

## EXPLORING STUDENTS' DIFFICULTIES IN WRITING ENGLISH FOCUSED ON VOABULARY

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### **ABSTRACT**

*This study aims to determine the difficulties faced by students in understanding English texts, the factors causing the students to have difficulty in understanding English texts and then formulate the most dominant factors influencing the students in understanding English texts. This study used descriptive qualitative methods and the participants of the research was grade 10 students of MAS Al Washliyah 22 Tembung consisting of 4 students. The data were collected through interview, and they were analyzed by performing data reduction, presenting data and drawing conclusions. The results of the study found that students have several difficulties in understanding English texts because they are lack of interes,, lack of concentration and focus, and lack of mastery of strategies and methods of understanding English texts. Finally, it was concluded that the dominant cause of students' difficulty in understanding English texts was the lack of vocabulary mastery. In addition, it was found that some students had difficulty understanding English texts due to not having the right reading strategies, lack of vocabulary mastery, lack of grammar understanding, and they are not having regular reading habit.*

**Keywords:** *English, Difficulties in Learning English, Writing, High School Students.*

### **ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui kesukaran-kesukaran yang dihadapi siswa dalam memahami teks Bahasa Inggris, faktor-faktor yang menyebabkan siswa sulit memahami teks Bahasa Inggris dan kemudian merumuskan faktor yang paling dominan yang mempengaruhi siswa dalam memahami teks bahasa Inggris dengan metode deskriptif kualitatif dan subjeknya siswa kelas 10 dari MAS Al Washliyah 22 Tembung berjumlah 4 orang. Perolehan data melalui wawancara, kemudian menganalisis dengan melakukan teknis reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ditemukan bahwa siswa mengalami kesukaran memahami teks bahasa Inggris dikarenakan mereka kurang memiliki minat dan ketertarikan, kurangnya kosentrasi dan fokus, dan kurangnya penguasaan strategi maupun metode memahami teks bahasa Inggris. Akhirnya disimpulkan bahwa penyebab dominan siswa mengalami kesulitan memahami teks bahasa Inggris adalah kurangnya penguasaan kosa kata. Di samping itu, berdasarkan hasil wawancara didapatkan sebagian siswa mengalami kesulitan memahami teks bahasa Inggris dikarenakan tidak memiliki strategi membaca yang tepat, kurangnya penguasaan kosa kata, kurangnya pemahaman tata bahasa, dan tidak terbentuknya sebuah kebiasaan membaca yang baik.*

**Kata kunci:** *Bahasa Inggris, Kesulitan belajar bahasa Inggris, Menulis, Siswa*

### **1. Introduction**

Research on ELT context has been discussing about students' difficulties in learning English. A research reports that Improving English literacy skills is crucial for Norwegian students, as English is widely used as the lingua franca in many academic and professional settings worldwide. Addressing these challenges could involve targeted language support programs, specialized courses, and an increased emphasis on English language training in the education system (Hellekjær, 2010; Hellekjær, 2009; Prilutskaya, 2020). The difficulties comes when the students have to write in English because the students will process translanguaging Translanguaging is a linguistic practice where speakers and writers fluidly switch between different languages or language varieties within the same discourse. It involves the use of multiple languages, often in combination, to express thoughts, ideas, and emotions. The excerpt you provided suggests that participants in a study found translanguaging to have certain benefits in the context of composing texts: According to Pranoto (2004; 9) writing means pouring ideas into written form or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings as outlined in written form. In other words, through the writing process we can communicate indirectly. According to Gebhardt and Dawn Rodrigues (1989: 1) writing is one of the most important things you do in college. Writing is one of the most important things you do in school. According to Djago Tarigan in Elina Syarif, Zulkarnaini, Sumarno (2009: 5) writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings. Lado in Elina Syarif, Zulkarnaini, Sumarno (2009: 5) also expressed his opinion about writing, namely: placing graphic symbols that represent language that other people understand. Brown (2003) defines that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In teaching process there are some activities, one of which is teacher who should prepare or arrange everything necessary for learning. When we learn the language, we need four skills for completing communication. The four skill are listening, speaking, reading and writing. Usually in learn, listen is first, then speak, read and finally to write.

Futhermore, Brown (2003) defines that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In teaching process there are some activities, one of which is teacher who should prepare or arrange everything necessary for learning. When we learn the language, we need four skills for completing communication. The four skill are listening, speaking, reading and writing. Usually in learn, listen is first, then speak, read and finally to write. In indonesian, students as English foreign language learners have some difficulties to master English. For senior high school learners, they have to master all of language skills, writing skill also includes in these skills. However, learners usually have some problems when they try to construct a sentence, a paragraph or a text. In writing, the students sometimes have the difficulty in terms of grammar and vocabulary. Actually, the student's difficulties in writing text are mainly in the lack of vocabulary and grammar. The students sometimes forget with the past form of a word. the problems in writing text usually faced by writers or foreign language learners. Before they want to share their thought, ideas or experiences they have to understand the main purpose of the text.

