

Problems of Writing Teaching in University

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Abstract

In the process of learning English as a foreign language in Indonesia, it is still a scourge for most students in Indonesia. This study aims to determine the difficulties of students in the process of learning English. It is hoped that the results of this study will be useful for English teachers to find solutions to deal with the difficulties experienced by English learners. The method used is a literature review of various valid references in the form of books and articles published in various national and international scientific journals. Based on the results of the review conducted there were many problems or obstacles faced by students in writing courses where these obstacles were caused by various existing factors.

Keywords: writing skill, writing teaching, problems

INTRODUCTION

Changes globally have an impact on the influx of Western culture in Indonesia, for this reason in this era many things use English starting from the political, economic, socio-cultural and educational fields. Especially in the field of education there are many international schools with one of the foreign languages studied is English. With education that is increasingly developing following technological advances, each individual is required to learn English in order to adapt to increasingly sophisticated and modern developments. With good, fast and competent mastery of English, each individual can access information and communication technology at this time with spacious, fast and flexible.

Writing is a language skill that is used indirectly, not face to face with other people. Several kinds of writing skills, among others, starting from writing sentences, speeches, poetry, letters and essays. The ability possessed in writing essays is not only how students express their ideas in written form, but students must understand aspects of writing which include essay content, writing organization, vocabulary, language rules, spelling and punctuation. This writing skill will not come automatically, but must go through lots and regular practice and practice. Writing is considered a more difficult productive skill because in the process of doing it it involves thinking skills and the rules are more stringent, namely grammar, spelling, coherence, writing style and others.

Writing is an activity to create a note or information on a medium by using characters. According to Astuti (2020: 2) writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings. Writing can be considered as a process or a result. Writing is an activity carried out by someone to produce a piece of writing. According to Astuti (2020: 2) writing is a difficult and complex skill. Thus it can be concluded that writing is an activity to express ideas, ideas or opinions as outlined in written form in a complex manner.

Wedasuwari (2018: 12) argues that the content of a good piece of writing conveys deep thoughts and is not in the nature of ordinary communication, using complete sentences, not abbreviated or abbreviated. The content and direction of writing is clear and well-planned, free from errors of all kinds and types, using scientific vocabulary. To get good writing, strategies and steps are needed to write scientific papers systematically. According to Wedasuwari (2018: 13) there are several stages in writing, namely the pre-writing stage, the writing stage, and the revision or writing improvement stage. This shows that the writing process is a continuous process. Writing scientific papers is not a matter of short lengths of writing, or the complexity of ideas that make it difficult for readers to digest. Even though he has succeeded in writing several essays, this does not necessarily make the writer proficient in compiling scientific papers. Expertise and formulating ideas are needed accurately so that they can be accounted for scientifically. The good location of scientific work is also supported by strong sources that confirm the idea of writing. The sources selected must be from credible references that can be quoted, paraphrased or summarized according to the needs of the author. However, the author must not forget to mention the citation of the idea. Meanwhile, if ideas are quoted directly, this means that the part explains important things. Thus, adding citations is not just increasing the number of words or varying the content.

Complexity in scientific work has its own character because written language is relatively more complex than spoken language. Written language has longer words, is lexically denser and has a more varied vocabulary. It uses more noun based phrases than verb based phrases. The written text is shorter and the language is more grammatically complex, including more lower clauses and more passives. Language style in scientific work is bound by formality. Academic writing is relatively formal. In general this means that in writing one must avoid everyday words and expressions. In addition, the contents must prioritize precision. In academic writing, facts and figures are given precisely. For that must include the reference.

In writing, objectivity is needed. Written language is more general purpose than private. Because of that, fewer scientific works use words that refer to writers or readers. This means that the main emphasis should be on the information you want to give and the arguments you want to construct. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs). Another characteristic is clarity. Academic writing is explicit about relationships in texts. Furthermore, it is the responsibility of the writer to make it clear to the reader how the various parts of the text are related using a third person perspective. This connection can be made explicit by using different words but the use of terms must be precise and consistent. Because of that, good academic writing will always use vocabulary accurately. Most scientific subjects have words with narrow specific meanings. Examples in Linguistics would make a clear distinction between "phonetic" and "phonemic", but in ordinary English they would not.

Students are expected to be able to produce a scientific work or writing that is able to express their ideas and thoughts according to the field of knowledge they are studying systematically and fulfill scientific principles as a reflection and indicator of the success of their learning while sitting on the lecture bench. Based on the results of observations, the best average score on the English proficiency test for Indonesians is usually in the listening and speaking aspects. Generally they score low on writing skills. In fact, many universities abroad specifically require writing scores to be higher than speaking, because the main challenge to attending a world-class overseas university is academic writing skills. That's where writing matters are still the main focus of Indonesian students when studying abroad. They are limited in terms of academic writing.

