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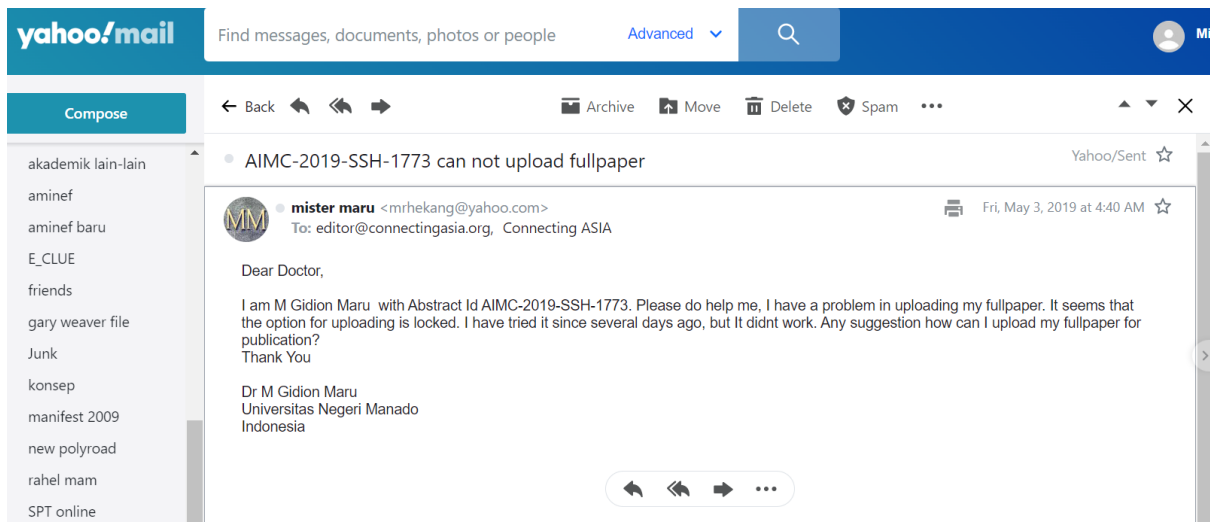
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The screenshot shows a Yahoo! Mail interface. The top bar includes the Yahoo! Mail logo, a search bar with the text "Find messages, documents, photos or people", and navigation options like "Advanced" and a search icon. Below the top bar is a navigation menu with "Compose" and icons for "Back", "Archive", "Move", "Delete", and "Spam". The main content area displays an email from "mister maru" (mrhekang@yahoo.com) to "editor@connectingasia.org, Connecting ASIA". The email subject is "AIMC-2019-SSH-1773 can not upload fullpaper" and it is dated "Fri, May 3, 2019 at 4:40 AM". The email body contains the following text:

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Thank you for submitting your paper

Regards,

Dr. Muhammad Imran Qureshi
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Challenges in Descriptive Essay Writing: A Case of Indonesian EFL Learners

Mister Gidon Maru, Marvisio B. Pantas

Abstract: Essay writing occupies a pivotal role in education. Within the context of learning English as a foreign language, it is viewed as the reflection of students' knowledge and language acquisition. This creates challenges for students in every level of mastery and background including in high school level. This study reports the investigation of Indonesian students' challenges in essay writing, particularly in descriptive one. In the frame of qualitative design, this study gains the data by analyzing students' essay assignment as documents for data and interviewing them if elaboration of the data is necessary students on the basis of the following main question: how did you write your essay and what challenges you. The respondents for this study are students of the high school in North Sulawesi whose academic achievement is high and come from different regions of Indonesia. Later, they are assessed to represent the circumstances faced by most learners in Indonesia. The grounded theory perspective is applied for analyzing the data and presented descriptively. The findings indicate that students experience various challenges in their efforts of writing a descriptive essay such as grammatical problems, vocabulary limitation, and word choice, spelling, and idea development. This study recommends the need for regular teachers' feedback, and more essay writing practices.

Keywords: Essay, Descriptive, Challenge, Indonesian

1. INTRODUCTION

Writing has been seen as an important skill to be developed within the context of language learning and global knowledge transfer. The particular skill is not merely related to the use of language in communicating and negotiating meaning or ideas but it also concerns with the reflection of the absorption of the source of knowledge as well as retransfer it as the written form. Further, writing skill is synthesized to be the mark of a cognitive, psychological, perspective, a socio-cultural perspective and a linguistic perspective [1]. It involves these aspects in one presentation of a writing product. That suggests the pivotal place of writing in academic world. It is more than solely being a language competence. Writing is "a thinking tool" [2]. According to Collingwood [4], "writing is not concerned with remembering but rather, it is the link between language and thought". It defines an acquisition of multidisciplinary knowledge and its productive transmission through language [4]. Within the context of teaching of English as foreign language in Indonesia, it has been part of

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Correspondence Author:
Mister Gidon Maru, English Department, Universitas Negeri Manado, Manado, Indonesia, gmaru@unma.ac.id
Marvisio B. Pantas, English Department, Universitas Negeri Manado, Manado, Indonesia, mpantas@unma.ac.id

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improve students' basic writing skill, and to trigger and encourage students' habit of organizing ideas, and developing critical thinking ability. Hence, this research focuses on identifying and illustrating common challenges in writing descriptive essay by writing upon the case of Indonesian students as EFL learners. It is intended to map of writing challenges and to suggest ways of overcoming them.