## **2. Literature Review**

Vocabulary is an English word that is familiar to our ears, right? Many say that vocabulary is more important than grammar in English. Well, this time we will find out more about what vocabulary is and the differences between vocabulary and grammar in English. Vocabulary in Indonesian means vocabulary. Vocabulary is all the words used in a language in general or a particular field in particular. The word vocabulary itself comes from the Latin word *vocabulum* which means "to name", "to call" or "name". Examples of vocabulary in a specific field: English vocabulary for job interviews, English accounting terms, and English math terms. Vocabulary is also known as wordstock, lexicon, and lexis. However, vocabulary is different from grammar even though they are equally important in English. The difference between vocabulary and grammar lies in the understanding where vocabulary is vocabulary, while grammar is grammar. Both vocabulary and grammar are needed to be able to compose effective and efficient English sentences. By mastering vocabulary, you will find it easier to find the right word according to the context. Meanwhile, by mastering grammar you can make sentences that are grammatically correct. In general, vocabulary is divided into two categories, namely active vocabulary and passive vocabulary.

1. Active Vocabulary: Active vocabulary is a collection of words that are understood and used when speaking and writing in everyday life.
2. Passive Vocabulary: Passive vocabulary are words that we may recognize, but are not commonly used in normal communication. Vocabulary is very important because learning vocabulary is the main capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English.

Vocabulary learning difficulties are caused by (internal) factors that arise from within the student, namely. (1) students' physical fitness, (2) students' intelligence, (3) low interest in learning, (4) low learning motivation. Furthermore, learning difficulties are caused by (external) factors that come from outside the students themselves, namely (1) distractions from friends while studying, (2) material displeasure, (3) less than optimal use of media, and (4) selection of the appropriate method. not exactly. The solutions to the problem of learning English word management are (1) choosing a method that is appropriate to the students' circumstances, (2) maximizing the use of media, (3) presenting material must be more interesting, and (4) building language skills in a fun learning atmosphere.

### 3. Method

Analysis method this research comprised a descriptive qualitative technique, carrying out characteristics of case analyze during which the writer investigated the students' difficulties and factor causing troubles in learning vocabulary. The info assembling technique utilized in this research were form and interview. Qualitative research relates to ideas, perceptions, opinions or beliefs of the person being studied and all of them cannot be measured by numbers. According to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. In carrying out this research, the researcher uses instruments in the form of paper previously prepared for students and worksheets containing assessment of student worksheet results. In the paper that has been provided, students are instructed to write a recount text. Then the researcher will examine and analyze the results of student worksheets according to the assessment worksheet that has been prepared previously. The assessment is analyzed with the following parameters; topic, punctuation, vocabulary, organization and language use.

To collect the data, researchers conducted mini research in one of the high schools called MAS Al Washliyah 22 Tembung. The researcher conducted the research by taking four samples of students consisting of two students who were classified as higher in English and two students who were classified as lower in English. Then each student made a recount text which then the data was examined and analyzed by the researcher according to the research parameters that had been prepared previously.

### 4. Result and Discussion

The result of the research showed that the most challenging point in writing English for the students is vocabulary. There are several parts in using vocabulary that still unclear, such as; word choice, word order, tense, number, word fragments, deletion, and meaning. The students are still having restricted vocabulary The kids' composition still has a restricted vocabulary, they frequently choose words incorrectly, and their meanings are often unclear. Most students have criteria that range from above average, very good, and excellent. The topics, and parameters of writing are clearly visualized in table 4.1

**Table 4.1 Students' Difficulties in Writing based on the Parameters**

Participants	Parameters of Writing					Language Use
	Topic	Punctuation	Vocabulary	Organization	Language Use	
<b>H1</b>	Pandan Beach	- I and my little brother	Fell	Already accordance with the generation structure of the recount text	<b>Very good</b>	
<b>H2</b>	Bunkasai	No errors in punctuation	No Errors in vocabulary	Already accordance with the generation structure of the recount text	<b>Excellent</b>	
<b>L1</b>	My new bag	- I, My mother - I am launch	- Give Use - Playing Studying	Already accordance with the generation	<b>Average</b>	

		- We are playing	- Launch	structure of the recount text
<b>L2</b>	How To Ride a Bicycle	- I am playing - I don't know why	- Learn - Say - Get - Crying - Tird	Already accordance with the generation structure of the recount text
				<b>Above Average</b>

