

AN ANALYSIS OF THE SECOND GRADE STUDENT PROBLEMS IN WRITING A SHORT MESSAGE AT SMPN 27 PADANG

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Abstarct

The purpose of this research was to find out the second grade students' problems in writing a short message at SMP N 27 Padang. The design of this research was descriptive. The total sample members were 66 students, they were chosen by using convenience sampling. The result of this research showed that the students had problems in writing the organization, in expressing ideas, in using grammar, in using vocabulary and mechanic. In detail, 15 (21,96%) students had problems in writing the organization, 26 (39,39%) students had problems in expressing idea, 19 (28,78%) students had problems in using grammar, 11 (16,66%) students had problems in using vocabulary, 51 (77,27%) students had problems in using mechanic. Finally the researcher gives suggestion to the teachers to give more explanation about how to write the short message clearly. The students are expected to study hard and learn more to improve their understanding and do more exercises in writing a short message.

Keywords: *An analysis, problems, writing, short functional text, short message*

INTRODUCTION

English is an international language that should be learned in almost every country in the world. Nowadays, English language mastery as an international language is important. In Indonesia, it is one of the subjects that should be learned in educational institution. In learning English, there are four skills that should be mastered, they are listening, speaking, reading and writing. All of them are important because every skill has different function and they are related to each other. So, it is important for the students to learn all of the skills to master English.

One of the four skills in English is writing. Writing is an important skill to master because through writing someone can express his/her ideas, feeling, and experience in order to make readers understand them. Writing is a complex skill, such as ability to use vocabulary and grammar and to express idea. To make a good writing, the students should have the basic knowledge in vocabulary, grammar, organizing idea and using mechanics.

Short functional text is a text that is very simple and to the point. Functional text is important because it is created to give information in our daily life. Functional texts are consumed by a reader

for the purpose of accomplishing something or getting people to the next step of what they need to do. Short functional text has particular meaning and purpose which can be used in our daily life. It may be in the form of *notice, letter, announcement, advertisement, label, and short message*. Unfortunately, the students in junior high school have difficulties in writing short message.

Based on the researcher's interview with some students and English teacher when teaching practice in SMP 27 Padang, the students had studied about short message. However, the students said that they had many problems when the teacher asked them to write in English. The students lack of vocabulary, they did not know about the mechanic, grammar and also had problem in making good sentence arrangement. Besides, they were not interested in writing because English was considered as difficult subject for some students.

In general, the purpose of this research was to describe the second grade students' problems in writing short message at SMP N 27 Padang. The specific purposes of the research are:

1. To find out whether the students have problem in writing the organization of short message

2. To find out whether the students have problem in expressing idea of short message
3. To find out whether the students have problem in using grammar in writing short message?
4. To find out whether the students have problem in using vocabulary of short message
5. To find out whether the students have problem in using the mechanics in writing short message

RESEARCH METHOD

In this research the researcher used descriptive method. According to Gay (2009:275), descriptive research collects the data by giving some questions which are related to the variable of the research or answer the questions about the current status of the subject of the study. This research was designed to analyze the problems of the second grade students' at SMP N 27 Padang in writing short message.

The population of this research was the second year students of SMP N 27 Padang, who were registered in 2016/2017 academic year. They were separated into 7 classes: VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7. The total number of population member was 231 students.

The writer chose convenience sampling technique in this research. According to Gay (2009:134), convenience sampling is a process of including whoever happens to be available at the time. So, the researcher did research in available classes at the time. The researcher chose 2 classes as the sample . The classes were VIII.1 and VIII.4. So, the total sample members were 66 students.

The instrument of this research was writing test. The researcher asked the students to write a short message. The researcher gave some topics of short message, and the students chose one of them. The topics were :

1. A short message of giving information
2. A short message of giving instruction
3. A short message of cancellation
4. A short message of invitation

To find out the reliability and also to minimize subjectivity, the researcher used inter rater technique. So, the researcher used two assessors.

To calculate the correlation coefficient of two sets of data identified by first and second assessors the researcher used Pearson Product Moment Formula (Arikunto, 2009:72)

Where:

r_{xy} =the coefficient of correlation between first assessor and second assessor

x =the total of problems identified by the first assessor

y =the total of problems identified by the second assessor

n =the total number of types of problems

$\sum xy$ = the total cross product of xy

The researcher used the following category to classify the coefficient correlation of the test by using Arikunto's idea (2009:75) as follows :

.81-1.00 = very high correlation

.61-.80 = high correlarion

.41 - .60 = moderate correlation

.21 - .40 = low correlation

.00 - .20 = very low correlation

The result showed that the test was reliable because coeficient correlation of the test was 0.70. It was categorized as high correlation.

