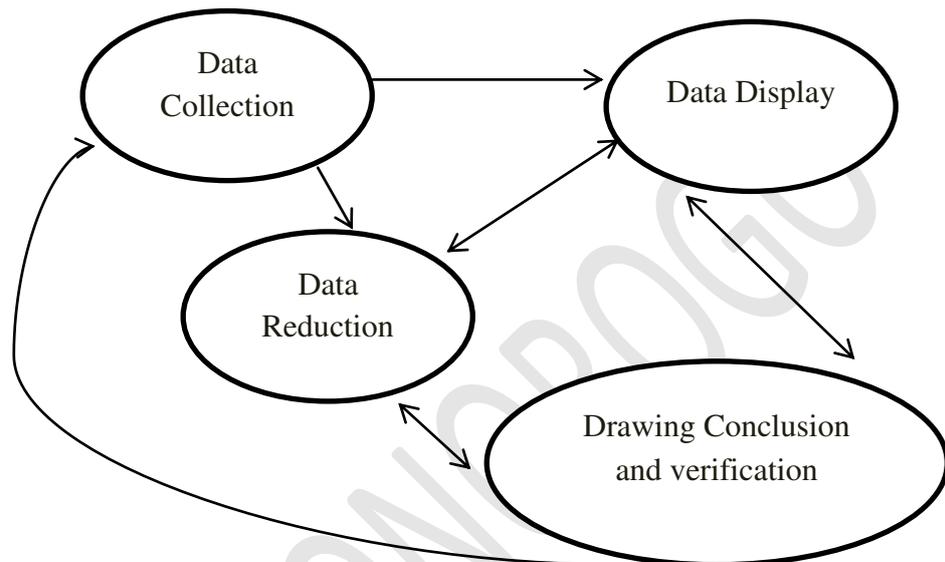
Bruce said, the last analysis activity is conclusion drawing and verification. After the data has been collected, reduced, and displayed analytical conclusions may begin to emerge and define themselves more clearly and definitely.¹⁸ In this stage, the researcher made a conclusion. The conclusion was form of data description and answers of the research problems that had been

¹⁷Ibid 36

¹⁸Ibid 36

formulated. Based on this reason, the stage of data analysis could be showed in this picture:

Figure 1.1 Research Data Analysis



Based on the data analysis above, the researcher concludes that in the first stage, the researcher is collecting the data based on result of interview and documentation. Then, data that have been collected must be reduced which one will be used that appropriate with the requirements necessary. The last, make a conclusion from the result of data collection. So, the data is accurate more in the research.

8. Checking of Data Validity

The validity level can be done through Triangulation .According to Quality assurance center (P2MP) STAIN Ponorogo, triangulation is stated as “technique of checking data validity that is containing the different tool outside

the data to prove whether the data is acceptable”.¹⁹ Besides that, “triangulation” is a process to getting a fix data from the several of point of view. In the other words, triangulation is the technique used in checking the validity of the data through the combination of many different tools, perspectives and time in qualitative method.

The process of triangulation was done by checking the answers from people outside the research objects; they were students of sixth semester and paper writing lecturer of sixth semester about the factors behind the weaknesses of writing skill and the efforts that have been done to eliminate students problems in writing viewed from the interview and document whether the data was acceptable/fix with the data the researcher collected or not. It means the researcher uses the comparison way between interview result and related documents.

9. Research Procedure

In this research procedure, there are five stages to arrange research. The stages depend on Bailey’s perspective in Bungin’s book, they are: a) find the problem, b) arrange research plan, c) collecting data, d) coding and analyze the data, e) data interpretation

Researcher started to conduct the research by doing problem finding. It was beginning in research process that was needed by researcher to conduct research action. The problem finding was studied and observed furthermore to produce research result. The research would not be presented without problem finding.

¹⁹PusatPenjaminanMutuPendidikan ,BukuPedomanPenulisanSkripsi (Ponorogo: P2MP STAIN Ponorogo,2010),42.

