

An analysis of writing difficulties

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Abstract

This research aims to find out: (1) the difficulties in writing in form of errors and (2) the causal factors of the difficulties in writing in form of errors of the tenth-grade students of SMA Negeri 5 Yogyakarta in the school year of 2014/2015. This research employed descriptive qualitative approach. The research subjects comprised of 28 students of the tenth-grade classes (*Cerdas Istimewa* classes). The data were collected through documentation, observation, test, in-depth-interviews, and questionnaire. The data were analyzed using the interactive model of the analysis. The research finding reveals that (1) there are difficulties in writing in 14 forms of common errors found related to vocabulary and grammatical case, namely: diction, capitalization, plurality, punctuation, spelling, redundancy, preposition, determiner, auxiliary verb, missing word, agreement, verb tense, word formation, and word order; (2) three forms of errors causing students' incoherent writing are: errors in diction, incomplete writing, and no unity in paragraphs; (3) two direct causal factors of difficulties in writing are: inter-lingual transfer (Indonesian interference) and intra-lingual transfer; (4) seven indirect causal factors of difficulties in writing are: students' motivation, media, writing instruction, teacher's creativity, writing feedback, parents' support, and learning control.

Keywords: writing difficulties, error analysis, vocabulary, grammatical, coherence, causal factor

INTRODUCTION

In this life, as long as people are alive, they always have interaction with other people. It means that as the human being, people always do communication. To make communication run well, people need an important thing or tool called a language (Chaer & Agustina, 2010, p. 17).

Language itself is primary a system for communication; its main purpose is to transfer information from one person to another. Therefore, by having communication through language, people can express their thought and feeling (Sumarsono & Partana, 2007, p. 18), produce an infinity of possible statements, questions, commands or exclamation, can tell the truth or lie, regret or hope (Lust, 2006: p.9). People are also able to understand what other people say when they are doing communication. It means people communicate in order to understand other people and to be understood. So, Language has an important role in this life. Without language, it is impossible for people to do interaction with one another in daily life.

In fact, based on UNESCO survey in 2012, Indonesia was in the lowest rank of literacy culture. Indonesian reading and writing index was 0.001. It means from 1,000 Indonesian people only 1 person interests in reading and writing. In Singapore, the index was 0.45. It means there are 450 people interest in reading and writing from 1,000 people (Ardiansyah, 2015). Through this survey, it indicates that Indonesian people get problems in reading and writing skills.

As one kind of language skills, writing can be defined as a hard skill to master for many of language learners because writing requires high mental process in content, organization of thoughts, structure, and use of the appropriate grammar and mechanic, it necessitates strong critical thinking skills (Kirmızı & Kirmızı, 2015). It is also influenced by many aspects. They are punctuation, spelling, and vocabulary or even interference from the source language (L1) to target language (L2). Furthermore, writing is one of the skills in language competence that is a very complex activity. The students are trained to use their brain and sense at the same time (Rosmawaty, 2013). It means their brain will think about the ideas and their hand will start to write what they think in their mind when they do the

writing activity. Therefore, the researcher believes that it is needed to investigate the difficulties in writing in form of errors faced by the students especially in SMA Negeri 5 Yogyakarta.

The researcher chooses SMA Negeri 5 Yogyakarta because this school is one of the best schools besides SMA Negeri 1, 3, and 8. This school also applies a special program called as *Cerdas Istimewa*. *Cerdas Istimewa* is similar with an acceleration class. An acceleration class is a class with different situation from the regular class. In this acceleration class, students are planned to finish their senior high study in two years. The students must have finished their one academic year in eight months. In other hand, regular students will finish their study in twelve months. So, there are limited *Cerdas Istimewa* classes because not all students are able to join these classes. There are only students who have smart intelligence and able to pass some qualifications. However, students of *Cerdas Istimewa* classes especially for the tenth grade still find difficulties in writing in form of errors. Those difficulties were found when the researcher did a pre-survey.

