



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 5 Tahun 2024 Page 8010-8017

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Students' Difficulties in Writing Short Functional Text at The Eleventh Grade Students of SMA Negeri 1 Siborongborong

Rekolina Siahaan^{1✉}, Lamhot Martua Situmeang², Novita C. Hutabarat³

Universitas Sisingamangaraja XII Tapanuli

Email: siahaanlina85@gmail.com^{1✉}

Abstract

The purpose of this study is to know the dominant difficulty and cause of difficulty. Difficulty is the trouble or effort that something involves, mistakes, difficult thing to do or deal with. To find students' difficulties in writing short functional text, this study was conducted by applying descriptive qualitative research. The subject was the eleventh grade of SMA Negeri 1 Siborongborong. There were 22 respondents as subject at the eleventh grade of student. To collect the data, the writer used test, questionnaire, and interview. The number of item were 12 that done by giving questionnaire and interview. After collecting data, they were analyzed. Having analyzing the data, writer finally could range the dominant difficulty. As the finding that students' dominant difficulty in writing short functional text is the language use aspect with 68 % frequent errors of tenses, number, word order/function, meaning confused or obscured. Difficulty of language use in writing because they don't understand about tenses that is stated by 57 % respondents.

Keywords: *Descriptive Qualitative, Difficulties, Short Fungsional Text, Writing*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan yang dominan dan penyebab kesulitan. Kesulitan adalah kesukaran atau usaha yang melibatkan sesuatu, kesalahan, hal yang sulit dilakukan atau dihadapi. Untuk menemukan kesulitan siswa dalam menulis teks fungsional pendek, penelitian ini dilakukan dengan menerapkan penelitian kualitatif deskriptif. Subjek penelitian ini adalah siswa kelas XI SMA Negeri 1 Siborongborong. Ada 22 responden sebagai subjek di kelas sebelas siswa. Untuk mengumpulkan data, penulis menggunakan tes, kuesioner, dan wawancara. Jumlah item adalah 12 item yang dilakukan dengan memberikan kuesioner dan wawancara. Setelah data terkumpul, data tersebut dianalisis. Setelah menganalisis data, penulis akhirnya dapat mengetahui kesulitan yang paling dominan. Sebagai temuan bahwa kesulitan dominan siswa dalam menulis teks fungsional pendek adalah aspek penggunaan bahasa dengan 68% kesalahan yang sering terjadi pada bentuk kata, jumlah, urutan kata / fungsi, makna yang membingungkan atau dikaburkan. Kesulitan penggunaan bahasa dalam menulis karena mereka tidak mengerti tentang tenses yang dinyatakan oleh 57% responden.

Kata Kunci: *Deskriptif Kualitatif, Kesulitan, Menulis, Teks Fungsional Pendek*

INTRODUCTION

Teaching English as foreign language becomes a big responsibility for English teacher Profession. English is the Foreign and international language throughout the world including Indonesia. In education context, foreign language has function as means of communication is accessing information while in daily context it has function to build interpersonal relationship, information exchange and language esthetics in English culture (FIP-UPI,2007 :117). In other side, Puskur Balitbang Depdiknas (2003:6) says that a purpose of Foreign language teaching in school to develop communication ability in certain language in oral or written such are listening, speaking, reading, and writing. The foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge and technology .art, culture and to develop the relation among nations (Tatum 2011 :1). It means that Teaching English as the foreign must be improved so that students able to communicate according the purposes by using four language skills.

English has four language skills ; listening, speaking, reading, and writing. Based on KTSP in Senior high school, general objective of the language teaching is to develop communication in four language skills (Lado, 1975). The specific objective of language is to make students active in the language class both in oral and written language and to apply the four language skills. Writing is one of the English language skill called as Productive aspect (FIP-UPI, 2007:121). In senior High school syllabus, this skill demands students to be able in expressing senses in monolog text writing with the genres kinds accurately, fluently

, and received in daily context. According to the English Writing basic competence for second grade of senior high school, In syllabus, it is : Mengungkap-kan makna dalam teks fungsional pendek (misalnya banner, announcement, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari(expressing senses in short functional text formally and informally such are banner, announcement, poster, pamphlet, etc, by using kinds of writing language accurately, fluently, and acceptable in daily context). Writing is a skill for communicator to convey, expressing, ideas in his/her mind in certain kinds of text according to the organization or systemic writing.

In order to get a success learning , teacher as assessor must be able to identify series of students' difficulties. So, this will help teachers to construct a good teaching method, strategies, when they find difficultie.

There are some short functional texts that taught in senior high school according to writing skill curriculum such are Announcement, advertisement, greeting card, banner, and notices. But this research focused on students' difficulties in writing Announcement.

Result of this study becomes a reference for English teacher in knowing students difficulties in writing short functional text and why it arises in order to construct a good method in teaching especially announcement text.