Researcher also arranged research plan to reach research appropriate with researcher's plan. The researcher would arrange research plan that was planning, application, and reporting. In planning, researcher prepared beginning preparation related permission letter, approval, even research instrument. In application, researcher observed the problems that hinder in research location and started the research. Furthermore, the problem would be analyzed to reach the conclusion of study. Afterwards, the researcher conducted reporting activity to report the result of study.

The third stage is collecting data. Researcher collected the data by using some instruments; they are interview, and documentation.

The next stage is analyzing data. Researcher processed the data by analyze it related the advantages and weaknesses of problem, furthermore the researcher tried to search the solution of it.

Last stage is about data interpretation. This stage is closer with conclusion of research. Researcher had observed the problem study, and then the data result could be interpreted or concluded.

G. Organization Of Thesis

In order to ease the readers understanding this study, the research report is arranged systematically. It consists of five chapters in which each has recommendation to others. It is highlighted in detail as follows:

The first chapter gives the explanation about global description about the whole content of the thesis. It has purpose to make easy the reader understanding the background of study, research focus, statement of the problems, objectives of

the study, significance of the study, research methodology, and organization of the thesis.

The second chapter gives the explanation about contains of theoretical analysis as the basic of the study. It is placed in this chapter to make the reader getting understand the theory of the study first before the reader see the result.

The third chapter gives the explanation about the description about the location of study and the result of the study.

The fourth chapter gives explanation about result and discussion. This chapter presents the discussion of the research. The discussion is presented in the framework of answering the research problem.

The last chapter consists of the conclusion. It talks about conclusion and the answer for problem statement and recommendation about result of research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related theories used in this research. The review related literature has goal of providing previous studies and information concerned on the research problems, including overview of the factors behind the weaknesses of writing. All of them used as a guide that present this research.

A. Writing Skill

1. Definition of writing skill

Writing is derived from to write, which the mean is to put down the graphics symbols that represent a language one understand so that other can read these graphics symbols if they know the language and the graphic representation and then writing is a partial representation language units²⁰. Writing is a means communication, especially when the person wants to communicate is not to right there in front of us. It has been widely admitted that writing is the most complex and difficult skill compared to the three other skill, i.e. listening, speaking, and reading. This is because it involves several components such as content, organization, and language use, which had to be considered when a learner is writing.

Writing is very important in language learning. Writing is productive activity by which one can deliver his/her ideas to others in a written form. As we know, one of the characteristic of written language is that is permanent and

²⁰ Robert Lado. Language Teaching a Scientific Approach (New York: TataMograw Hill, 1976), 13.

distant²¹. It means that if someone writes or writes, it will be permanent as we can see it again and the message can be sent across either in a physical or temporal distance. We can take an advantage of a writing product that has been written so many years ago and by one who is far away from us.

2. The characteristic of effective writing

In writing, to make a good paragraph or essay, it needs some concerns like to the characteristic of effective writing and the composition in it. According to Marry K. Reutten, there are three characteristics of a well-written. They are unity, coherence, and cohesion. The clearly explanation as stated below;

a. Unity

One essential characteristic of well-written paragraph is unity. If a sentence or idea in a paragraph does not relate to the main idea, the paragraph lacks of unity. The sentences that do not relate to the main idea should be taken out of the paragraph and perhaps developed in another paragraph.

b. Coherence

Another important characteristic of a good paragraph is coherence. In a coherent paragraph, the ideas are arranged logically. The ideas and sentences are in an order that makes sense to the reader.

c. Cohesion

The reader will be able to follow a paragraph easily if the paragraph flows smoothly. This means that one sentence leads easily into next sentences;

²¹ David Nunan, Language Teaching Methodology (Malaysia: Longman, 2000), 84.

the sentences are well connected. This characteristic of paragraph is called cohesion.²²

Thus, in writing the writer must concern about those characteristic. So, the reader can understand about what the writers' mean easily.

3. Kinds of writing

In writing, there are many kinds of genre to compose writing. They are narrative, exposition, procedure, recount, and descriptive.²³

1. Narrative text

Narrative is a text used to amuse, entertain and deal with an actual or vicarious experience in different ways. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

a. The generic structure of narrative text

There are four generic structures in narrative text

Orientation : sets the scene and introduces the participant

Complication : a crisis arises

Resolution : the crisis is resolve, for better or worse. It contains the solution to the problems

Reorientation : optional

b. Language features of narrative text

The language features of narrative text are follows;

²²Regina L. Smalley, Mark K. Ruetten, Joann RishelKozyrev, *Refining Composition Skills Rhetoric and Grammar* (Boston: CNN, 2000), 28-30.

