THE PROBLEMS FACED BY THR SECOND YEAR STUDENTS IN WRITING PARAGRAPH BY USING WORD CLUSTERING AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

Okta Priyaldi[1], Fatimah Tanjung[2], Ernati[2]

[1]The Student of English Department, the Faculty of Teacher Training and Education of Bung Hatta University

E-mail: Oktapriyaldi92@yahoo.co.id

[2]The Lecturers of English Department, the Faculty of Teacher Training and Education of Bung Hatta University

Abstract

The purpose of this research was to describe students' problem in writing descriptive paragraph by using word clustering. Descriptive method was used as the design of this research. The population of this research was the second year students of English department of Bung Hatta University. The writer used cluster random sampling to select the sample. The total number of sample members was 38 students. The writer took class B (38 students) was as the sample. The writer used inter - rater method to make test reliable. The result of the test was reliable with coefficient correlation .98. It was categorized as very high correlation. The test was valid in terms of content validity because it had covered all materials which students had learnt. Generally, the result of analyzing data showed that 26 (68.5%) the second year of English students of Bung Hatta University had no problem in writing descriptive paragraph by using word clustering. Specifically, 35 students (89.5%) had no problem in writing topic sentence, 36 students (94.7%) had no problem in writing supporting sentence, 20 students 52.6% had problem in writing concluding sentence, 20 students (47.4%) had no problem in using vocabulary, 26 students (68.5%) had no problem in using grammar, and 22 students (57.9%) had no problem in using mechanics in writing descriptive paragraph by using word clustering. Based on the result, the writer is suggested to the English lecturer to give the students more exercise to write descriptive paragraph in order to have good in writing, and for the students they are suggested to do more writing practice in writing descriptive paragraph especially writing concluding sentence.

Key words: Paragraph, Word Clustering

Introduction

Writing is an important skill besides listening, speaking, and reading. It can be an alternative way to carry out communication. It is categorized as a difficult skill, because there were many aspects that should be considered such as grammar, vocabulary, organizing idea, mechanic and etc. When someone writes something, paragraph as an example, he/she should consider other important components in writing, such as grammar, vocabulary, and mechanics. All of them were essential aspects that should be considered in producing good writing. In general, problem in writing can be stated in technical process, such as, the use of

language, punctuation, quotation, and lay out. Besides, it can be seen in content or organization, such as, cohesion, coherence, and unity. In addition, students need to know the audience of their writing, and the reason to write. It means that writing is communicative activity since it is an interactive activity. A writer should know how to express his/her idea and how to convey his/her message in their writing. In short, writing is not an easy skill for many students since there are many components that should be considered. There are many forms of writing and one of them is paragraph.

A paragraph is a unit of writing that consists of one or more sentences that focus on a single idea or topic. Oshima and Hogue (1991) states a well-written paragraph has a controlling idea, supporting points, and a conclusion related to the idea. There were many aspects that should take attention in writing a paragraph, but some of students were still confused about writing a paragraph. In addition there are many techniques of writing paragraph they are; brainstorming, mind map, word clustering, etc.

In learning English, there are four skills, namely listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill, because it is not natural skill, we cannot acquire this ability automatically and easily. Writing has many forms; they are: sentences, paragraph, and essay. In writing paragraph there are many types of paragraph, namely descriptive, narrative, report, recount, review, discussion, and explanation.

In many types of paragraph, the writer used descriptive paragraph. Some considerations that should be done by the students in writing paragraph are: the organization of ideas, (topic sentences, supporting sentences, and concluding sentences), mechanics, grammar, vocabulary, etc. There are some ways of developing paragraph. They are word clustering, brainstorming, and mind mapping.

Word clustering is almost like drawing a map of your thoughts, using circles, lines, arrows, and words. It is a technique aimed at pulling as many different ways that is related to thoughts out of your mind as possible, and as quickly as possible

The main purpose of this research is to describe the students' problems in writing descriptive paragraph by using word clustering of the second year students of English Department of Bung Hatta University. Specifically, the purposes of this research were as follows:

a. The students' problem in writing topic sentences in writing a paragraph using word clustering.

b. The students' problem in writing supporting sentences in writing paragraph by using words clustering.

c. The students' problem in writing concluding sentences by using clustering technique in writing paragraph.

d. The students' problem in using vocabulary in writing a paragraph using word clustering.

e. The students' problem in using grammar in wring paragraph.

f. The students' problem in using mechanics in writing paragraph

Research Method

In this research the writer applied descriptive design to know the problems found by the students in writing by using word clustering. Based on Gay (1987:189) descriptive research is useful in investigating many kinds of educational problem. In addition, according to Wikipedia descriptive research describes data and characteristics about population or phenomenon being studied. In this research the writer wanted to find out the student's problem in writing paragraph using word clustering.

The population was the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable (Gay, 1987:102). The population of this research was the second year students of English Department of Faculty of Teacher Training and Education Bung Hatta University. The total number of population is 96 students. They were separated into three classes; class A, class B, class C. The class chosen as the sample was class B in that consists of 38 students.

