

# The Problem Analysis of Vocational Students in Writing Simple Sentences in Indonesia

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**Abstract** -*This is a qualitative study aimed at finding the students problems in one of the regions in West Sumatera. This study also sought to find the cause of the students' problems. This study used a writing test of 23 tenth grades. The participants were purposively selected. The data were analyzed using the content analysis approach. The study identified the lexico-grammatical problems especially in proper noun, pronoun, past tense, adjective, action verbs, time connective, and adverb but the most problems were found in past tense. The causes of students' problems were lack of motivation, first language interference and translated word by word. The implications of these findings are the teachers should overcome the problems in lexico-grammatical features by doing more repetition and teachers should have adequate knowledge of how to identify the students' problems, give more exercise to write, use effective media, create a conducive classroom to participate them.*

**Keyword:** *simple sentences, recount text, lexicogrammatical features*

## I. INTRODUCTION

Writing is one of the skills that can help writers communicate their ideas with the readers. Moreover, this is very essential for students especially for the students in a vocational school. In this era, the school is prepared the students to be ready for the real world both in business and factory where ability in writing is highly required. Nevertheless, writing is difficult and complicated for most students because it has many aspects that must be considered. The students should use the correct generic structure, vocabulary, mechanism, and language features. In addition, according to Nunan (2010:88), the students also consider how to express and impress their idea and make a clear statement and paragraph in order to be understood by the readers.

Based on the Curriculum 2013 the tenth-grade students have to be able to create the short functional text such as recount, descriptive, and narrative text. The researcher chooses the recount text because it discusses the students' daily activities so it can make them easy to express their ideas into written form. Moreover, according to Widiawati et al (2017), recount text is a text which retells about past events. There are three components in recount text; using the generic structure (orientation, series of events, and reorientation). Moreover, the most important that must be considered by the students is the lexico-grammatical features (language features). There are several components such as using the simple past tense, adjective, action verbs, time connective, and adverb. The components would be analyzed by the researcher.

Based on the interview with English teachers in this school, the students faced the same problems. In addition, the researcher also asked the problems to the administration staffs about the output of the vocational students in this school. They faced the problems also in English especially in writing because most of them are failed to work in the real world because of their written English was poor.

Related to the statement above, it can be seen that most of the students of SMK Plus Perbankan Bougenville have problems in writing. Most of the students had problems had in writing recount text when they had to write the text based on the organization of the text and the lexico-grammatical features. Studies by Feby (2016), Sari (2013), Mulyaningsih (2013) Mutmainah (2013) indicate that the high school students' English writing indicated that most of the students had poor with language features.

This is caused they got confused about how to start their writing. They doubt in using sentences. Whereas to be able in writing, they must understand how to write good sentences firstly.

They have to consider how to write sentences based on the structured. One of them is a simple sentence. The researcher chooses this simple sentence because they learn it in the tenth grade. when the students wrote the recount text, the problems occurred in the lexico-grammatical features. They were difficult to use the components in the features. This happened because they were doubt in choosing the appropriate ones.

Problems in this writing skill take time, money, and need a high ability to analyze it. Therefore, the researcher focused on using the lexico-grammatical features in writing recount text. The researcher chose the tenth-grade students because they are expected to make corrections in all aspect of the recount text. Thus, this is important to know the students' problems or not and what caused students' problems. The problems that would be analyzed such as proper noun, pronoun, past tense, adjective, action verbs, time connective, and adverb. In this research the researcher answer the two focus of the research which is what are the students' problems in writing a simple sentence in writing recount text? And what is caused by the students' problems in writing a simple sentence in writing recount text?

This phenomenon calls for the English teachers in Indonesia especially in SMK Plus Perbankan Bougenville to have a better understanding and get more information about the students' problems in a simple sentence in writing recount text. This background is conducted to find the students' problems in using simple sentences in writing recount text. This study will aid the English teachers at the Vocational School level to find the problems of their students, their strategies to help the students face the situation.