Writing is one of the skills that is needed in formal learning, but the ability to write in English is not easy, especially for students of English education study programs. This is related to the ability of the individual concerned because whether or not a person is able to write depends on how much vocabulary he has, how able he is to read writing written in English and to what extent the student has an understanding of the equivalence of sentences and words in the mother tongue and foreign language. (especially English). There are several reasons put forward regarding the importance of writing, although many view this skill as still very difficult. According to Hairston, as quoted by Sudayani (2009: 2), writing is important because writing can be a means of finding something, generating new ideas, training the ability to organize and clarify various concepts or ideas, training an objective attitude that exists in a person, helping to absorb and process information, and train to think actively. Thus, it is clear that writing is very useful, even though behind it the writing process still seems difficult.

Based on the explanation above, the writer is interested in collecting various information regarding the problems faced in learning writing courses at the university level taken from various references such as books and scientific journals in Indonesia and internationally.

RESEARCH METHODS

This research is a qualitative study with a literature study method. This technique aims to reveal various important information related to writing teaching in universities and its problems for discussing the results of referential research. The author prepares a literature review from various sources in the form of printed books and electronic sources in the form of articles contained in reputable journals in Indonesian and English, national and international journals.

RESULT AND DISCUSSION

There are some problems faced by students in learning writing in English. Based on research done by Dewi (2013), From the results of observations on the first assignment of semester IIB students in the 2011/2012 academic year in writing paragraphs developed by developing reasons and examples (reasons and examples), all students could not write topic sentences correctly. As a result, their ideas seem jump-up or not well organized so that their presentation in the resulting paragraphs is not easy to understand. Besides that, students also tend to ignore mechanical requirements such as spelling and punctuation which results in imperfections in their work. Carelessness like this should also get attention. Even though this course is the foundation for students to be able to take Writing II and Writing III courses, Scientific Writing and to be able to produce other quality academic writing. From the interviews conducted with the lecturers of the course, information was obtained that the lecturer concerned that students were only asked to combine sentences according to the topic to form a paragraph, so that when students were asked to produce their own products, they tended to have difficulty developing ideas. Apart from that, from the interviews conducted with the students participating in the lecture it was found that most of them felt bored quickly in lectures because they were asked to do the same activities in every meeting. Students tend to be very dependent on the presence of lecturers and often feel doubts about what is being done. In other words, their self-confidence is lacking. In fact, many students tend to get bored with monotonous activities.

The interviews also provided data about other methods that had been applied in teaching Writing I. From the interviews, information was obtained that caregivers had used the assessment portfolio in teaching. However, there are weaknesses in its application, namely that many students do not want to take advantage of the consultation opportunities as best as possible to discuss their problems in writing so that the best solution is found, and there are also students who submit assignments without being corrected in accordance with the suggestions and comments given so that the results are far from satisfactory. . From these data indicate that the ability of students in writing is still lacking. Other findings were also obtained from the application of the process approach carried out by the supervisor. The process approach includes pre-writing, composing, and revising. However, in practice, this approach cannot be applied optimally. What is meant by non-maximum implementation is the existence of deficiencies caused by both the limitations of caregivers and the students themselves. In the revising step, for example, which is essentially the writing improvement stage, students often even incorporate new ideas that should have appeared in the pre-writing stage.

In addition, the results of another study conducted by Prihatmi (2017) at the Malang National Institute of Technology, learning writing is only carried out in semesters 1 or 2 and is integrated with learning the other three skills, with no more than 3 credits per study program in 14 meetings. With this limited time, learning writing begins with the theory of parts of speech as a basis for understanding the structure of words and sentences. At the end of the lesson, students are asked to produce structured texts with scientific topics related to their respective study programs. In the final evaluation it was found that the majority of students' academic writing results were still unsatisfactory. There are many grammatical errors, inappropriate use of words, inability to put ideas into written form, as well as unsystematic content. Students even prefer to use the Google Translate application to convert their writing into English. Based on these findings, it can be concluded that as second language learners, ITN Malang students still have difficulties in using English, especially in writing academic writing, while the expected output in learning writing is that students are able to write journals or at least abstract their research. in English.

Another problem related to writing learning found in research conducted by Widiasari (2018) is that the obstacles faced by students and lecturers in broad outline are insufficient learning time. The strategy implemented requires a lot of time. The strategy applied must be able to accommodate both aspects in order to produce a work that meets scientific standards. This is supported by Usman's opinion in his book *English Language Learning Models in Writing Courses* (2016), which states that strategy is a determining factor in the success of a work program. The word strategy is seen as having a broad and varied meaning. The existence of the meaning of this word is spread in all areas of teaching writing at the university level.

In addition, students are also less able to relate knowledge from the literature they read with their experiential knowledge so that they experience difficulties in expressing written opinions (Wedasuwari, 2018). This relates to students' ability to write, based on observations made by Kasmairi (2019), where he observed the quality of writing written by semester III students of the English Language Education Study Program, Faculty of Teacher Training and Education, University of Bengkulu, who took the Genre Writing Course. still very low. Why is that, because writing skills are productive language skills so that they have special rules that must be mastered when students put their ideas into writing (Noermanzah, 2018). He also stated that from the results of the questions and answers, it was known that they also had difficulties in determining the topic to write about. These difficulties cause them to be less interested in writing, in this case writing in English. In other words, quantitatively the students' writing scores ranged from 60 to 70. There were even some students who were at 55. Then,

according to Kasmairi, he analyzed the writing in the form of texts written by students and there were still many errors. These errors revolve around the placement of sentence structure or grammar that is not correct, for example essays in the form of narratives which are generally written in the past tense in the present tense sentence pattern or errors in word choice, for example students should use the second form of the verb while still using the first form. Besides the choice of verbs, there is also a deficiency in the choice of words with the right sense.