Then, based on the pre-survey, by doing observation, there were two important facts were captured. First, Each class has LCD, audio speaker and other facilitates which support teaching and learning activities. Second, the English teacher was only focus to use the textbook. Based on documenting, the researcher found some students' writing indicates the limited vocabulary. As some examples, students used an unsuitable word in arranging their writing. Students wrote like "*Fika is my little sister.*", "*..her color skin is white.*", "*I made a bed.*" example of students' writing is related to their low understanding of grammar. In consequent, students get difficulty in setting up their writing correctly. The false word or phrases are underlined. The example is "*Their name are Fajri and Fika.*", "*He was came from Anderlecht club.*" Based on interviewing, some students said that they were not happy or very interested in learning English because they think that English is difficult, especially while learning writing. It is a hard thing to do for them. Students said that if we want to be able to write, we must have a lot of vocabulary and understand how to write grammatically. Then, it is not easy to develop idea or paragraph into a good composition. Some students also said that the writing's feedback was not given. So, students were only asked to create a composition, then they had to submit the tasks and the teacher only signed their task without any correction for their writing betterment.

Those phenomena, especially relating the students' errors or mistakes in writing even the students are in *Cerdas Istimewa*, encourage the researcher to analyze the difficulties in writing in form of errors of students SMA Negeri 5 Yogyakarta.

METHOD

Research Design

This research was descriptive qualitative research because it is aimed to describe and analyze phenomena, behavior, and social activity (Sukmadinata, 2015). The type of this qualitative research is a case study. A case study is a research study focused on a single case or set of cases (Wildemuth, 2016, p. 51). This study is called as a case study because it is aimed at finding out the forms of difficulties in writing and the causal factor of difficulties in writing whether direct or indirect factors.

Time and Place of Study

This study was conducted at SMA Negeri 5 Yogyakarta in the school year of 2014/2015 especially in *Cerdas Istimewa* classes. Then, the researcher investigated at SMA Negeri 5 Yogyakarta in the school year of 2014/2015 especially in *Cerdas Istimewa* classes on January and February 2015. Before conducting his study exactly, he did a pre-survey on early November 2014.

Subject and Object of the Study

Subject of the study was the tenth-grade students of SMA Negeri 5 Yogyakarta especially in *Cerdas Istimewa* classes in the school year of 2014/2015. There are two *Cerdas Istimewa* classes, namely MIA (*Matematika dan Ilmu Alam*) 7 (seven) and 8 (eight). MIA 7 consists of 13 students and MIA 8 consists of 15 students. The total number of the students is 28 students. Since this study is a case study, the researcher used purposive sampling by taking all the students from those two classes

as the research subject. The total numbers of the students who become subjects of the study were 28 students.

Objects of the study were (1) the difficulties in writing in form of errors. It is concerned with the choice of words (diction of vocabulary) and the usage of the descriptive grammar, and coherence; (2) the causal factors of the difficulties in the writing, whether direct factors or indirect factors cause difficulties in writing.

Techniques and Instrument of Data Collection

In this study, the researcher used five techniques to collect the data, namely documentation, testing, observation, interview, and questionnaire. Documentation was used to search data in written document. The researcher also gave writing test to the subjects. The objectives of the test were used to measure the ability of the subjects of the research (Walliman, 2015, p. 94). Observation was done to know the real situation or the teaching and learning process in the class. It was opened and contrived observation (Ary et al., 2018, p. 220). The researcher interviewed the students and also the teacher to know their perspective and opinion about writing difficulties. It was in-depth interview (Ary et al., 2018, p. 439) with open-ended questions and one-on-one interview (Creswell, 2013, p. 224). The last, the researcher gave questionnaire to the students' parents. It was open-ended questionnaire. In the open-ended questionnaire, the researcher did not provide the alternative answers.

Then based on the five techniques of data collection, there were four instruments in this study. They were the researcher himself, some questions to recheck the interview result, writing test, and a format of observation.

Techniques of Data Analysis

After the researcher collected the whole data, he analyzed every data descriptively. The data analysis adopted the model of the interactive analysis (Aldapit & Suharjana, 2019; Hanifah & Irambona, 2019; Miles et al., 2014; Miles & Huberman, 1994, p. 12; Nastiti & Purwanta, 2019). Four flows of activities were applied in analyzing the obtained data, namely: data collection; data reduction; data display, and conclusion drawing/verification.