RESEARCH METHODS

Design of this research was descriptive qualitative. Descriptive research purposes in describing and explaining (MC Millan and Schumacher, 2001). , Bogdan and Biklen in Sugiyono (2010:21) states that Qualitative research is descriptive data collective is in the form of words of pictures rather than number: Qualitative research are concerned with process rather than simply with outcomes or products; qualitative research tend to analyze their data inductively.

In this research writer described and explored students' difficulties in writing short functional focuses in announcement text in case study form. Study case is method to collect and analyze data concern with a case, such as problems, difficulties, and deviation. (Sukmadinata, 2012 : 77).

Arikunto (1997:136) stated the Research instrument is the tools or facilities used by researcher in collecting the data, hoped the result of research is more accurate, complete and systematic, so the process is easier. Based on that explanation, the writer used research instrument in collecting data to support the research. Questionnaire is one of instrument will be used in this research. Questionnaire is an technique or indirect way in collecting

data (researcher didn't ask respondent face to face) including of number question that respondent had to answer it. (Sukmadinata 2012 : 219).

In collecting data, researcher used techniques namely test, Observation, and Interview.

Test

In this research, students were given test. This test is called Diagnostic test. Diagnostic test is purposed to diagnose students weakness or difficulties that used for revision(Sukmadinata,2012:224) .Students had been tested to write an announcement text that consist of minimally 40 words. After that, researcher checked students' writing. Because researcher want to know how the students strategies in writing the announcement text. So, researcher scored students writing based on writing aspect that proposed by Heaton(1988 : 138) states that there are five scoring components scales namely content, organization, vocabulary, language use and mechanics as written in previous chapter (Chapter II : 15-17) . This was the first step to know students writing excellent and problem or difficulties. Of course no difficulties without problem exist. Then, the difficulties were a first modal for researcher in constructing the next techniques of collecting data.

Observation

Observation is a technique or way to collect data by looking all activities are happening (Sukmadinata, 2012 :2020). In this research, while students were writing their text, researcher observed all activities that were done by students involving in it. So, researcher was non participatory observer based on observation guide that determined before.

Interview

Interview is one of direct technique will be held in this research. This is a way to get data from the students directly. So, researcher interviewed the eleventh grade students of SMA Negeri 1Siborongborong in finding difficulties in writing announcement text.

The main resource of research was students task transcription. It was a written representation of data that found in the field. The research then could be examined in details to get goal in this research. Task transcription was authentic proved how far each students could write announcement text. Then, it showed students capability that varies another

Students' task transcription was still raw material. The write decoded it to make understandable. The factual evidences about students' achievement converted into data tables.

The objective of the research is to find out students difficulties in writing announcement text. Students performance on test transcription are need to be interpreted to cover real condition about students ability in writing announcement text.

Research Procedures

The following are the procedures were used in this research:

- a. Determining the subject of the research.
- b. Providing the instruments of data collecting such as test and interview guide.
- c. Gave test to the students.
- d. Observed in the class.
- e. Interviewed to the students
- f. The students who faced difficulties were interviewed or given questions.
- g. Analyzed the data

Data Analysis

The data analysis of this study consisted of three, they were tasks giving

Observation, and interview. These data were got by analyzing the announcement text that wrote by students at the eleventh grade of SMA Negeri 1 Siborongborong.

Table 1. The analysis of students difficulties based on level ability

No	Student	Content	Organization	Vocabul-ary	Lang. Use	Mechanics
1	ANGGUN	22	14	7	12	4
2	ASIMA	27	14	17	11	4
3	DWIARTA	27	18	14	18	4
4	IDA PRAWITA	22	14	12	11	3
5	JULIANA	27	16	18	11	3
6	KIKI	22	10	14	18	4
7	LAMSARI	27	20	20	22	5
8	NIKA	22	14	13	17	3
9	NURSYANI	17	13	10	11	3
10	PARNINGOTAN	17	10	14	11	3
11	PEBERUARI	17	10	10	11	3
12	RIO	22	10	10	12	3
13	RIRIS	17	10	10	11	11
14	RISENDI	30	17	18	17	4
15	ROSITA	22	14	10	17	4

16	RUSTAM	22	14	14	11	3
17	SARIMA	17	14	14	17	3
18	SONY	25	14	14	17	4
19	SUHERNO	27	20	20	22	5
20	YULITHALIA	20	19	19	23	5
21	JUJUR	22	14	14	21	4
22	JUNIARTA I	17	14	14	11	3

The description of the students presented in the table above is the real fact of students' result in writing announcement text by 22 respondents or students. Those data presented in level of students' ability. All data above is gotten by application of Heaton theory (1988 : 138) states that there are five scoring components namely content, organization, vocabulary, language use and Mechanics.