Wigati (2019) in his research results suggests that in practice in class students often complain that writing assignments are very difficult. Writing turned out to be a scourge in itself for students. Whereas, mastery of the material is the basic goal of the teaching and learning process. Mastery of the material is also often used as the main consideration to measure the success or failure of a teaching lecturer. In fact, in a class with students who have different levels of English proficiency, it will create its own difficulties to measure whether students are at the same intensity in their comprehension. Students with a high level of competence will feel burdened because they have to wait for other friends to be able to understand the material and be able to apply it. Whereas students with low competency levels will feel frustrated because they are not able to understand and do assignments easily. This gap will be evident in skill-based courses. This is actually reasonable because in Krashen's theory (1984) understanding of language has the N+1 formula, which means that a person will not be able to understand higher material before he really understands the underlying material.

In line with the various problems described above, Byrne (1988) categorizes three problems that make writing skills difficult to master, namely linguistic, cognitive, and content problems. The first problem is linguistics. This relates to our shrewdness in writing the correct structure and therefore the sentences that are formed will be able to blend with one another. The result is that the text that is created can be well-explicated by the reader. The second problem is a cognitive problem related to our mastery of language forms, structures, grammar which are useful for effective communication in writing. Harmer (2004) termed it the organizational problem which is of course more complicated than the organizational problem in speaking. The third is the problem of ideas. This relates to anything that we can put in writing. Often we lose ideas in the middle of the writing process.

The points written in the guidebook for instructors in encouraging students to write published by the University of California's Office of Educational Development (2002) are as follows:

1. Usually students don't like being restrained, including when writing;
2. It takes time to have the ability to write;
3. We must remember that the task of writing English is not only English teacher duties;
4. Students should already know how to write;
5. Teaching writing is not entirely the same as checking grammar;
6. It is more difficult to teach students who are non-native speakers to learn English especially in writing;
7. We are not used to writing, therefore writing must be made habit;
8. Thinking and writing are two things that are well built;
9. Incorporate writing activities into learning;
10. Test what students know (such as short answers, short essays, writing about problem sets, question essays);
11. Help students integrate and apply information (term papers, memos, recommended actions);
12. Examine and consult problems (write three minutes/ notes short);

13. Writing as a means of learning (note taking, journaling, learning logs, book review for a professional journal, letter to the editor, biographical and historical sketches, company reports, articles for a professional journal,
14. Make writing the beginning of a conversation;
15. Designing effective writing assignments;
16. Make an introduction to the topic of writing;
17. Identify and classify common problems in write;
18. Evaluating written assignments;
19. Development of guidelines for scoring;
20. Prevent plagiarism.

Things that need to be done to help students in writing as follows: use in class to deepen students' thinking, conduct meta-teaching, discuss learning resources for writing and discuss strategies for approaches to writing assignments, student writing workshops, discuss examples of writing from students previously, organizing and supporting writing groups (Walk, 2008: 9). In the book "A Report to Carnegie Corporation of New York Writing Next Effective Strategies to Improve Adolescent Writing in Middle and High School by Steve Graham and Dolores Perin (P. 12) there are eleven elements which recommended for effective writing instruction for senior high school students, namely writing strategies which include planning, revise, and edit their writing, concluding and summarizing the text written, collaborative writing that promotes collaboration for plan, draft, revise, and edit their writing, for achieve certain goals (to meet the writing targets to be achieved by students), word processing, word combinations involving good sentences more complex, "Inquiry activities" that help students.

CONCLUSION

This study aims to reveal the obstacles experienced by students in the writing process and find solutions to overcome these problems. The conclusions from this study can be written as follows:

1. Writing skill is an important issue that requires attention and support from academics, especially institutions. It is hoped that the institution will develop an effective curriculum framework and give more time for lecturers to guide the writing process for their students starting from a basic level of understanding. It is very important for lecturers to have enough time to develop various methods according to the conditions at the student level and study program, as well as writing practice that is implemented and continuously evaluated. There is also a need for an ongoing curriculum, in which writing practices are carried out throughout the study period so that the knowledge imparted does not stop in just one semester of learning.
2. English lecturers/ instructors need to pay more attention to the condition of their students (level of proficiency, psychological condition, background, and so on), followed by readiness in implementing learning. In writing classes the role of a lecturer is in providing scaffolding or assistance in the form of activities as well as feedback for improvement so that students learn from mistakes and continue to grow. The expected feedback is one that does not only focus on grammar, but also on aspects of writing but also text structure, logical sequences, and so on. By understanding the problems faced by students, an educator can self-reflect to find out how effectively the learning process is implemented in class and for improve student quality.

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