RESEARCH RESULTS AND DISCUSSION

Based on the data analysis, the researcher found some research results relating to the writing difficulties in form of errors and the causal factors that cause the difficulties in writing.

Difficulties in Writing in Forms of Vocabulary and Grammatical Errors

Vocabulary Error (Diction of Word)

Table 1. Common Errors in Diction of Word

No.	Incorrect Usage	Correct Usage
1.	I moved into a new <u>kos</u> .	I moved into a dorm.
2.	We <u>went return</u> home at night.	Honestly, to climb up did not spend much time, approximately only 1.5 hours.
3.	Honestly, to <u>went</u> up wasn't spent many time, approximately only 1,5 hours.	We went back/returned home at night.

Based on Table 1, the students got difficulties to choose the right diction of vocabulary, when they did writing. Some errors were made by them give the writer evidence which they got problems to choose the right words in writing.

It seems when students did not know the words that they were going to write in English, they would write in Bahasa. The word kos (sentence No. 1) was the examples. Even though they knew the word was in Bahasa, they still wrote the word in order to complete their sentence.

Then, according to Oxford Advanced Learner's Dictionary, the word went (sentence No. 2) or go in base verb has meaning to move or travel from one place to another while the word climb (in correct

sentence No. 2, means to go up something towards the top. So based on the meaning of the two words, the word climb is more appropriate to use than the word went.

In sentence No. 3, students seem confused to choose and use words went or return. So, they wrote those words together in the sentence. If students would use word went, it must be followed by the preposition back to have more specific information of the verb, while if students would use word return (returned), they did not need to add another preposition. The word return has similar meaning with the words go back (phrasal verb).

Capital Letter

Table 2. Common Errors in Capital Letter

Type	Incorrect Usage	Correct Usage
The first words of sentence	<u>finally</u> Cinderella could went to the ball.	Finally, Cinderella could go to the ball.
The names of special days/celebration	We went there to celebrate <u>idul Fitri</u> .	We went there to celebrate Idul Fitri.
Proper names	Last month, my classmates and I went to <u>kaliurang</u> .	Last month, my classmates and I went to Kaliurang.
Title of a Composition	Being <u>late</u>	Being Late
The Pronoun I	First time I go to there, <u>i</u> see many people.	First time I went there, I saw many people.

Based on Table 2, students made five kinds of errors. Firstly, they did not capitalize the first word of a sentence. An *example* of this error is performed in: “finally Cinderella could went to the ball.” The word finally should be changed into ‘*Finally*’.

Secondly, the students did not capitalize the names of the special day or celebration. An example of this error is *performed* in: “We went there to celebrate idul fitri.” The words idul fitri should be replaced by ‘*Idul Fitri*’.

Thirdly, the students did not change the first letter of proper name into capital letter. An example of this error is *performed* in: “Last month, my classmates and I went to kaliurang.” The Word kaliurang should be altered into ‘*Kaliurang*’.

Fourthly, the students did not change the first letter of the title of a composition into capital letter. An example of this error is performed in: “Being late.” The word late should be altered into ‘*Late*’.

Fifthly, the students did not change the pronoun I into capital letter. An example of this error is performed in: “First time I go there, i see many people.” The word i should be replaced by ‘*I*’.

Singular-Plural Forms

Table 3. Common Errors in Singular Plural Forms

No.	Incorrect Usage	Correct Usage
1.	Mekarsari swimming pool very large and had many <u>pool</u> .	Mekarsari swimming pool was very large and had many pools.
2.	The day of the <u>balls</u> was came.	The day of theball came.

Some students wrote noun whether it is singular or plural noun in wrong form. For example, the word pool in the first sentence should be changed into plural form and the word balls in the second sentence should be changed into singular form. So, the words become pools and ball.