Correction for errors and mistakes made by students :

1. **(H1)**

- I and my little brother = Me and my little brother
- Fell = Felt

2. **(L1)**

- I, My mother = Me and My Mother
- I am launch = I have lunch
- We are playing = we have played
- Give = Gave
- Use = Used
- Playing = Played
- Studying = Studied
- Launch = Lunch

3. **(L2)**

- I am playing = I have played
- I don't know why = I didn't know
- Learn = learnt
- Say = Said
- Get = Got
- Crying = Cried
- Tird = Tired

The results of interview and form are as follow: analysis class I 1. Types of Difficulties From the result of interview and student's worksheet, it accepted comprised ascertained that nearly all of the students have difficulties in announcing the words, the way to write and spell, how to use in grammatical pattern correctly. The various grammatical type of a word referred to as inflections was one in every of causes of students' troubles in learning vocabulary. It affirmed by Haryanto (2007). It's argues up to now that learning synchronal linguistics cannot be apart from learning a distant language. As a matter of fact, acquiring foreign linguistic communication gets rowdy because the target language has entirely dissimilar system from the native language. And Haryanto imparts that even individual acquires a remote linguistic communication, he typically faces interference once s/he applies his/her tongue or first language structure to structure of the foreign language that is different from his/her native language. In addition, the scholars found difficulties in picking out the appropriate which entail of the words, as an example broadly speaking, they sometimes convergence the meaning of the words corresponding to the employment of do and make.

Gairns and Redman, Ur (1996) states that there are some items need to be taught in teaching vocabulary as follows: a. Form: pronunciation and spelling; b. Grammar; c. Collocation; d. Aspect of meaning: denotation, connotation, appropriateness; e. Aspect of meaning: meaning relationship. First, the scholars visage the difficulties in announcing the words owing to the variations between spoken and written in English. For example, once the students pronounce the word muscle, listen, write, honor, and honest. Some words that contain silent letters are significantly problematic particularly for Indonesian students.

The wrong pronunciation is unremarkably induced of the deficit of sound similarity between English and therefore the students' native language. These constitutes inward line with what Varasarin (2007) delineated that during this situation, the scholars would like they might speak English fluently however most of them assume that English is

just too difficult for them to master. Relating to this, a few knowing read inappropriate pronunciation has comprised had aside instruction goal and thus the lecturer himself and the teaching and learning in this space that is unsuitable (Varasarin, 2007). Second, the matter in writing the words or sounds- spelling mismatches. Because the man of science declared before that it caused by the variations between Indonesian and English. The written type is totally different from the spoken form in English. Once the students wish to write down a word 'muscle', they merely write the word that they detected "mussel", Third, the scholars found difficulties in selecting the suitable which means of the words, companion in nursing case because a case to exemplify parenthetically allow say maybe broadly they normally me times convergence the meaning of the words cherish the utilization of do and make. Create and do are a case in aim: you create breakfast and arrive at an assignment; however, you are doing the work and do a questionnaire.

During this case the students' show for the word in his beware and does not grasp the accurate collocation. He attempts to seek out the words that best cope with the sentence semantically, so he examines to select up the word that is nearest in which means. However, the selection could not be doubtless sort out, since the scholars haphazardly chosen the word. If the choice of word is not declining the concluded meaning of the word could also be distorted. Fourth, the various grammatical sort of a word called inflections was in a passing one amongst one in every of causes of students' troubles in learning vocabulary.

## ***Discussion***

This present study reported It's interesting to know that, on average, 44.86% of students experience problems related to grammar usage when writing compositions. Grammar plays a crucial role in effective communication and clear expression of ideas. The issues mentioned, such as agreements, tense, number, word order, function words, articles, pronouns, and prepositions, are all fundamental aspects of grammar that writers need to master to create well-structured and coherent compositions (Alisha, 2019). To improve their writing skills, students should focus on understanding these grammatical rules and practice applying them correctly. Regular writing exercises, proofreading, and seeking feedback from teachers or peers can be helpful in identifying and rectifying grammatical errors. Additionally, using grammar resources and style guides can aid students in honing their grammar knowledge and ensuring their compositions are well-written and error-free (Nenotek et al, 2022)

## ***5. Conclusion***

There are two research methods used, namely : descriptive method and experiment. The data collection technique used was obseration, and the students of MAS Al Washliyah 22 Tembung were asked to write an essay telling about recount text. Then, the researcher would pay attention to the use of vocabulary and assess what mistakes studnets had made in using English vocabulary. The researcher had found that students have difficulty understanding English texts because they lack interest and interest, lack of concentration and focus, and lack of mastery of strategies and methods of understanding English texts

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