²³NofriAnten, *Discussion Materials of Genre* (Guru BahasaInggris SMA SOLOK)

Use past tense : lived, helped, cried etc

Use regular verb : saying verb, linking verb

Use conjunction : one day, one upon time, then, meanwhile.

So, narrative text is a text that explains about fiction or nonfiction experience that happens in the past. It is usually use past tense, concern with the problems and how the problems resolved.

2. Procedure text

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

a. Generic structure of procedure text are below;

Goal : the final purpose of doing the instruction

Material : it is contains ingredients, utensils, equipment to do instructions.

Step : a set of instructions to achieve the final purpose

b. Language feature of procedure;

Use of imperative; cut, do not miss it, etc

Use of action verb; turn, mix, put, etc

Use of connectives; first, secondly, finally, then, etc

Use of adverbial phrase; for five minutes, 2 centimeters from.

Thus, procedure text is a text that explains about the procedure to make something or a way to do something. The purpose is to inform the reader to get new information that they did not know before.

3. Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participant and that differentiates from narrative.

a. Generic structure of recount

Orientation : introducing the participants, place and time

Events : describing series of event that happened in the past

Orientation : it is optional. Stating personal comment of the writer to the story

b. Language features of recount

Introducing personal participant; I, my group, etc

Using chronological connection; then, first, etc

Using linking verb; was, were, saw, heard, etc

Using action verb; look, go, change, etc

Using simple past tense; went, bought (V2)

Thus, recount text is a text that explains the activity in the past that is no problem in it.

4. Descriptive text

Descriptive text is a text that describes the features of someone, something, or a certain place.

a. Generic structures of descriptive text

Descriptive text has structure as below:

Identification : identitas/introduction of phenomenon to be describe

Description : describe the characteristics of phenomenon. It is describe parts, qualities, and characteristic.

b. The language features of descriptive text

Use simple present tense : gives, going, uses, etc

Use comparative degree : the best, most beautiful, etc

In summary, descriptive text is a text that explains about the common description or the characteristic of person, thing, or place and its purpose is to describe about particular person, things, or place.

4. Writing process

Writing is the way to make the ideas with expressing and the way how to organize the words becomes the statement and paragraph. In writing process may be divided into three stages: prewriting, drafting, revising and editing.

a. Prewriting

In the prewriting stage, writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing. One popular activity is called “brainstorming”.²⁴ Brainstorming is a technique which: provides a starting point for building field knowledge by determining what is known about topic and what new information needs to be explored and organized in preparation for effective writing and allows students to hear and share knowledge and ideas.

²⁴Jerry G Gebhard, Teaching English as a Foreign or Second Language (USA: Cambridge university press, 1990), 226.

Three useful brainstorming techniques are listing, free writing, and clustering. Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases that come into your mind. Free writing is a brainstorming activity in which you write free about a topic because you are looking for a specific theme. Looping is a variation on free writing that works amazingly well for many people, including those who are frustrated rather than helped by free writing.²⁵ Clustering is another brainstorming activity that you can use to generate ideas.²⁶

Clustering, also known as diagramming or mapping, is another prewriting activity that can help you generate ideas and details about a topic. In diagramming, you use lines, boxes, arrows, and circles to show relationships between the ideas and details that come to you.²⁷ It means that, to help generate material, clustering can give an early sense of how ideas and details relate to one another.

b. Drafting

Teachers have to develop students draft their ideas in a number of ways. One way is to have the students do component writing, in which they write different components of their texts within a certain period of time. Another way is to

²⁵ Jean Wyrick. *Steps to Writing Well* (USA: Holt Rinehart and Winston, inc., 1993), 9.

²⁶ *Ibid* 6-8.