After analyzing the data, the researcher found the real fact of the students' difficulties by compare their percentage of each aspects that evaluated in writing. For all students' text here are the complete students' difficulties and ability description :

Table 2. The Percentation of Students Difficulties

Aspects	Criteria (%)			
	Very Good To Excellent	Average To Good	Poor To Fair	Very Poor
Content	27	45	27	0
Organization	18	82	0	0
Vocabulary	23	27	50	0
Language Use	14	18	68	0
Mechanics	14	45	36	5

Based on the table above, we can see differences between five of scoring aspects. There is a finding that dominant difficulties is language use with the poor to fair percentage is 68%.

In this, students found major problems in simple/ complex construction, frequent errors , tense, number, word order/ function, articles, pronouns, preposition, , and meaning confused or obscured.

The dominant difficulty that students was Language use. Here are the complete texts are considered become the difficulty by looking the mistakes or errors writing.

RESULTS AND DISCUSSION

Writing skill in senior high school demands student to write idea in text form, accurately, fluently, and received in daily context. The difficulties in writing becomes a special characteristics for students as the sample in this research. It means, difficulty ' is not separated of learning especially for students as the sample of this research who found difficulties with the number of subject 22 students. All students in this research found difficulties when they were writing short functional announcement text. The difficulties existed in every aspect of writing evaluation such as content aspect, organization aspect, vocabulary aspect, Language use aspect, and mechanic aspect. But the dominant student's difficulty in writing short functional announcement text is in language use aspect. Students had many mistakes of using tenses that is used in announcement text. As matter of fact, there are 15 students or 68% as the highest difficulty in poor to fair aspect with major problems in tenses, number, preposition,, pronouns especially in relative pronouns, and meaning obscured. The most difficulties in this aspect for students is tenses. Based on dominant difficulty, there are 13 respondents can't write the text into a correct sentence. They have a wrong to construct a sentence in passive voice. They have idea in their mind to pour become a text based on the text they have wrote according to their announcement title as the fact writer asked them to write only 40 words but they did it more than it. Word order becomes a problem for they didn't know the position of adjective that is before noun, the correct preposition too and at last it gave the confused meaning for researcher to get.

CONCLUSION

Based on their answer in questionnaire, their difficulty of language use in writing because they don't understand about tenses that is stated by 57 % respondents. And also the most funny according the writer, 100 % of them stated that they don't understand about article but really some of them can write it well. It means they know to write article but they don't know what is article in English. Then, 85 % of them stated that the teacher taught them about language use when they learn about announcement text. It means that's caused by the strategy to teach the announcement didn't give a good understanding and 100 % of them stated that they don't ask teacher when they find difficulties in announcement learning as the cause of their difficulty in writing it.

Writing is one of the five language skill which has a role to convey idea that is owned by everyone. It can help everyone for having a communicative idea conveying in daily life. Writer suggests some follow up that will be done for the next on this issue are:

1. In classroom teaching context, teacher can give more interesting strategy or method

in order to improve students' understanding writing ability especially improving students' ability in language.

2. Next, an experimental research in language use aspect of writing ability can be done , that includes tenses , preposition, number, adjective, and word order function.

DAFTAR PUSTAKA

- Akmala,Tatum. The Use Of Animated Film to Improve students ability In writing Narrative Text. (A classroom action research at the 10th grade Of Madrasah Aliyah Negeri pemalang 2010/2011). *Tarbiyah faculty Waliyongso State Institute For Islamic Studies Semarang* :2011.
- Derewianka, Beverly. *Exploring How Texts Works*. Australia :2004 [http :sites.google.com/site/Kinds Of Text/17.34](http://sites.google.com/site/KindsOfText/17.34)
[http: budi.blogspot.com/2011/2012/short-Functional-text.html](http://budi.blogspot.com/2011/2012/short-Functional-text.html)
- Lado, Robert. *Language Testing Logman Group Limited*. London 1975.
- Pardiyono (2006). *12 Writing clues for better Writing Competence*. Yogyakarta : Penerbit Andi.
- Pyle, Michael A, and Page. *Cliff TOEFL Preparation Guide*. New Delhi : 2005.
- Sianturi, Ervina. *Students' Difficulties in rearranging Jumbled sentences in Narrative Paragraph At second Year SMP N.1 Balige 2010/2011*. Faculty Of Teachers' training and education University Sisingamangaraja XII Tapanuli,2011.
- Sianturi, Riady. *The Ability Of students to write Application letter at XII SMA Negeri 1 Muara In Academic year 2010/2011*. Faculty Of teachers Training and education University Sisingamangaraja XII Tapanuli: 2011.
- Suarnajaya. *An Analysis Of Narrative text Writing In Ninth Grade Students Of SMP Negeri 1Gianyar Based On Cohesion and Coherence*. 2012.
- Sukmadinata,N.S. *Metode Penelitian Pendidikan*. PT REMAJA ROSDAKARYA, Bandung : 2012.
- Wishon,George E and Burks,*Let's Write English*. USA: 1980.