

English Learners' Problems in Writing a Composition on the Third Semester (Year 2009) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar

Nella Nurhayati Sihombing , Bertaria Sohnata Hutauruk
Universitas HKBP Nommensen Pematang Siantar

Abstract: *This research is focused on the English learners' problems in writing a composition at English Department Year 2009 in FKIP Universitas HKBP Nommensen in Pematangsiantar. This research is about the English learners' problems found in writing composition dealing with topic sentence, supporting sentence, cohesion, coherence and unity. And the problem in this research is "What are the problems faced by English learners at English Department Year 2009 in FKIP Universitas HKBP Nommensen Pematangsiantar in writing composition? To answer the problem above, the writer uses some theories: Oshima (1981), Harris (1969), Muhyidin (1988), River (1971), Weaver (1957), Mcmmon (1984), Wishon (1980), Reid (1933), Abbot (1981), Siahaan (2008). The research method is done by asking the students to write a composition. The research design is a qualitative approach. It attempts to explain the problems faced by the English learners in writing composition and as object in this research is instrument used in the classroom, all activities done by the teacher and the students during the lessons time. The writer was in classroom observing them during the day of the research. The location of the research is in FKIP Universitas HKBP Nommensen and the subject of the research is English learners on the third semester year 2009 at English Department. The data analysis concludes that the students' developing in terms of free guided writing is in the lower. The writer suggests the English teacher should give motivation for the students in learning how to write a good composition. so that the students are able to develop their writing in composition*

Keywords: *writing, paragraph, composition, English Learners*

I. Introduction

Writing is an activity expressing ideas, desires, intentions, in a piece of paper which relates between writer and reader. According to River (1971: 243), writing refers to the expression of ideas in a consecutive way, according to the graphic conventions of the language; the ultimate aim of a writer at this stage is to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinements of structure. Writing in English is meant you fill the gap that exists between the ability to express ideas, feeling, opinions, and others. Good writing is almost never accidental it is a deliberate attempt by one person to communicate to other those ideas, facts or impressions that will create the result which the writer has intended to achieve McCrimon (1963:3) say before start write. We must think before or carefully about two related questions precisely do I want to do and how can I best do it. When we write, it has a function as communication, but not only that, it is also a way of our thinking. According to Abbot (1981:141), in written communication also more care can be devoted to making things easier for addressee

Writing can give people a more vivid appreciation of their own experience and a greater sense of master over it. According to Elbow (1981:7) states that "writing call on the ability to create word and word and ideas out of yourself, but it also calls on the ability to criticize them in order to decide which ones to use". Occupied a large place in teaching and learning procedure in school to be literate has implied the ability. With so much writing in foreign language classes over so many years one would expect to find that is the skill for which effective methods have long since been evolved and with which the students have the most success.

Writing may contribute towards self- development and self - awareness. For students, writing is a medium to demonstrate their understanding and interpretation of theories that they learn. A student understand about the material of the lesson are able to put it into the paper. Therefore, the students are able to write when they understand the material that the teacher already taught them. The problem of the research is What are the problems faced by the English learners in developing writing composition on the third semester Year 2009 in FKIP Universitas HKBP Nommensen Pematangsiantar? This research is expected to enable the students to have competence in developing writing in composition.

II. Review Of Related Literature

Definition of Composition

Composition is a piece of writing that consists of several paragraphs long instead of just one or two paragraphs. According River (1971:252) said that "Composition involves individual selection of vocabulary and structure for the expression of personal meaning". Most of writing consists of a series of connected paragraphs that work together to form a composition. Composition is the expression of ideas in a constructing way according to the graphic convention of language. The ultimate aim of writing is to be able to express him in a published literacy form; which requires lateralization of a special vocabulary and certain refinement of structure Rivers,(1971:3) said that "The writing of a composition is a task, which involves". The student in manipulating writing in grammatically corrects sentences and in linking those sentence to form a piece of continues writing, which successfully communicates the writer's thought and ideas on a certain topic. In preparing for composition writing the teacher can help his pupils more than he might at first realize by seeing that composition writing is from beginning, a social and co-operative affair. The making of writing is a crept skill that appropriately, Writing in which a group related sentences develops one main idea (Oshima, 1978:3). According to Dumais (1988:48) a group of sentences which tells about one topic or main idea is called a paragraph. The topic sentences must have a subject and express an idea about the subject. When writing a paragraph about a person, the subject is the person's name, and the idea is concept being communicated about the person. According to weaver (1957:195) said that "the topic sentences a program sentence". It announces what the paragraph is to be about and sometimes it gives, in generalized form, the content, the topic often is the opening sentence of the paragraph just because it has this task of stating the program. A good topic sentences is a complete sentence with a subject, verb and generally a complement. Subject of a topic sentence usually called topic while the verb and the complement is controlling idea. For example: Art is very subjective, depending on individual. Based on the example Art is a topic while "is subjective depending on individual is a controlling idea.