Punctuation (Apostrophes, Comma, and Full Stop)

Table 4. Common Errors in Punctuation

Type	Incorrect Usage	Correct Usage
Apostrophe	<u>My friend</u> name is Fathia.	My friend’s name was Fathia.
Comma	<u>After that</u> I did it by my self.	After that, I did it by myself.
Full Stop	My Holiday in Pangandaran <u>Beach</u> .	My Holiday in Pangandaran Beach

First, some students got problem in using apostrophe. Possessive apostrophes show ownership (often not literal) of something and are used in conjunction with the letter 's'. So, in the first sentence in the table, the students should apostrophe with the letter 's' after the word friend.

Second, Students also got problem in using comma. After the introductory word (however, moreover, after that, etc), there should be any comma. So, after the words '*after that*', comma should be inserted.

Third, students also got problem in using full stop. For example, full stop is not inserted if the sentence is a title. So, after the word '*beach*', a full stop should not be inserted.

Spelling

Table 5. Common Errors in Spelling

Item	Incorrect Usage	Correct Usage
1.	Suddenly, a fairy came and <u>wented</u> to help Cinderella to went to the ball.	Suddenly, a fairy came and wanted to help Cinderella to go to the ball.
2.	<u>Finnaly</u> we got the hotel near the beach.	Finally, we got the hotel near the beach.

Some students also got problem in the case of spelling. They wrote the word incorrect. For example, the words '*wented*' and '*finnaly*', Those words should be replaced by '*wanted*' and '*finally*'.

Redundant Word

Table 6. Common Errors in Redundant Word

Item	Incorrect Usage	Correct Usage
1.	<u>Finally</u> , we went to rest and <u>finally</u> we slept.	Finally, we went to rest and slept.
2.	<u>Her</u> pretty face and <u>her</u> tender smile was as same as Cinderella.	Her pretty face and tender smile were same with Cinderella's.

Redundancy is a word that performs no particular function Oxford Dictionary (1995). It means that the use of a word or a phrase in one sentence can be omitted without loss of meaning or function. Some students wrote incorrect sentence in case of redundant word. For example the words '*finally*' and '*her*', it was no need to write those words repeatedly.

Preposition

Table 7. Common Errors in Preposition

Type	Incorrect Usage	Correct Usage
Overuse	of From the top level, we can saw Merapi Mountain near <u>to</u> our eyes.	From the top level, we could see the Merapi Mountain near our eyes.
Misuse	of After that we bought a food <u>to</u> our dinner in this night.	After that, we bought food for our dinner.

Preposition-overuse means that a preposition was used more than it should be required to use in a sentence. Meanwhile, Preposition-misuse means that a preposition was used on the false usage in a sentence. Some students used preposition incorrectly; overuse and misuse of preposition. For example of overuse of preposition, the preposition '*to*', the student already wrote near but the students also wrote another preposition after the word '*near*'. In the second sentence, the students misused the preposition. The preposition '*to*' should be replaced by '*for*'.

Determiners (Article and Demonstrative Determiners)

There are two articles namely: an indefinite article '*a*' and a definite article '*the*'. An article '*the*' may be used with a singular or plural noun. An article '*a*' is generally used with a singular countable noun. The words *this*, *that*, *these*, and *those* are also special pronouns called determiners. They are used to refer to which thing or person that subject means. They are called demonstrative determiners.

Some students also got problem in this case; determiner. In the first sentence, students put an indefinite article after the plural noun '*people*'. If the noun in plural forms, a indefinite article cannot

be inserted. In the second sentence, the students forgot to put the article 'a'. In the third sentence, the students misused a demonstrative determiner. The word 'these' should be replaced by 'this' because the noun 'object' is singular.

Table 8. Common Errors in Determiners

Type	Incorrect Usage	Correct Usage
Misuse of Article	We think that there was a people shook the car.	We thought that there were people shaking the car.
Absence of Article	_ Busy Day	A Busy Day
Misuse of Demos. Deter.	These object went over Miku.	This object went over Miku's head.

Auxiliary Verbs

Table 9. Common Errors in Auxiliary Verbs

Item	Incorrect Usage	Correct Usage
1.	We <u>can</u> rode "Bentor" to go there.	We could ride <i>bentor</i> to go there.

