

WRITING PROBLEMS IN SENIOR HIGH SCHOOL (SMAN) 2 BANDAR

Adinda Puja Antika¹ Dinda M Hasibuan² Eky Syahditra Sitorus³, Yesika Heltisa Siregar⁴,
Selviana Napitupulu⁵

^{1,2,3,4,5})English education study program. Faculty of Teacher Training and Education, Universitas HKBP
Nommensen Pematangsiantar

ABSTRACT

The study is aimed to investigate the internal and external problems in Writing by the Senior High Students in one of the school in Simalungun SMA Negeri 2 Bandar. The sample of this study is the eleventh grade students having low ability in Writing. This research is a qualitative study using purposive sample. In collecting the qualitative data the researchers did observation, and distributed questionnaire. This study reveals some findings related to the students' low ability in writing.

Keywords: : *writing problems, writing collaboration technique, writing defenition*

INTRODUCTION

White and Arndt (1991) in Hammad (2013: 1), writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings.

Nunan (2003) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose.

THEORETICAL FRAMEWORK

Writing According some Expert

Nurgiyantoro (2001), Writing is an activity express ideas through language media. Writing is a productive and expressive activity so writers must have the ability to using vocabulary, grammar, and language structure. Writing skills defined as the ability to use language to express ideas, thoughts or feelings to others by using written language. Writing is an activity of expressing ideas, ideas, thoughts or feelings to in linguistic symbols.

Kinds of Writing

Becoming a stronger writer, for work or for fun, isn't as simple as just sitting down and putting words to paper. There are actually different types of writing that serve different purposes, and understanding the goal you're trying to achieve and the technique that will best serve it will make your work stronger.

Read on to learn more about the five types of writing styles, when you should use each one, and how to improve your skills no matter which of the different types of writing you want to do.

1. Narrative writing

is storytelling at its most basic: it's all about sharing something that happens to a character. It can be an epic tale or a small anecdote; it can span years of time or a few minutes; it can be fact or fiction.

Narrative writing uses many of the most common elements of storytelling, such as plot, character, setting, conflict, emotion, and a core message you're trying to get across. There are also tried-and-true story archetypes or narrative structures you can use to shape your narrative writing, such as coming of age, rags to riches, or the hero's journey.

2. Descriptive writing

Descriptive writing involves capturing every detail of the place, person, or scene you're writing about. The goal is to really immerse the reader in the experience, making them feel like they are there.

When trying to achieve a descriptive writing style, think of it as painting a picture with your words. What can you say to help the reader truly envision the subject in their mind's eye? This usually involves crafting vivid descriptions using all five senses: sight, smell, hearing, touch, and taste. But it could also involve use of simile and metaphor to evoke a mood or feeling that's too hard to capture with physical descriptors. This can help elevate your writing from a simple description to something that connects with others on a deeper level.

3. Persuasive writing

Persuasive writing is all about getting your point across. The goal is to share your opinion in a thoughtful way or, even better, to actually convince the reader of a viewpoint or idea. Whether you have a strong stance on an issue or need to inspire people to take action towards a cause, persuasive writing is the way to do it.

4. Expository Writing

Expository writing exists to explain a subject or inform about a particular topic area. The goal is simply to teach the reader something.

Expository writing should aim to answer any questions a reader might have about a subject: think about the classic who, what, why, when, how questions. You want to lay everything out clearly, avoiding any jargon or overly technical language that may confuse people. Try to approach expository writing from a beginner's mindset to make your piece as useful as possible.

Most importantly, keep your emotions and opinions about a subject out of it. Unlike persuasive writing, expository writing shouldn't have an angle or agenda just the facts.

5. Creative writing

As with any artistic medium, the rules are really only there to be broken and creative writing is any writing that exists outside of the styles above, or even combines the styles in surprising new ways. The goal of creative writing is really to find new ways to tell stories that can surprise and delight readers.

When it comes to creative writing, you can let yourself literally rewrite the rules of what great writing can be. You could try a new format or structure that you haven't seen before. You could bring other languages or multimedia elements into your work.

Goals of writing

According to Syafie'ie (1988:51-52)

1. Changing readers' beliefs
Changing the belief that is meant is to change the reader's belief in something bad to be good,
2. Instilling an understanding of something for the readers
Give an understanding of something that has never been obtained before.
3. Stimulate the reader's thought process
Stimulate the writer's mind towards the reader so that new ideas emerge for what they read.
4. Pleasing or entertaining the reader.
Giving entertainment that make readers feels enjoy and happy.
5. Tells the readers
Tells the readers something about issue or news that happen in nowadays or even lately
6. Motivate readers.
Giving some motivation for readers eventhough just from words but probably can make the readers being motivated.

METHOD

This research is a qualitative descriptive study. Data was collected through three methods, namely observation, interviews and researchers themselves. This research is an English teacher who teaches the material using the material using the constructivist method. The central assumption of constructivist methods is learning is discovering. That is even though the teacher conveys something to students, they carry out mental process or brain work on the information so that the information enters their understanding. Constructivism starts from problems that often arise from students themselves and then helps students solve and find steps to solve these problems

DISCUSSION

Findings

Students have a lack of vocabulary

According to Ali and Rahmana (2018) that vocabulary pervades in the four language skills, including writing. Another evidence has proven that they were lazy to understand the meaning of English vocabulary and its applications in a sentence or a text. Additionally, they didn't comprehend the main ideas within a text since they lacked vocabulary knowledge. Even, they didn't know the meaning of each word. Overall mastery of vocabulary is very important in students' writing activities.