In this research, the writer used writing test as the instrument to know the students' problem in writing paragraph. The writer asked the students wrote a descriptive paragraph by using word clustering by choosing one of alternative topics that the writer provided. The topics are: My Campus, My House, My Classroom, My School. The students were given 40 minutes to do the test. This observation was on November 2014.

Reliability is the degree to which a test consistently measures whatever it is measured (Gay, 1987; 135). In order to get reliability of the test, writer used inter rater technique; by using two assessors. The first assessor was the writer and the second assessor was his friend, Jimmi Andiko Z. The reason for choosing the second assessor is he had as good grade on Writing and Grammar subject as the writer. The writer used Pearson Product Moment formula in Arikunto (2012) to find out the index correlation:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum_{x^2} - (\sum_x)2][n \sum_y 2 - (\sum_y)2]}}$$

Where:

r_{xy}= the coefficient correlation between variable x and y

x = the total number of problem identified by assessor 1

y = the total number of problem identified by assessor 2

$\sum x$ = the sum of x

$\sum y$ = the sum of y

n = the total number of the students who follow the test

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

According to Arikunto (2012:89), the interpretation of the correlation coefficient as follows:

.81 - 1.00 = very high

.61 - .80 = high

.41 - .60 = enough

.21 - .40 = low

.00 - .20 = very low (no correlation)

It was found that, the correlation index of two assessors was .98 (very high correlation). It means the test was reliable.

Findings and Discussion

Findings

. In general, the students had no problems in writing descriptive paragraph by using word clustering. It was supported by the fact that 26 students (68.5%) had no problems in writing descriptive paragraph by using word clustering.

The students had no problems to write topic sentence by using word clustering. It was supported by the fact that 35 students (89.5%) had no problems.

The students had no serious problem to write supporting sentence in writing descriptive paragraph by using word clustering. It was supported by the fact that 36 students (94.7%) had no problem in writing supporting sentence.

The students had problems to write concluding sentence in writing descriptive paragraph by using word clustering. It was supported by the fact that 20 students' (52.6%) had problems in writing concluding sentence.

The students had no problems in using vocabulary in writing descriptive paragraph by using word clustering. It was supported by the fact that 20 students (52.6%) had no problem in vocabulary.

The students had no problems in using grammar in writing descriptive paragraph by using word clustering. It was supported by the fact that 26 students (68.5%) had no problem in grammar.

The students had no problems in using mechanics in writing descriptive paragraph by using word clustering. It was supported by the fact that 21 students (54%) had no problems in mechanics.

Discussion

Based on the findings, the writer found that in general the second year students of English Department of Bung Hatta University had no problems in writing descriptive paragraph by using word clustering such as: writing topic sentence, supporting sentence, concluding sentence, vocabulary, grammar and mechanics. In specific the students had problem in writing concluding sentence, for example "My House"

I usually clean the house every day. And my sister helps me to clean the house. Sweep the floor, wash dishes. I usually help my mother to cook in the kitchen. I do this activity every day. I have good condition in my house. Everyone in my house love each other. I can comfort with my family. ***Sharing together, travelling is my hobby. So I love my family***

The example above can be seen that students made conclusion in the last conclusion of paragraph" ***Sharing together, travelling is my hobby. So I love my family"*** there were some mistakes in the students' concluding sentence in writing descriptive paragraph. The students did not conclude the paragraph based on the topic. It means they had problem in writing concluding sentence in writing descriptive paragraph.

Conclusions and Suggestions
Conclusions

After interpreting the result of data analysis, it can be concluded as follows:

1. Generally, the students had no problems in writing descriptive paragraph by using word clustering. It was supported by the fact that 26 students (68.5%) had no problems in writing descriptive paragraph by using word clustering.

2. The students had no problems in writing topic sentence. It was supported by the fact that 35 students (89.5%) had no problems in writing topic sentence to write descriptive paragraph by using word clustering.

3. The students had no problems in writing supporting sentence. It was supported by the fact that 36 students (94.7%) had no problem to write supporting sentence in writing descriptive paragraph by using word clustering.

4. The students had problems in writing concluding sentence. It was supported by the fact that 20 students (52.6%) had problems in writing descriptive paragraph by using word clustering.

5. The students had no problems in using vocabulary. It was supported by the fact that 20 students (52.6%)

students had no problem in writing descriptive paragraph by using word clustering.

6. The students had no problems in using grammar. It was supported by the fact that 26 students (68.5%) had no problem in writing descriptive paragraph by using word clustering.

7. The students had no problem in mechanics. It was supported by the fact that 22 students (57.9%) had no problem in writing descriptive paragraph by using word clustering

Suggestions

Based on the conclusions above, the writer purposes several suggestions as follows:

Based on the result of data the students' problem in writing descriptive paragraph, the writer suggested to the lecturer give more exercises in writing descriptive paragraph by using word clustering especially in writing concluding sentence because, based on the data, the students had problem in writing concluding sentence.

The writer suggested to the students to pay attention to write concluding sentence, because they had problem in writing concluding sentence in writing descriptive paragraph.

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Finally, the writer hopes this research can be useful for the better process of teaching and learning English in the future. He realizes that this thesis is not perfect yet.

Therefore, he welcomes any suggestions and criticisms from the readers.

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