## II. METHOD

This research used descriptive research. The aim of this research was to know the information about what phenomenal appears toward the vocational students' problems. In this research, the researcher describes their problems in using a simple sentence in writing recount text. The researcher chose the tenth-grade students as a population because they had similar characteristics, syllabus, and teaching materials. The total numbers of the population were 92. They consisted of four majors such as TKJ (Teknik Komputer Jaringan), MM (Multimedia), AKT (Akutansi), OTKP (Otomatiasi dan Tata Kelola Perkantoran). Based on Sukardi (2015), the technique that is suitable for this research was cluster sampling because choosing the sample is based on groups, not individuals. This technique is used because they have similar characteristics in the curriculum, syllabus, and teaching materials. Thus the researcher chose the sample by identifying the population, defining the sample, predicting the sum of sample and last chose the sample in every cluster randomly.

A good test must be valid and reliable. The content validity was chosen in order to find the validity and the inter-rater was used to find the reliability of the test. In collecting the data, the researcher used the writing test as an instrument. The researcher asked the students to write the recount text. After they write it, the data would be collected and analyzed by the researcher and the second scorer. At last, the score was given to their written based on the scoring criteria adopted by Brown (2010).

## III. RESULTS AND DISCUSSION

The result of the data and discussion of the findings was done based on the research questions in this study. The analysis was done by categorizing the problems into lexico-grammatical. The lexico-grammatical were subcategorized into a proper noun, pronoun, past tense, adjective, action verbs, time connective, and adverb. The frequency of every problem was converted into a percentage. The following are the discussion and responses to research questions:

Research question 1: What are the students' problems in writing a simple sentence in writing recount text?

This question was to find a variety of problems in this study. To responds the question, the lexico-grammatical features categorized into simple past tense.

Sentences' problems in simple past tense

Simple past tense is a tense which activity has done in the past time. Sentences problems' occurred when you use the wrong verbs. This tense is common mistakes among the students. The verb tense makes the reader be aware of the verb used. Therefore, the students must be consistent when the action occurred in the past. It was realized from the study that most of the students ignore these rules. The following are the students' problems:

Table 1. Students' Problems

Code	Problems in Simple Past Tense	Correction
2/6	There, we <b>see</b> a beautiful park, mosque, and restaurant.	We <b>saw</b> a beautiful park, mosque, and a restaurant there.
3/3	after that, we <b>takes</b> pictures together.	After that, we <b>took</b> some pictures together
5/3	my friend and I ..... picture together	My friend and I <b>took</b> a picture together
8/4	I and my brother <b>going</b> with to the island with a motorcycle.	<b>My brother and I went</b> to the island by riding a motorcycle.
9/2	We <b>planned to watched</b> speech ustadz abdul somad LC. MA.	We <b>watched</b> the performance of ustad Abdul Somad, Lc. M.a
9/5	Pekanbaru <b>it's</b> amazing.	Pekanbaru <b>was</b> amazing
14/3	We <b>are go</b> in a car,	We <b>went</b> by using car.
14/5	We <b>are went</b> to bukittinggi with family for refresh.	We <b>went</b> to Bukittinggi with my family

It was found that most of the students had problems using the simple past tense. from 23 of students writing recount text, the percentage of the problems was 76%.

Research question 2: What is caused by the students' problems in writing simple sentences in writing recount text?

This section about what frequently became the problems for the students. The cause of the students' problems in using simple sentences in writing recount text is (1) the students had a lack of motivation, first language interference, and translation from word to word.

The findings of the study have implications for English teachers. The teachers need to overcome the problems in using lexico-grammatical features in writing recount text. The teacher also repeats the important point of the lesson especially in teaching grammar, such as proper noun, pronoun, past tense, adjective, action verbs, time connective, and adverb so that the students will have more knowledge about recount text especially the lexico-grammatical features. In addition, the teacher needs more media, such LCD Projector to present the Powerpoint, play the video, etc about the material and ask the students to find the lexico-grammatical features.

#### IV. CONCLUSION

This study was to find the students' problems that occur in the English writing of the tenth-grade students in SMK Plus Perbankan Bougenville in Lubuk Basung, Agam Regency. The study found that the students' problems in the proper noun, pronoun, past tense, adjective, action verbs, time connective and adverb. On the other hand, simple past tense was more frequently committed than others because the Indonesian language didn't use tense. In addition, The cause of the problems was lack of the motivation, interference the language and the translation form word by word.

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