Auxiliary or helping verbs are used before an infinitive to add a different meaning. For example, using auxiliary verbs to say that someone is able to do something, someone is allowed to do something, or someone has to do something. The helping verbs are *can*, *could*, *would*, *should*, *ought to*, *will*, *shall*, *may*, *might*, and *must*. Some students used auxiliary verbs in wrong form. Students wrote a narrative text. The text should be written in past form (grammar). So, the auxiliary verb 'can' should be replaced by 'could'.

Word Omission

Table 10. Common Errors in Word Omission

Type	Incorrect Usage	Correct Usage
Be Omission	I _ still confused.	I was still confused.
Verb Omission	After that, we _ back to hotel and prepared to went back.	After that, we went back to the hotel and prepared to go home.
Subject/Object Omission	_ Like a school, homework, and the others.	It was like schooling, having homework and the others.

Word omission is a word which should be used in a sentence, but it is not used. The word omission can influence the meaning of the sentence; even it violates the structure of the sentence. In other words, the word omission can affect a sentence structurally and semantically. Some students also made some errors in the case of word omission. They forgot to put to be, verb, even more subject/object.

Agreement

Table 11. Common Errors in Agreement

Type	Incorrect Usage	Correct Usage
Subject/Verb Agreement	So, I <u>were</u> entrusted to the babysitter.	So, I was entrusted to a babysitter.

The subject and the verb of each sentence must agree, that is, that a singular subject has a singular verb, and a plural subject has a plural verb. In other words, a singular subject requires singular verb forms, whereas plural subjects require plural verb forms. Student also made some error in this case. For example, the subject pronoun "I" disagreed with to be of the verb 'were'. It should be replaced by singular to be of the verb 'was'.

Verb Tense

Incorrect usage of a verb tense can be known when the students did not apply the correct tense to the verb in the sentence. Apparently some of the students neglected the different rules for tense application. The uses of some suffixes like -ed (past form) were equally applied into the verb either

regular or irregular verbs. Some students remained to use the basic forms for the past tense forms. Those examples in the above table show that the students had problem in the case of verb tense.

Table 12. Common Errors in Verb Tense

Type	Incorrect Usage	Correct Usage
Be-verb stem for verb stem+ed	Cinderella <u>was cry</u> , because her sister forbade her to went to the ball.	Cinderella was crying because her sisters forbade her to go to the ball.
Be-verb stem +ed for verb stem +ed	She <u>is danced</u> until midnight.	She danced until midnight.
Verb stem for verb stem + ed	My father prepared all of things that I <u>need</u> to go to school.	My father prepared all things that I needed to go to school.
Wrong after do	My father told me <u>don't went</u> up.	My father told me not to climb up.
Wrong form after modal	We <u>could felt</u> the smoothness of white sand.	We could feel the smoothness of the white sand.

Word Formation

Table 13. Common Errors in Word Formation

Type	Incorrect Usage	Correct Usage
Wrong word class	But her <u>predict</u> was wrong.	Her prediction was wrong.
Wrong verb formation after the infinitive marker 'to'	Then my mother invited me <u>to visited</u> my family's sister.	Then, my mother invited me to visit my family's sister.

The students' errors occurred when they did not use one of word classes (part of speech): noun, verb, adjective, adverb, pronoun on the right position. For example, the word '*predict*' should be changed into noun class. So, it becomes '*prediction*'.

Then, some students used the wrong form of the words, particularly verbs, in the right formation. For example, after the infinitive marker '*to*', it is often used before the base form of verb to show that the verb is in the infinitive. However, the students placed the past form or the verb-ing (gerund) after the infinitive marker '*to*'. For example, the word after the infinite marker '*to*' '*visited*' should be written in base form. So, it becomes '*visit*'.

Word Order

Table 14. Common Errors in Word Order

Item	Incorrect Usage	Correct usage
1.	We really enjoyed it, and hope I can visited Bukit Turgo again to saw the beautiful view of merapi Mountain.	We really enjoyed it and I hope I could visit Bukit Turgo again to see the beautiful view of Merapi mountain.
2.	Slipper Glass	Glass Slipper

Word order refers to the disordering of words. Disordering is considered to be the incorrect placement of a word or group of words in a sentence. This error occurs when the students put a word or group of words in the wrong position in a sentence. For example, the words '*slipper glass*', it was in wrong order or in Indonesian order. In English order or pattern, the modifier should be put before the modified word. So, it should be changed into '*Glass Slipper*'.