²⁷ John Langan. *College Writing Skill*, sixth ed (New York: McGraw-Hill, inc., 1993), 27.

have students do one-sitting writing, in which they are encouraged to write a draft of their entire essay, from beginning till the end, in-sitting.²⁸

Drafting is the actual writing of the paragraph or essay. One we have gathered material and made a rough plan, we are ready to write. As we write a first draft, we will follow the general plan we have mapped out. While writing our first draft, focus on getting our meaning down on paper; do not be overly concerned with grammatical correctness at this stage. Depending on the length of the piece of writing, we may write it in one or several settings.

c. Revising

Revising is really rethinking or reseeing our paper. During prewriting and drafting, we were mostly concerned with finding ideas and getting them down. In revising, we were concerned with focusing and supporting ideas-that is, with the content of our paper. One we are basically satisfied with the content, we will want to turn your attention to the form, with how we expressed our ideas. At this point, we may need to rephrase or edit some of your sentences.²⁹ Beside the explanation it's mean that revise the paragraph, must be check the organization of the paragraph and look the ideas. The paragraph must be unity, coherence and cohesion.

²⁸Jerry G. Gebhard, *Teaching English as a Foreign or Second Language (USA: Cambridge university press, 1990)*, 228.

²⁹Regina L. Smalley, Mark K. Ruetten, Joann RishelKozyrev, *Refining Composition Skills Rhetoric and Grammar (Boston: CNN, 2000)*, 3-9.

d. Editing

Editing is another aspect of writing and requires recognizing problems in grammar, syntax, and mechanics.³⁰ When revise the paragraph, look at grammar, spelling, word forms and punctuation. Since many of editing mistake may be eliminated when revise the paragraph, we should edit our writing after revise it.

According to the explanation above we have known about the process of writing. There are three processes of writing, prewriting, drafting, revising and editing. Prewriting is the planning to make the writing or the way to get the main ideas, drafting is the process of developing the main ideas into the sentence also the paragraph, and refising is the correcting of our writing in prewriting and drafting or the editing our writing into the good writing of the text.

5. Teaching writing

Teaching is guiding and facilitating learning. Teaching enables the learner to learn and setting the conditions for learning. The most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening, and reading.³¹Its means that students need to know how to write letters, how to put written reports together, how to replay to advertisement, and how to write using electronic media.

According to Brown, teaching is guiding and facility learning, enabling the learner to learn, setting the condition for learning. Teaching should not be haphazard activity but rather continuous process for learning. To enable the

³⁰Jerry G. Gebhard, Teaching English as a Foreign or Second Language (USA: Cambridge university press, 1990), 230.

³¹Jeremy Harmer, How to Teach English (England: Addison Wisely Longman, 2001),79.

writers to create a writing program that teaches students to learn deeply, meaningfully, intelligently and activity. Build and extend from what students write best.³²

Based on those statements above, teaching is an activity that needs responsibility because teaching requires professionalism. That means teaching not only just transfers knowledge but also value that is implicated in the life of students. While writing is an activity to express some opinions, ideas, thought and feelings in textual form or written form. Teaching writing means the act of guiding or instructing to create written form.

a. The important of teaching writing

As a means and as an end, writing is used in foreign language courses as the aspects of language and as the main objective of the writing itself. At the “micro level” learners practice specific written forms at level of word or sentence (handwriting or typing, spelling, punctuation); at the “macro level” the emphasis is on content or organization: tasks invite learners to express themselves using their own words, state a purpose for writing, and often specify an audience. Examples of such activities would be: narrating a story, and writing a letter.³³ In the combining aim, as a mean and as an end, writing activity combines purposeful and original writing with the learning or practice of some other skill of content. For examples, a written response to the reading of a controversial newspaper

³²H. Douglas Brown, *Teaching by Principle* (New York: Addison Wesley Longman, Inc, 2001), 441.

³³Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), 162.

article (combines writing with reading); the writing of anecdotes to illustrate the meaning of idioms (combines writing with vocabulary practice).

b. The Principles for Teaching Writing

To reach an excellent teaching and learning in writing class, teachers should meet some principles for teaching writing. According to Nunan, these principles are:³⁴

1. Understand the student's reason for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

In general, writing should be matched with the goal of writing itself especially for students' level of education needs, whether it is for the forming of students' intelligence in their school age or for the vacation chosen in the aim of futures profession.