The researcher collected the data by using writing test through some procedures as follow:

1. The researcher gave direction to the students to do the test clearly
2. The researcher distributed the test to the students and gave 30 minutes to do the test.
3. The researcher collected the students' answer sheets.
4. The researcher copied the students' answer sheets. The original ones were for the first assessors and the others were for the second assessor.
5. The researcher and the second assessors read the students writing and identified the problems based on criteria below:
 - a. The students had problems in writing about organization of short message if they did not make the organization of short message completely. The organization of short message consist of three components, those are addressee, content, and sender.
 - b. The students had problems in expressing idea in writingshort message if they did not write clear information, instruction, cancellation, invitation in using imperative and

declarative sentence in the short message.

- c. The students had problems in using grammar of short message if they made mistake in the sentence pattern, the use of incorrect to be, pronoun, auxiliary and verb. Brown (1994:34) states the students have problem in grammar if their grammar is not on the rules or they do not use appropriate tense.
- d. The students had problems in using vocabulary in writing short message if they used the inappropriate words, little knowledge of English vocabulary and the words were not based on the grammatical function (Heaton, 1989:146)
- e. The students had problem in using mechanic if they could not use the spelling, punctuation, and capitalization on the appropriate tenses (Brown, 1994:347).

6. Then, the researcher gave checklist “√” to the kinds of problem that the students had in writing short message

by using the table of students' problems.

To analyze the data, the researcher used the following procedures:

1. The researcher counted the number of students that had problems in each aspect of the short message.
2. The researcher counted the percentage of students who had problems in each component in writing short message by using formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Percentage of the students who had problem

F = Frequency of the students who had problem

N = Total Sample

3. The researcher discussed the the result of the research.

Findings and Discussions

Findings

Based on the result of findings, there are five kinds of problems that the students faced in writing short message. The problems are in writing the

organization, expressing idea, using grammar, using vocabulary and using mechanic. In detail there were 15 (22,72%) students who had problem in writing the organization of short message, 26 (39,39%) students who had problems in expressing idea in writing short message, 19 (28,78%) students who had problems in using grammar in writing short message, 11 (16,66%) students who had problems in using vocabulary in writing short message, 51 (77,27%) students who had problems in using mechanic in writing short message.

Discussion

1. Students' Problems in Writing the Organization of Short Message

Based on the criteria of checking students' problems in writing the organization of short message, the students were said to have problems in writing the organization of short message if they did not make the organization of short message completely. The organization of the short message are addressee, body and sender. In this case, the students dominantly had no problems in writing the organization of short message. But some of students still had problems especially in writing the addressee and the sender of short message. In order to be clear, see the examples below:

1. A short message of invitation

Dedi

Hi .Dedi

*I have i Birthday Party tomorrow. I Hop
you can come*

*The party in 11.00 A.M at my house. Don't
forget to come*

2. A short message of giving instruction

*Don't forget
for lunch*

I cooking friet rice for you

mom

In the first example, the student had problem in writing the organization of short message. The students did not write the “*sender*” of the short message. In short, the readers will be confused because he does not know from whom the short message exactly. In the second example, the student did not write the “*addressee*” of the short message. So, this short message became not clear because the readers do not know for whom the short message is addressed.

**2. Students Problems in Expressing
Idea of Short Message**

Based on the criteria of students' problems in expressing idea of short message, the students were said to have problems in expressing idea of short message if they did not write clear information, instruction, cancellation, invitation in using imperative and declarative sentence in the short message. Dominantly the students had no problems in expressing idea of short message. But some of students still had problems. They did not write clear time, place or ideas in writing short message. So the readers will be confused to read. In order to be clear, here are the examples of students writing:

1. A short message of invitation

Rani

Hob you will to party this afternun

Susanti

2. A short message of instruction

Rio

*Don't forge to bring
the ball*

It's on table.

Zikri

In the first example the student had problem in expressing idea of short message. The student did not mention who has the party, specific place and the clear time. In short, the idea in this short message is not clear and made the reader not found the right information of invitation. In the second example, the student had problem in expressing idea of short message because the student did not mention which ball and which table exactly. So, the reader is confused which ball is intended by the sender actually.

3. Students Problems in Using Grammar in Writing Short Message

Based on the criteria of students' problems in using grammar in writing short message, the student were said to have problems in using grammar in writing short message if they made mistake in the sentence pattern, the use of incorrect to be, pronoun, auxiliary and verb. In order to be clear, see the examples below:

1. A short message of giving instruction

Renaldi

Don't forget for lunch

I cooking frice rice for you

Mom

2. A short message of giving information

Dear Riski

I have pass my exam yesterday and I got high score

In the short messages above, the students had problems in using grammar. In the first example the student wrote “*I cooking frice rice for you*” while the appropriate tense is “*I cooked fried rice for you*” because the sender has already cooked. In the second example the student wrote “*I have pass my exam yesterday*” while the appropriate tense is “*I passed my exam yesterday*” because the sender just passed his exam. So this short message should use simple past tense.