Rovikasari, Suparno, and Supriyadi (2019) assert that in teaching writing, a lot of teachers had problems related to students' vocabulary. For example, students were not able to

put the appropriate verb, noun, and noun phrase. Another challenge is students' laziness in interpreting the English vocabulary.

Students have difficulty in Grammar

Based on the results of discussions and interviews, there are various kinds of challenges faced by teachers in high school, including grammatical difficulties. Copland, Garton and Burns (2013) maintain that teachers commonly encounter a number of challenges while teaching writing, such as grammar, sentence structures, students boredom and their classroom disruptive behaviours (e.g. inattentive response to the teachers instruction). For these response, guiding students to comprehend and apply English Grammar during classroom writing activities remains pivotal to mitigate the impacts of their poor English grammatical competence on their writing performance.

Discussion

a. The Solution of The Problems

From the problems above, we can solve the problem by technique approach with Collaborative Writing.

The Technique approach of collaborative writing theory

Collaborative writing involves two or more persons working together to produce a written document. Also called group writing, it is a significant component of work in the business world, and many forms of business writing and technical writing depend on the efforts of collaborative writing teams.

There are two Steps activity to Learning Writing Using Collaborative Writing. The following are two examples of how to apply CW in teaching writing, namely by using a peer assisted writing activity (Teo: 2006) and a Peer feedback activity (Nelson: 1995).

Peer Assisted Writing Activity

The steps taken in learning writing using this method are described as follows:

· Split Pairs

Before starting the writing activity, the teacher divides the students into pairs. Students who have better abilities are paired with students who are somewhat weaker in ability. The smart student acts as a Helper (H) and the low ability student acts as a Writer (W) / writer. Helper plays a role in helping writers during the KBM process.

· Warm-up activities

In this activity the teacher asks students to do several activities that aim to create a comfortable learning atmosphere and create a sense of mutual trust. Warming up serves to create a friendly atmosphere between helper (H) and writer (W)

· Core Activities in CW

After it was felt that the students felt comfortable and familiar. The teacher begins to explain the six steps that must be taken in the core activities of learning to write using CW. The teacher can give instructions on the activities (see attachment) that must be done at each step and provide examples of how to do it. The following is a description of the activities in each step that must be carried out by the helper and writer during the activity.

Peer Feedback Activity

In the Peer Feedback Activity the learning steps used are somewhat different from the Peer Assisted Writing Activity. The learning procedure using Peer Feedback Activity can be described as below.

Step 1: Divide the group

Students are divided into several groups consisting of 3-4 people in each group. The number of members who are good at and not good at studying are the same in their respective groups.

Step 2: Randomized Paragraphs

In this step the teacher gives random paragraphs to be arranged by group members into the correct order. When they arrange the text in the students automatically, they are compiling with each other about the organizational text that really matches the type of text. And this text will be a writing model for students.

How to make Successful Collaborative Writing in classroom

Following the ten guidelines below will increase chances of success when you write in a group.

1. Know the individuals in your group.
2. Establish rapport with your team.
3. Do not regard one person on the team as more important than another.
4. Set up a preliminary meeting to establish guidelines.
5. Agree on the group's organization.
6. Identify each member's responsibilities, but allow for individual talents and skills.
7. Establish the time, places, and length of group meetings.
8. Follow an agreed-on timetable, but leave room for flexibility.
9. Provide clear and precise feedback to members.
10. Be an active listener. Use a standard reference guide for matters of style, documentation, and format.

Grammar Translation Method.

The Grammar Translation Method (GTM) is a foreign language teaching methodology derived from classical methods (sometimes called traditional) method in teaching Greek and Latin. In this method, the teachers usually have the students to translate whole texts word for word and memorize grammatical rules and exceptions as well as sets of words. This method relies on the activity of reading and translating text. Larsen-Freeman (1986) provides some typical techniques associated with the Grammar Translation Method:

1. Translation. The students are instructed to translate a text on target language to their native language.
2. Reading comprehension. The students need to answer some questions and find some information based on the text they are learning.
2. Antonyms and synonyms. The students are instructed to find the antonyms or synonyms of a set of words.
3. Fill in the gaps. The teacher provides incomplete sentences and the students are instructed to fill in the gaps with the words or terms they have just learnt.
4. Memorization. The students memorize a set of new vocabularies or grammatical rules.
5. Use words in sentences. Students need to create sentences to define or describe the words or terms they have just learnt.

CONCLUSION

In teaching writing, teachers should put more emphasis on using a technique approach rather than using a product approach. Collaborative writing is a learning technique approach that was developed along with the emergence of Cooperative Learning strategy. Referring to the superiority of the results of the application of CW in the several studies above, this strategy can be used as an alternative and innovative solution in teaching writing by English teachers. After discussing the results and making conclusions, there are some suggestions for junior high school students grade 8 and for teachers, as follows :

For Students:

1. It's hard to find the difficulties student's for writing English. It means that students need to improve their ability in choosing the use of language related to the topic of writing.
2. Most of students have the difficulties of memorizing vocabulary. so students must be improve their vocabulary by practicing writing in English. Students can be pay attention more to tense, vocabulary, punctuation, etc.

For Teachers:

1. Teachers should provide more English writing exercises to improve students' writing skills and students can improve their vocabulary by doing exercises.
2. The teacher have to provide an explanation of the use of language itself and how to use language related to the topic of writing.

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