2. Provide many opportunities for students to write

Writing almost always needs improved by practice. Practice writing should provide students with different types of writing as well. The students try to write by understanding many types of writing to improve student writing ability.

³⁴ David Nunan, *Practical English Language Teaching* (New York: The McCraw-Hill companies, 2003), 92-94.

3. Make feedback helpful and meaningful

Students crave feedback on their writing, yet it doesn't always have the intended effect. If write comments on student's paper, teacher has to make sure students understand the vocabulary use. Teacher needs to take time for discussing the materials in class but keepscautious about the tone of comments.

4. Teacher self-clarification and evaluation for students' works.

Students often feel that the evaluation of their writing is completely subjective. Teachers often hear, "I just don't understand what you want." One way to combat that feeling is to first develop a statement for teacher self about what is valued in student writing, either in the classroom or in the institution as a whole.

6. Writing Achievement

Writing is considered the most difficult skill since involves several components including contents, vocabularies, rhetoric, grammatical structure, and mechanics, such as punctuation and capitalization. Accordingly, it is not a simple and easy task for the teacher to improve their students' ability inwriting. They need to provide various strategies that can motivate the students' ability in writing.³⁵In writing achievement, the researcher takes from the result of students writing test. The assessment result of the test about their sentence will valuated within component of writing. There are five general components of varied skills

³⁵BambangYudiCahyono, Techniques in Teaching EFL Writing (Malang: IKAPI,2009), 10.

necessary for writing good prose namely: language use, mechanical skills, treatment of content, stylistic skills, and judgment skills.³⁶

Language use skill is the ability to write correct and appropriate sentences or clauses. Mechanical skill means the ability to use correctly those conventions peculiar to the written language such as punctuation, spelling, etc. Treatment of content skill is the ability to think and develop thoughts creatively and to exclude all irrelevant information. Stylistic skill means the ability to manipulate sentences and paragraph and to use language effectively. While judgment skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information in the text.

B. The Factors that Affect in Learning Writing

In generally the weaknesses of English writing caused by two factors, there are internal and external factors.

1. Internal and external factors

The Common European Framework (CEF) defines a factor (especially factor in English learning writing) as an aspect of full complexity by any individual or learners.³⁷ These are generally presented in the communicative activity; connected especially with students' attitudes, motivation, values, believes and cognitive styles. All of them influence their use of language and their ability

³⁶ J.B Heaton, *Writing English Language Test* (London: New Edition), 135.

³⁷ Lenny Johana Alvarado Rico ynné, "Identifying Factors Causing Difficulties To Productive Skills Among Foreign Languages Learners", *Writ. Doors.J*, Vol. 10 No 02, (July – December, 2013), 58.

to learn. The difficulties factor might come from the students' internal or external problems. Internal factors "These are those that a language learner brings with him or her to the particular learning situation". These factors are composed by age, personality, motivation, experiences, cognition and native language. Besides that, students' ability in component of writing also the influence in learning writing likes grammar, English spelling, parallelism, vocabulary and punctuation mark. External factors, according to the Frankfurt International School, these are related to a particular language learning situation. These factors are composed by curriculum, culture, status and motivation.³⁸ Besides that, facilities of university, classroom situation, time, method and also access of internet are also the external factors in learning process especially in writing course.

2. Difficulties in learning writing dealing with English component

Harrison states that difficulties are related to learning disabilities students have, thus in this aspect they feel greater uncertainty than some of their classmates. Besides that, hardships are reasons of grammar, English spelling, punctuations, parallelism and lack of vocabulary and other types of mistakes students present when learning a foreign language.³⁹ Those problems above are the common obstacles found during the students learning, particularly in learning writing English.