Difficulties in Writing in Form of Coherence Error

There were three things that made some students' writing become incoherent. Firstly, one of students used wrong word or diction that affected the whole composition. That word actually made the reader confused to get the main idea. Besides, the student also wrote a sentence that must be in a passive sentence but he wrote in an active sentence. The sentence was "*Stepsister of Cinderella want to invite handsome Princess from a large kingdom.*" That sentence was totally wrong and made the reader confused. The word '*princess*' should be changed by '*prince*'.

Secondly, a coherent text must be a complete text, start from the beginning of the story until the end of the story. Some students did not apply this principle. Through students' writing, there were

some incomplete compositions. These incomplete compositions would make the reader hard to understand the whole text.

The last, a coherent text will be achieved if sentences or paragraphs supports each other. In each paragraph, it absolutely consists of one main idea. The other paragraph also has one main idea that supports the previous paragraph. Most students wrote based on this principle, but some students wrote in one paragraph that consisted of some main ideas. Even though the sentences in that paragraph supported each other, it would be easier for the reader to understand the text if a paragraph only consisted of one main idea. For example in a paragraph that was written by the students consisted of some main ideas: how Cinderella and her stepsister were invited by the prince and could not join the ball, how the fairy godmother helped Cinderella, and how Cinderella danced with the prince.

Direct Factors Cause Difficulties in Writing in Form of Errors

The direct factors/causes refer to interlingual factors and intralingual factors. Interlingual factor is also known as language transfer or L1 (First Language) interference (Indonesian Language). Meanwhile, intralingual factor is related to the target/second language (L2; English Language).

First, Interlingual or interference refers to the writers are applying their native language (L1) knowledge to a target/second language (L2). The researcher finds that a lot of students' errors were caused by this factor, interference factor. Some students applied Indonesian language patterns or rules in their writing whereas English patterns or rules in arranging some words into a sentence are different from Indonesian. There are four types of interference found in this study.

Table 15. Types of Interference

Type	Incorrect Sentence	Correct Sentence
Adverb Interference	We were got excited when arrived <u>in there</u> .	We were got excited when arrived there.
Copulative Verb Interference	I still confused.	I was still confused.
Word Order Interference	<u>Slipper Glass</u> .	Glass Shoes
Tense Form Interference	My father prepared all of things that I <u>need</u> to go to school.	My father prepared all of things that I needed to go to school.

The expression *in there* stems from Indonesian shape, namely: *di* (in) *sana* (there). So, it should be changed into '*there*' without '*in*'. Copulative verb interference occurs because the foreign language (English language) is very different from the native language in accordance with the copulative verb. It seems that the students tend to miss copulative verb (be verbs) in the sentences. For example in sentences: I still confused.

Word order interference emerges when the composition of word order, particularly a noun phrase and an adjectival phrase, of the foreign language (English language) is different from the native language. In the native language the modifier word should be placed after the modified word, but on the contrary in the target language (English language) the modifier word should be put before the modified word. As example, in the native language word '*kaca*' (glass) is placed after word '*sepatu*' (shoes), so this phrase becomes '*sepatu kaca*'. Because of the word order interference, the students tend to arrange the phrase become '*shoes glass*.'

Tense form interference happens because the native language does not have verb tenses (*present, past and future tense*). Therefore, the students tend to use the same verb tenses in all sentences. It seems that they applied the wrong tenses of the verbs in all sentences.

Second, Brown (2007, p. 264) states, "One of the major contributions of learner language research has been its recognition of sources that extend beyond interlingual error in learning a second language. It is clear that intralingual transfer (within the target language itself) is a major factor in second language learning." In short, if the students' knowledge of the target/second language (English) is not good enough, it will be possible some errors made by the students. There are two types of intralingual found in this study.

Overgeneralization of false analogy emerges when the students tend to generalize the certain sets of grammatical rules. It seems that they mostly use their analogies. This cause also appears when the students apply the past verb ‘-ed’ or irregular verb even though they already put modal before the verb. So, the students generalize or think that after putting modal, it must be followed by base verb except for passive sentence. For example in the first sentence, the word ‘*could felt*’ should be changed into ‘*could feel*’.