II. LITERATURE REVIEW

Writing in English has always been a challenge for Indonesian students as foreign learners of English as those in other Asian countries [5]. Students have to meet and tackle problems of English structure, the limited choice of words, content development, and the influence of socio-culture and communication perspective [10]. Writing apparently put students into trouble as shown by errors made in both of organizing of the composition and the language [11]. Yet, these circumstances do not eliminate the inclusion of writing in English subject taught in Indonesian schools. Indonesian government stipulates English as a compulsory subject in schools. According to Government Regulation, No. 32, 2013, English is one of the compulsory subjects which is taught from the first year of the junior high school to the university level. As the compulsory subject, English has to cover the development of four integrated basic skills such as Listening, Speaking, Reading and Writing.

Having no attention to spend other skills, Writing occupies a crucial role in language learning. It needs to be learned and mastered by students. Students' achievement in writing can be used as indicators for academic progress and communication ability as well as knowledge transmission. When one writes, he is not only selecting useful language but also he is also selecting information to be presented as well as considering the purpose of writing it. In other words, writing is a process of managing information and knowledge and process of formulating and organizing the way it reaches readers. Students' writing must demonstrate mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language [7]. That means that writing is important for both language learning and academic assessment. A good writing goes beyond the layer of linguistics components. It enters multiple layers of knowledge and perspectives. In writing, student deals with "finding out ideas and assembling them into coherent discourse, conforming to social conventions underlying written discourse, in order to perform an act of communication" [12]. At this point, a language learning is practiced and knowledge-making process is activated.

Writing an essay is part of the writing activity in EFL classroom. Descriptive, narrative, expository and argumentative writings are the four most common types of writing [9]. Among these four genres, descriptive essay is the most basic form of writing. It describes sensory experiences such as the sense of sight, sound, smell, taste, and touch, along with figurative language associating with it. Visualizing persons, place and thing in detail seems to be the essence of descriptive essay. It is considered being simple for an academic discourse, yet it is "fundamental and the best way to lay the foundation of the writer's craft" [13]. It is a pivotal one

to its process of writing may also relate to other genres or types essay. Describing an object in specific and vivid mode requires and prescribes accuracy not only in its manner of expression but also in its systematic arrangement so that readers may sense the presence of the object and its qualities. Teaching descriptive essay writing is admittedly not easy. However, the curriculum in Indonesia requires students to be able to write some kind of texts including descriptive one [14]. That particular ability is viewed as the readiness for global interaction and communication and for science and technology absorption and transfer. This phenomena underlines the need for deep understanding of the challenges that students behold in their engagement with descriptive essay writing. It is true that some studies [8] [15][16][14] have been carried out in order to improve descriptive writing skill but the fundamental issue in fact deals with more efforts to map students' common problem or challenges in their learning of essay writing. This is a urgent for designing the strategies learning process for both students and teacher for inspiring more breakthroughs in the field of language teaching.

III. METHOD

In the frame of qualitative design, this study gains the data by analyzing students' essay assignment as documents for data and interviewing them if elaboration of the data is necessary. In the interview stage, students as respondents are demanded to respond to the following main question: how did you write your essay and what challenged you. The respondents for this study are students of a particular prominent high school namely SMA Laskin St. Nikolaus in Tomohon, North Sulawesi, whose academic achievement are high and come from different regions of Indonesia and the location where one of the researchers did teaching practice (PTPL). Later, they are assessed to represent the circumstances faced by most EFL learners in Indonesia. The grounded theory perspective is applied for analyzing the data and presented descriptively. Students' errors are viewed and coded as the reflection of their challenges while the results of interview session are coded to clarify and confirm as well as to predict the way of overcoming the challenges.

IV. RESULT AND DISCUSSION

A. Result
This study involved students of the tenth grade in one of the prominent high schools in Tomohon, North Sulawesi, Indonesia. There were 20 students from Social and Science Classes. They were purposely regarded as representative of two majors in their school due to their achievement. The students were instructed to write a simple descriptive essay of 100 - 250 words on "A description of my own hometown/village". Students' essay were then analyzed and coded in order to figure out the challenges that students faced in their producing of the descriptive essay. For the discussion, interviews were carried out to elaborate the findings. Hence, are the challenges traced through students' essays. Students performed mistakes in different forms related to grammatical,

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word of choice and spelling problem as well as content development. Within this analysis, only few selected and most vital mistakes assumed in the main data are presented and discussed. The challenges are indicated by the combination of initial of students' number as subject with the mistake they made.