Grammar is the most difficult area for L2 writers. Students face difficulties in the use of correct sentence structure and paragraph development,

³⁸ Ibid 58

³⁹ Harrison. "The component Reading and writing skills of At-risk Under graduates whit writing difficulties", *Learning Disabilities: A Contemporary Journal* 7(2), 59-72, 2009.

and in creating a coherent form.⁴⁰ Its means that grammar skills include run-on sentences, fragments and verbiage, inclusion of necessary information, use of different type of sentences, subject-verb agreement, and placement of modifiers, tense agreement and parallel construction. Grammar is more than just a set of rules; it is an ever evolving structure of a language. On the other hand, learning grammar can be pretty dull, as no one likes rules; and the memorization of rules is worse than applying them. Students usually know how to build tenses, but when use them in written expression they are confused.

Another problem is spelling. Spelling is a skill of identifying a word in spoken or written mode.⁴¹ English spelling is irregular and therefore difficult, and they make a feature of the lack of spelling-sound correspondence which, although not unique, is a feature of English. It means that English spelling is complex but it is not completely random and in fact, fairly regular; there are usually clear rules about when certain spellings are and are not acceptable.⁴² Due to irregularities in English spelling, students have to memorize each word as a separate entity; hence there is no logical connection between sound and symbol.

Students usually also commit mistakes in punctuation mark. If capital letters, commas, full stops, sentence, and paragraph boundaries are not used correctly, this can not only make negative impression but can, of course, also make a text difficult to understand and which affects communication

⁴⁰ Peter Lucantoni. "Teaching and Assessing Skill in English as a Second Language" (New York: Cambridge University Press), 2002, 54.

⁴¹ Ibid 55

⁴² Jeremy Harmer. How to teach Writing (Longman: England, 2004), 46.

process.⁴³ Using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language, and the writer's handwriting but also on their use of punctuation. Punctuation helps others to understand what intend to say.

Parallelism is also one of the problems. The basis of all these problems is the traditional style of teaching grammar on the part of the teachers and lack of practice on the part of the learners.

Lack of Vocabulary is another cause of difficulty which makes writing colorless, boring and ineffective. Students usually face difficulties in the production area which is associated with meaning, form, possible word combination and structures. The vocabulary includes, as far as possible, several ways of expressing the same ideas; it is particularly important for students to learn a variety of ways to express each logical relationship. The teacher must urge each students to utilize a variety of expression in his writing and to choose to practice the least familiar or most difficult. It is each student's responsibility to learn vocabulary, to practice it, and to make choices.⁴⁴ Therefore, it is assumed that the students will learn vocabulary items because they use them and then later must recall those items and use again. In here, the teacher should and correct the students to develop the habit of consulting previous lists and exercises.

Another problem which learners of English face is that of a well-knit and well-organized presentation. The information which is well organized is easier to remember and understand. Rhetoric includes the study of cohesion and coherence,

⁴³Ibid, 49.

⁴⁴Mary S. Lawrence. Writing as a Thinking Process (USA: The University of Michigan Press, 1972), 5.

macro structure of text, logical arrangement of information and story structure.⁴⁵ Coherence is an implicit feature of text which describes the logical relationship between the ideas and information embodied in discourse. Coherence is helped by cohesion which is the process of cohering one sentence to the next sentence.

According to the explanation above it can be understood that the component of writing including grammar, English spelling, parallelism, vocabulary and punctuation mark are mostly affecting the learners' achievement in English writing. There for, the difficulties in writing are not only affect learners' academic success, but also hinder their professional progress.

C. Previous Study

As it is stated before that this study was aimed to find out the factors behind the weaknesses of English writing skill and to know the effort that have been done to eliminate the students' problem. To cope with the need of this study, it is important to investigate previous research findings to seek the light some factors that affect students writing.

Experimental research that conducted by Dana Adas and AydaBakirdiscussed about thewriting difficulties and new solutions.⁴⁶ The study employedblended learning as an approach to improve writing abilities. The researcher in this case selected the two sections that she was teaching in the second semester during the academic year 2009-2010 at a conventional university in Palestine. The researcher applied the new method (Blended Learning) to one

⁴⁵Muhammad ShahidFarooq. "Writing Difficulties English Language", A Research Journal of South Asian Studies, Vol 27, No.1, 2013.

⁴⁶Dana Adas, AydaBakir. "Writing Difficulties and New Solution: Blended Learning as an Approach to Improve Writing Abilities". Vol.3, No. 9 (Mey 2013), 254-266.

section as the experimental group and used the traditional face-to-face lectures for the other section as the control group. The number of the students who participated in the study was 60 students in two sections, 30 students of the sample studied the selected course with blended work and provided individual.