4. Students' problems in Using Vocabulary in Writing Short Message

Based on the criteria of students' problems in using vocabulary in writing short message, the students were said having problems in using vocabulary in writing short message if they used the inappropriate words, little knowledge of English vocabulary and the words are not based on the grammatical function. In order to be clear, see the example below:

1. A short message of giving information

Saskia

Dear Vino

I'm sorry I can't come to your house this afternoon because my bicycle is damaged.

Viko

From that example we know that the student had problems in using vocabulary, the student used the word “*damaged*” in the short message, while the appropriate word is “*broken*” .

5. Students’ Problems in Using Mechanic in Writing Short Message

Based on the criteria of students’ problems in using mechanic in writing short message, the students were said to have problems in using mechanic in writing short message if they could not use the spelling, punctuation, and capitalization on the appropriate tenses. In order to be clear, see the examples below:

1. A short message of cancellation

Dear frendi

I'm fery sorry deat i cannot Join our Food ball mitty tonight. Because i'm sick.

Rian Saputra

2. A short message of invitation

Dear Nella ,

Pliz com to my bridhay party to night.

In the short messages above, the students had problem in using mechanic in writing short message. In the first example the students wrote name of people “*frendi*” while “*f*” should be capitalized “*Frendi*” because in writing name of person we should use capitalization, and the student wrote incorrect spelling “*deat*” while the correct spelling is “*that*” and the students wrote “*to night*” while the correct spelling is “*tonight*” and should not give space in this word “*tonight*”.

In the second example, the student wrote word “*Pliz*” while the correct spelling is “*Please*”, and the student wrote “*com*” while the correct spelling is “*come*” and the student wrote “*bridhay*” while the correct spelling is “*birthday*”.

CONCLUSIONS AND SUGGESTIONS

Based on the findings, it can be concluded that the students had problems in writing a short message. In detail, it can be stated as follow :

1. Some of the second grade students of SMP N 27 Padang had problems in writing the organization of short message. The students did not write completely the organization of short message (addressee, body and sender). It was supported by

- the fact that 15 (22,72%) students had problems in writing the organization of short message.
2. Some of the second grade students of SMP N 27 Padang had problems in expressing idea in writing short message. The students could not wroteclear information/instruction/cancellatio n/invitation in using imperative and declarative sentences. It was supported by the fact that 26 (36,39%) students had problems in expressing ideas in writing a short message.
 3. Some of the second grade students of SMP N 27 Padang had problems in using grammar in writing short message. The students made mistakes in the sentence pattern, the use of incorrect to be, auxiliary and verb. It was supported by fact that 19 (28,78%) students had problems in g grammar in writing short message.
 4. A few of the second grade students of SMP N 27 Padang had problems in using vocabulary in writing short message. The students used inappropriate words and little knowledge of English vocabulary. It was supported by the fact that 11 (16,66%) students had problems in

using vocabulary in writing short message.

5. Most of the second grade students of SMP N 27 Padang had problems in using mechanic in writing short message. The students did not use spelling, punctuation, and capitalization on the appropriate tenses. It was supported by the fact that 51 (77,27%) students had problems in using mechanic in writing short message.

Suggestions

Based on the conclusions above, the researcher porposes several suggestions as follows:

1. For the Teachers
 - The teachers are suggested to give more explanation about how to write the organization of short message completely in writing short message.
 - The teachers are suggested to give more explanation and give more exercises to the students about how to express their ideas especially in using imperative and declarative sentences in writing short message.

- The teachers are suggested to give more examples, exercises and rules in using grammar correctly in order to minimize the students' grammatical problems in writing short message.
- The teachers are suggested to give some tips how to remember vocabulary easily and use appropriate word in writing short message.
- The teachers are suggested to give more examples to the students about how to use correct spelling, punctuation and capitalization in order to minimize students problems in using mechanic in writing short message.

2. For the Students

- The students are suggested to do more practice in writing the organization correctly and completely.
- The students are suggested to do more exercises in expressing ideas in writing short message and learn more about imperative and declarative sentences.
- The students are suggested to do more exercises and

learn more about grammar rules.

- The students are suggested to improve their vocabulary and learn more about using appropriate word in writing.
- The students are suggested to do more practice in using mechanic, the students should learn more in what condition they should use capitalization, use correct spelling and punctuation.

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