Supporting sentences develop the topic sentences that are they explain the topic sentences by giving reason. A supporting sentence is then any information which functions to develop the topic sentence. Every supporting sentence must support idea. The remaining sentences give details about or support the topic Dumais, (1988:48). To write the supporting is collect the data of the topic sentence. A writer needs to consider the type of the data he or she is going to put in his paragraph. The quality level of the paragraph is determined by the type of the data used as the supporting sentence. Cohesion is concerned with the way proposition are linked structurally in a text Abbott (1981:160). From this point it can be know that the cohesion is the way to link one idea to other in writing. The elements or parts of cohesion include the use of pronoun, grammatical. to know about cohesion. According to Oshima and Hogue (1983:24) said that "Another element of a good paragraph is coherence". Coherence is related to unity, but it brings in the addition factors of orders. If we can say that unity means a general relationship of all the parts. We can say that coherence means an arrangement of the ideas and bridging over the gaps between sentences and connective that show the exact relationship of part.

According to Saraka (1988: 62) said that "Unity means oneness that a paragraph has divides from its development of one single idea. It refers to the relevant data used in the paragraph". The writer must be aware of this aspect to write a good paragraph. Every good paragraph has unity, which means in each paragraph; only one main idea is discussed. If you start to discuss a new idea, start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentence (Oshima and Hogue, 1983:17). Unity means that it must be discussed only one main idea in each paragraph. It also that every sentences in the paragraph contributes to develop one central idea. The main idea in the topic sentences, and every supporting sentences develops the topic, in other words, unity means a general relationship of all the part. From these statements, it can be concluded that the requirement of unity demands that all material about one definite think or idea. And every part of united composition has bearings upon the central subject. Unity requires focus on a purpose and a main idea: the standard paragraph. A brief composition is unified around the topic sentences. Unity helps the reader attention, focused and helps them to understand the topic clearly. It can be concluded that the unity of necessary. In other words, one paragraph must have one idea, and it put topic sentence clear and supporting sentences have support topic or ideas. The requirement of unity demands that all the material about the definite thing or idea, everything concerns the principal idea. We are conscious that the writer has stuck to his purpose. An outline will help you to determine whether the material originally selected his unity of idea.

Paragraph

According to Oshima and Hogue (1983) said that "a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea from the statement, it can be know that paragraph should have one main idea". A paragraph is a piece of written text, it contains several sentence. It can be classified into three parts; they are the beginning, the body, and the ending. Topic sentence is a sentence is a sentence which main idea or claim controls the rest of the paragraph, the body of paragraph explains, develops

or support with evidence of a paragraph, but not necessarily. It may come, for example, after a transition sentence; it may even come at the end of paragraph. Supporting Sentence come from after the topic sentence, making up the body of paragraph. It functions to give details to develop and support the main idea of the paragraph. It is the body of the paragraph. In writing the supporting sentence, supporting facts, details, and examples are fully required. Supporting sentence is useful to provide a fuller explanation of the topic sentence.

According to Saraka (1988: 30) said that "Topic Supporting Sentence develop topic sentence, that is explain the topic sentence". In a paragraph, the supporting sentence functions to develop the topic sentence. The supporting paragraph in essay develops the topic sentence. The structurally, the number of these paragraphs is signaled from the logical divisions of the thesis statement. The number can be three or more than three; every supporting paragraph must be relevant to the thesis statement. Concluding sentence is often called closing sentence, with usually appear the last sentence of the paragraph. In function to restates the main idea of a paragraph. To make concluding sentences the main idea of the paragraph restates using different words. As the final, it brings the conclusion of the paragraph. Language uses for so many things in our daily life. We get and give the news or information to or from other people through the language. English is one of the international languages that are used by many people in the world and in many areas of every life. English language has been known as tool of communication in our country. As we know, there are some skills involved in language such as Listening, Speaking, Reading and Writing. Writing is the most difficult skill for most students. It can be seen from the data and some problems that the students confront in writing composition. Furthermore, it is hard for the students to get ideas; the students have problems in developing the whole meaning of the topic sentence, supporting sentence, cohesion, coherence and unity.

III. Methodology

The writer will choose 25 students to be keys of the subject. In the classroom consists of thirteen females and twelve males. The asks the students to write a composition, so the objects to this research in the student performance of writing a composition. The data is collected from the students' writing, as has been stated by Arikunto (2006:222) that collecting data can be used by observation, recording, teaching or treatment and test method. In getting data, the reserch give the students some example of composition, explain the elements of writing like topic sentence, sappingoring sentence, cohesion, coherence and unity. Data processing is done as follows:

1. To tabulate the result of the developing in writing of paragraph composition.
2. To calculate to what extent students developing in writing of paragraph composition.
3. To make a sample and analysis of students performance in writing a paragraph composition.