The result of this study found that language learners had limited vocabulary, lack of self-motivation, or lack teacher's interest. The students' writing was difficult to understand because of the ill-structured sentences in composition and students unwilling to share their work with other students and they did not getting the suitable feedback.

Quantitative research that conducted by Hind Al Fadda. This attempted to analyze the difficulties in academic writing.⁴⁷ This research adopted the analytic descriptive approach to facilitate the gathering of information and data to assist in achieving study goals. The population comprised KSU postgraduate university students. The study was conducted with a sample of fifty KSU post-graduate students during the 2009-2010 academic years. The description of the study sample is presented in Tables 1-3. A university course for KSA postgraduate students helped identify academic writing difficulties. The current study depended on a questionnaire as the main instrument for obtaining the required information. Those problems such as difficulty distinguishing between spoken and written English, making an outline before writing a draft, identifying the skills needed for successful writing, and avoiding plague words and phrases.

⁴⁷Hind Al Fadda. "Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students". Vol. 5, No 3 (01 March 2012), 123-130.

Another study by GhodbaneNacira entitled identification and analysis of some factors behind students' poor writing production (the case study of 3rd year students at the English department Batna University).⁴⁸ The sample of this study was 100 and 500 population who are studying at Batna University. This study was case study. The data for this research was collected through questionnaire from students and the teacher.

The results show that the majority of the teachers associate these difficulties to the lack of an appropriate approach and technique to teach writing, lack of an adequate teachers' reaction (correction and response) to students productions, and last, teachers' low motivation create low motivated learners. Concerning the learner, the findings revealed that the majority of the teachers assume that the effects of L1, lack of reading, motivation, and practice result in students' poor performances in writing. They added that these difficulties occur at all levels (the sentence, the paragraph, and the essay).

Ibrahim FathiHuwari and Fadi Maher Al-Khasawaneh conducted the study entitled the reason behind the weaknesses of writing in English among pre-year students' at Taibah University.⁴⁹ The participant of those study were 10 pre-year male students at Taibah University " Yanbu Branch" in Saudi Arabia for the academic year 2012-2013. This study was qualitative study. The data for this study was collected through semi-structure interview from male students

⁴⁸GhodbaneNacira."Identification and analysis of some factors behind students' poor writing production (the case study of 3rd year students at the English department Batna University)"Desertation. 2010.

⁴⁹FathiHuwari and Fadi Maher Al-Khasawaneh."The reason behind the weaknesses of writing in English among pre-year students' at Taibah University".Vol.05. 2 February 2013, 151-165.

only. This study revealed that some problems faced by students as grammatical weakness, knowledge and understanding, less practice, and educational background. Thus, teacher as well as curriculum should focus on these themes and pay more attention to these problems, in order to reduce the weakness of writing.

Furthermore, a qualitative study conducted by Muhammad Shahid Farooq entitled opinion of second language learners about writing difficulties in English language. Those problems are spelling and punctuation.⁵⁰ Data were collected from four boys and girls public sector colleges. Two hundred and forty five 12th graders studying English as a compulsory subject were randomly selected out of five hundred and twenty.

Results of the study indicated that students were facing a lot of difficulties in writing English language due to lack of vocabulary, poor spelling, L1 interference and a poor understanding of grammatical structure. The girls face more writing difficulties than the male students in English language. The method based on identification, investigation, and solutions to language related real life problems should be used for teaching of English from primary school level to higher levels of education.

From the research findings above, the researcher conclude that writing is complex activities. Writing is not easy; absolutely the students have difficulties in writing process. Hopefully, identifying these problems may help find a solution to fix these problems. Subsequently, the purpose of this study is to identify what factors causing the difficulties in writing course of fourth

⁵⁰Muhammad Sahid Farooq, "Writing Difficulties English Language". Vol. 27, No. 1, (January-June, 2012), 183-194.

semester students at STAIN Ponorogo and how the students of fourth semester gather the solution for their problems. In the next, hopefully this research can also support the solution for the problems above.

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