Table 16. Types of Intralingual Factors

Type	Incorrect Sentence	Correct Sentence
Overgene-ralization/ False analogy	We <u>could felt</u> the smoothness of white sand.	We could feel the smoothness of white sand.
Incomplete Application of Rules	Mekarsari swimming pool very large and had many pool.	Mekarsari swimming pool very large and had many pool.

Incomplete application of rules happens when students do not apply all the rules they have learned. In other words, they do not completely master the rules and their application. Therefore they do not implement those rules in accordance with the circumstances. For example in the second sentence, before the adjective ‘*very large*’, there should be a copulative verb (to be) ‘*was*’

Indirect Factors Causes difficulties in Writing in Form of Errors

There are seven indirect factors found cause the difficulties in writing in form of errors in this study.

Students were not Highly Motivated in Learning Writing

Interviewer : Suka belajar Bahasa Inggris?

Interviewee : Tidak suka

Interviewer : Kenapa?

Interviewee : Gak suka bahasa aja

(HM / Interview result dated, February 19th, 2015)

Based in the above interview result, observation, and questionnaire it shows that students are not highly motivated in leaning writing because of some factors. The factors are from students themselves, their parents, and their English teacher. For example, from their English teacher: the teaching and learning writing technique was not in varied. The teacher should improve the way of teaching writing in order her students are more motivated to write.

Lack of Use Media

Interviewer : Menurut kamu bagaimana cara beliau mengajar?

Interviewee : Jujur, agak membosankan.

Interviewer : Kenapa?

Interviewee : Ya apa ya, ya itu itu aja. Mesti minggu depan ngartiin teks. Gak ada variasinya. Bukunya itu itu terus. Per bab mesti garap soal-soal itu. Mesti dari buku itu aja. Ya uda gitu aja bosan.

Interviewer : Pernah menggunakan laptop?

Interviewee : Gak. Pernah tapi kan kalau bukunya gak ada. Ya tetep aja buku itu.

(HN / Interview result dated, February 19th, 2015)

Students also get difficulties in writing because of the media that used to teach writing. It seems that the teacher should improve her creativity or technique in teaching writing. She does not utilize media maximally such as: LCD, cards, pictures, etc. If these media are not available at school, she can create these media except LCD.

Low Frequency of the Writing Instruction

Interview : Sering tidak belajar menulis?

Interviewee : Gak sering, lumayan. Dulu pernah menulis cerita.

Interviewer : Sering menulis?

Interviewee : Jarang kadang-kadang saja.

Interviewer : Sering tidak menulis?

Interviewee : Ya begitu leboh dibuku. Seperti buku di K 21013. Ya Seperti menulis biografi. Kalau menulis cerita jarang.

(Some students/Interview result dated, February 19th, 2015)

Oshima and Hogue (2006, p. 3) say, "Writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product." It means that in teaching writing, the teacher should give students chance to practice a lot. Writing is a process, so it is hard to say the students did not have difficulties in writing if they seldom practice writing.

Based on the researcher's observation and interview to the students and the teacher, it seems that the teacher rarely teaches the writing skill. She focuses reading skill very much because she thinks that in National Examination, reading questions mostly appear. Teacher also used to ask students to do their writing task at home. She also only asked students to do writing one composition for one text.

Teacher's Creativity in Teaching Writing

Interviewer : Bagaimana cara memberi tugas menulisnya? Ada guideline atau gambar? Atau langsung membuat saja?

Interviewee : Ya cuma suruh buat aja.

Interviewer : Kalau memberi tugas menulis langsung menyuruh menulis atau diberi gambar atau guideline atau free?

Interviewee : Ya free aja. Kita mengembangkan sendiri. Lalu dipresentasikan kalau gak sempat ya dikumpul.

(Some students/Interview result dated, February 19th, 2015)

Teacher's creativity in teaching writing means the way the teacher teaches writing and gives a task of writing, the way how the teacher makes his/her students are interested in learning writing so that the students feel that writing is a interesting skill and they will be highly motivated to write.

