

The Students' Difficulties in Acquiring English Writing

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Abstract: Writing skill is an essential skill which includes all knowledge and abilities to express one's ideas through the written word. However, English writing has always been a challenge to master by the students, especially students in junior high schools. The main objective of this research is focused on finding out student's difficulties in acquiring writing English. This study used case study with descriptive qualitative research. About 26 students are as the participants of the research. The data gained through document analysis, questioners and interview. The result indicates students had a significant problem in writing English. The findings revealed that the most significant problems are because of their lack of vocabulary mastery and language used. They assumed that they had limited knowledge in constructing sentence grammatically and also their lack of vocabulary mastery made them felt confused in choosing the word. Besides, they also were not interested in English.

Keywords: English Writing Skill writing difficulties, Acquiring

I. INTRODUCTION

There are four competencies in studying English they are: listening, speaking, reading, and writing. Writing is one in every language studying competency that is very beneficial for those who learn English specifically for students. According to Harmer (2007), writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

It has been realized that writing is one in all English skills that has to be perfect by a people language learner. Writing is additionally thought of because the indicator toward the students' success in learning English and their future skilled careers. Kingston, et.al, (2002) state that student's achievement in learning English is barely measured by the productive skills, particularly the writing performance. Moreover, recently people like the written sort of communication in accessing info to the oral communication. To support the concept of the importance of writing performance, Abbas (2007) states that one of the characteristics of the twenty first century is that English has modified its idea in term of the language use; the speech communication that is extremely dominant are going to be followed by the additional dominant of the written language. Thus, the target of a people teaching and learning should be emphasized at serving to the students to be able to communicate each in spoken and written forms.

Referring to standard of Competency and Basic Competence of curriculum 2013, the purpose of writing for the Junior High School is to encourage the students to write some kinds of texts in the form of functional texts (greeting cards, announcements, notice, and label), transactional (to get things done), interpersonal conversation (socialization) in text, and monolog texts (descriptive, recount, procedure, narrative, and report). These texts have their own characteristics, such as social function, generic schematic structures, lexical items, and grammatical features.

Based on standard of Competency and Basic Competence of curriculum 2013, the objectives of teaching writing of the ninth grade are to make students are able to create short functional texts and simple monolog texts are procedure, narrative and report text. The students should understand the social function (purpose), generic structure, and language features of the texts. Therefore, every student should be able to write. But in fact, the limitation of vocabulary and lack ability in writing their ideas with the use of correct grammar and punctuation makes troublesome for the students to put in writing and to translate each word and sentence. They find it difficult to use correct grammar, vocabulary, and punctuation to structure English sentences into a readable and acceptable text. The students seemed to be reluctant in

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Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students Hancı-Azizoglu, Eda Başak,Kavaklı, Nurdan,2020-12-11 The aptitude to write well is increasingly becoming a vital element that students need to succeed in college and their future careers Students must be equipped with competent writing skills as colleges and jobs base the acceptance of students and workers on the quality of their writing This situation captures the complexity of the fact that writing represents higher intellectual skills and leads to a higher rate of selection Therefore it is imperative that best strategies for teaching writing speakers of other languages is imparted to provide insights to teachers who can better prepare their students for future accomplishments *Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students* examines the theoretical and practical implications that should be put in place for second language writers and offers critical futuristic and linguistic perspectives on teaching writing to speakers of other languages Highlighting such topics as EFL ESL composition digital storytelling and forming identity this book is ideal for second language teachers and writing instructors as well as academicians professionals researchers and students working in the field of language and linguistics **Proceedings of the 2025 11th International Conference on Humanities and**

Social Science Research (ICHSSR 2025) Bootheina Majoul, Abdullah Abdullah, Sharifah Faizah Syed Mohammed, Fonny Dameaty Hutagalung, 2025-08-10 This is an open access book Review ICHSSR was established in 2015 and the past five sessions have all been successfully published and indexed by CPCI we wholeheartedly welcome colleagues worldwide to join us at this momentous conference held in Beijing Visible Learning for Social Studies, Grades K-12 John Hattie, Julie Stern, Douglas Fisher, Nancy Frey, 2020-04-07 Help students move from surface level learning to the transfer of understanding How do social studies teachers maximize instruction to ensure students are prepared for an informed civic life VISIBLE LEARNING for Social Studies Grades K 12 shows how the field is more than simply memorizing dates and facts it encapsulates the skillful ability to conduct investigations analyze sources place events in historical context and synthesize divergent points of view The Visible Learning framework demonstrates that learning is not an event but rather a process in which students move from surface level learning to deep learning and then onto the transfer of concepts skills and strategies Encouraging learners to explore different facets of society history geography and more best practices for applying visible learning to social studies curriculum are presented through A scaffolded approach including surface level learning deep learning and transfer of learning Examples of strategies lessons and activities best suited for each level of learning Planning tools rubrics and templates to guide instruction Teachers must understand the impact they have on students and select approaches to maximize that impact This book will guide you through the process of identifying the right strategy for the right time to successfully move students through surface deep and transfer learning *Linking for Learning*, 1989

Report by Her Majesty's Commissioners Appointed to Inquire Into the Schools in Scotland: pt. 1 Burgh and middle-class schools, together with the general and special reports of the assistant-commissioners Great Britain. Royal Commission on Schools in Scotland, 1868 *Forum*, 2008 **Journal of International Students, 2018 Vol. 8(2)** Krishna Bista, Chris Glass, 2019-10-01 The Journal of International Students JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes scholarly peer reviewed articles on international students in tertiary education secondary education and other educational settings that make significant contributions to research policy and practice in the internationalization of higher education **Multilingual Writing and Pedagogical Cooperation in Virtual Learning Environments** Moustén, Birthe, Vandepitte, Sonia, Arnó, Elisabet, Maylath, Bruce, 2018-04-13 Modern technology has enhanced many aspects of life including classroom education By offering virtual learning experiences educational systems can become more efficient and effective at teaching the student population Multilingual Writing and Pedagogical Cooperation in Virtual Learning Environments is a critical scholarly resource that examines experiences with virtual networks and their advantages for universities and students in the domains of writing translation and usability testing Featuring coverage on a broad range of topics such as collaborative writing project based learning and writing and translation practices this book is geared towards administrators teachers professors academicians practitioners and

researchers seeking current research on multilingual writing and pedagogical cooperation in virtual learning environments

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