IV. Research Findings And Discussion

Research Findings

Based on the data analysis, the writer just explained or analyzed the students' problems in developing writing composition. The writer analyzed ten of them. And the writer found that:

1. The students commonly have problems in developing topic sentence and supporting sentence.
2. The students also have problems in the part of cohesion, coherence and supporting sentence of the object to be developed in the composition.
3. The students develop more than one one topic or the main topic of the paragraph.

V. Discussion

A good paragraph consists of several component topic be developed. The paragraph must have topic discuss. In the paragraph, the topic is usually written in good topic sentence. It states the main idea of the paragraph but it also limits the space of a single paragraph. A paragraph also consists of supporting sentence in writing which it develops the topic sentence (Oshima, 1983:4). Every supporting sentence and supporting sentence must support the main idea in paragraph. So, the paragraph has only one idea. Another component in paragraph is cohesion and coherence. Cohesion is concluded with they way how proposition are linked structurally in a text, in this case paragraph is develop by using prominal cohesion and verbal cohesion and coherence is a case which is important topic the development of the topic sentence in a paragraph. Coherence means hanging together and includes the proper arrangement of the idea. The ability to write a paragraph composition, a writer needs five criteria of a good description. They are: topic sentence, supporting sentence, cohesion, coherence and unity. A topic sentence as the important sentence in the and as a complete sentence with a subject, a verb and generally a component (Dumais, 1988:10), supporting sentence to support the topic sentence as the details with the way how proposition are linked structurally in a test. Cohesion as a mean of hanging together or the arrangement of the sentence, and the last unity. Every paragraph should have one main idea topic discuss about. The students may develop their knowledge in writing a composition by learning five elements of the criteria of a good composition. For these reason, the writer suggest that topic sentence,

supporting sentence, cohesion, coherence and unity should be taught vividly topic the students especially when writing composition. Because they are components underlying this skill. In other words, if the students understand the meaning and characteristic of these elements, they will probably apply in it writing.

VI. Conclusions

After having analyzed all the data, then the writer describes some conclusions:

1. The students are not usual to write a paragraph in English, so the sentences have some mistakes, although they can be understood.
2. The students' writing on composition did not entertain the reader.
3. The students are difficult to develop the topic sentence, supporting sentence, cohesion, coherence and unity.
4. The students might not understand the different between the topic sentence, and supporting sentence. Sometimes the students' paragraph only consist of details in a paragraph but they have no topic sentences, and sometimes their paragraph consists of several topic sentence.

References

- [1]. Abbot, Gerry, **The Teaching of English as International Language**, Glsagow and London: Collins, 1981
- [2]. Arikunto, Suharsini, **Prosedur Penelitian**, Jakarta: Rieka Cipta, 2006.
- [3]. Dumais, Wulur.L.A., **Writing in English**, Jakarta: DEPDIBUD, 1988
- [4]. Harris, David, P, **Testing English as a Second Language**, New York: McGraw Hill Book Company, 1969
- [5]. Hidayanto, arif, Y, **Stepping Step An English Course for Vocation School Students Grade XI**, Jakarta: Sinektika, 2006
- [6]. Lado, Robert, **Laguage Teaching**, New York: McGraw-Hill, 1964
- [7]. McCrimmon, James M, **Writing With Purpose**, New York: Anta Geneva, Ill, 1950
- [8]. Muhyidin, Setia, T, **Writing Paragraphs and Essays Through Models and Exercise**, Jakarta: DEPDIBUD, 1988
- [9]. Ong, Jhonny, **Creative Composition**, Kuala Lumpur: Estern Universitas Press, SDN, Bhd, 1974
- [10]. Reid, Joy. M, **Teaching ESL Writing**, Englewood Cliffts, New Jersey: University of Wyoming, 1993
- [11]. River, Wilga M, **Teaching Foreign Language Skill**, Chicago: The University of Chicago Press, 1971
- [12]. Ruswanto, **Being Competent In English For Senior High School Students Grade XI**, Solo, Mediatama, 2005
- [13]. Saraka, From Paragraph To Essay: **Concepts and Practices**, Jakarta: DEPDIBUD, 1988
- [14]. Wishon, George E and Julia M. Burks, **Let's Write English**, New York: Litton Educational Publishing Inc, 1980
- [15]. Weaver, M, Richard, **Composition**, New York: Holt, Rinehort and Wiston, 1957