Based on the researcher's observation and interview to the students and the teacher, it seems that the teacher also got a problem in her writing teaching creativity. When she taught writing, for example while teaching a recount text, firstly she explained the purpose of the text and the generic structure of the text. After explaining what the recount text is, she asked students to make a recount composition text. The way of asking students to write was free. The teacher did not give any help or guideline such as a series of pictures that could help the students to write or to construct their composition. Students were free to write. So, the teacher conducted the free writing. It meant students chose their own topic or title. It is hard enough for the students to develop their writing if there is no guideline from the teacher.

Writing Feedback

Interviewer : Setelah menulis feedback dari ibu guru seperti apa? Apakah diperiksa dan dijelaskan salahnya dimana?

Interviewee : Biasanya setelah menulis dikumpulkan atau langsung speaking. Kalau diperiksa, dicoret dibuku dan dijelaskan salahnya dimana belum pernah.

(FF MIA VIII / Interview result dated, February 19th, 2015)

Feedback in writing is a must and needed in teaching and learning writing. Ur (1996, p. 242) says, "Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance." The good teacher should always give feedback to the students' writing in order to improve their students' performance. The teacher should give feedback directly by pointing or circling student's writing mistake and explain the right one to the students. Through writing feedback, students will know or realize their mistake or errors in writing. So, they will not do the same mistake or errors anymore.

In this case, the teacher did not commit to give feedback routinely. In MIA VII, the teacher gave feedback to the students' writing but it was not routine. After the students finished their writing, they asked to present in front of class and then submitted what they wrote. The teacher read and checked it and called the students one by one to give some feedback, but, not all students got the feedback. In MIA VIII, the teacher seldom or never gave feedback to the students' writing. After finished their writing, they just submitted it.

Lack Parents' Support

Question : *Apakah Bapak/Ibu memberikan semangat untuk menyelesaikan segala bentuk PR yang diberikan Bapak/Ibu guru di sekolah, terutama PR atau tugas Bahasa Inggris?*

Answer : *Tidak* (TP's parents) *Tidak, tapi tetap bertanya ada PR atau tidak* (MS's parents) *Kadang-Kadang* (AL's parents)

(Questionnaire data, February 4th, 2015)

Parents who are actively involved in their children education and provide a stimulating learning environment at home can help their children develop feelings of competence, control, curiosity, and positive attitudes about academics. It means parents' supports are very needed by the children (the students) to improve their achievement in school.

Based on questionnaires which were given to the students' parents, it seems that some parents gave a lack of support to learn writing at home. Their children were not excited study more diligently at home. They were not given a reward, if they were successful to increase their English achievement. It seems that this circumstance also affects the learners' in writing.

Loose control of Students' Learning

Questions : *Apakah Bapak/Ibu mengawasi proses belajar anak kita di rumah, terutama belajar Bahasa Inggris (belajar Writing/menulis) misalnya?*

Answers : *Tidak* (AS's parents)

Tidak (TP's parents)

Tidak SD's parents)

(Questionnaire data, February 4th, 2015)

Parents should control their children learning in order that their children study at home routinely and effectively. If students study writing routinely at home, it is possible that their writing will be improved day by day.

In fact, based on the questionnaire answers, it seems that students' parents did not carry out the tight control towards the students learning. They gave their children freedom in learning, especially learning English. Some students also did not have time schedule to learn at home. It seems that their parents did not suggest them to make the time schedules of learning at home.

CONCLUSION

Based on the research results, the researcher conclude that there are 14 kinds of common errors found related to vocabulary and grammatical case, namely: diction, capitalization, plurality, punctuation, spelling, redundancy, preposition, determiner, auxiliary verb, missing word, agreement, verb tense, word formation, and word order; three kinds of errors causing students' incoherent writing are: errors in diction, incomplete writing, and no unity in paragraphs; two direct casual factors of difficulties in writing are: inter-lingual transfer (Indonesian interference) and intra-lingual transfer; and seven indirect casual factors of difficulties in writing are: students' motivation, media, writing instruction, teacher's creativity, writing feedback, parents' support, and learning control.

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