1. Grammatical Challenges

a. The inappropriate usage of preposition

Subject : 5
Incorrect : I live in Tomika City.

Correction : I live in Tomika City.

In this sentence the respondent inserted "in" as the preposition. This error relates to usage or selection of preposition. By inserting "in" in the sentence "I live in Tomika City" is wrong. Preposition "to" describes a process "on going" meanwhile preposition "at" describes a place. b. The inappropriate usage of "to be"

Subject : 3
Incorrect : Kuala Kencana and Tembungapura is beautiful city.

Correction : Kuala Kencana and Tembungapura are beautiful city.

The sentence "Kuala Kencana and Tembungapura is beautiful city" is found as an incorrect sentence because of the inappropriate usage of "is" in the sentence which has a plural subject [17]. The usage of "is" only appropriate when the subject of a sentence is singular. Therefore, it should be "Kuala Kencana and Tembungapura are beautiful city".

c. Error of omission

Subject : 1
Incorrect : I live Tomohon City.

Correction : I live in Tomohon City.

The error related to the omission is also found in students' essay. Omission is the absence of an item that must appear in a well-formed phrase or sentence [18]. Therefore, the sentence "I live Tomohon City" is omitted "in". It should be "I live in Tomohon City".

d. Error of addition

Subject : 2
Incorrect : You can see a many trees.

Correction : You can see many trees.

In this statement "you can see a many trees", the insertion of "a" is not necessary. The opposite of omission is addition. Addition is a presence of an item, which does not appear as a

Correction : Lakti has three elementary School.
The sentence "Lakti have three elementary School" is found as inappropriate usage of verb selection. Based on present perfect tense formula, the usage of have and has are different. The word "has" corresponds with "He, She, It". Meanwhile verb "have" is only for "I, You, We, They". In this sentence "Lakti" as the name of a place which is refer to pronoun of singular thing or object which requires singular auxiliary that is "has". Therefore, it should be "Lakti has three elementary School".

g. Inappropriate usage of infinitive

Subject : 20
Incorrect : Sometimes I really want to moved from this city.

Correction : Sometimes I really want to move from this city.

In this sentence the subject adds "to" in the word "to moved" an infinitive is basic form of a verb that usually follows "to" [17]. It means that sentence "Sometimes I really want to moved from this city" is considered being an incorrect sentence. Therefore, the correct one should be "Sometimes I really want to move from this city".

h. Inappropriate usage of personal pronoun

Subject : 18
Incorrect : There are lot of butterfly species. It is beautiful.

Correction : There are lot of butterfly species. They are beautiful.

"I" describes singular subject pronoun meanwhile "they" describes plural subject pronoun. Thus, the correct form should be "They are lot of butterfly species. They are beautiful".

2. Word Choice Challenges

Subject	Errors	Propose
S2	<i>Live with my parents</i>	Negative
S13	<i>Have as a sister of writing of Betawi</i>	n since Past Tense
S14	<i>Learn make everything at my home</i>	Verb do
S15	<i>Build in a little city</i>	Adjective ; small

a. Inappropriate usage of adjective



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Dear authors,

Mister Gidion Marue¹, Marvio B Pantas²

^{1,2}English department, Universitas Negeri Manado, Manado, Indonesia

¹Email: mrgidionmaru@unima.ac.id

²Email: marviopantas@gmail.com

It's my pleasure to inform you that, after the peer review, your paper "*Challenges in Descriptive Essay Writing: A Case of Indonesian EFL Learners*" has been ACCEPTED to publish in our journal namely *International Journal of Innovation, Creativity and Change*, ISSN: 2201-1315. It will be published in the Regular Issue of December 2019. You will need to pay the publication fee within 3 working days. I believe that our collaboration will help to accelerate the global knowledge creation and sharing one step further. Please do not hesitate to contact me if you have any further questions.

Sincerely,

Managing Editor

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- Tulis
- Kotak Masuk** 545
- Berbintang
- Ditunda
- Terkirim
- Draf** 10
- Selengkapnya
- Label** +

6 dari 14

Urgent: Name Correction in the article of Vol 8 issue 12 2019

Kotak Masuk x



Mister Gidion Maru <mrgidionmaru@unima.ac.id>
kepada enquiries, Muhammad

Jum, 17 Jan 2020 12:53

Dear Editor **IJICC**

Hereby I write to inform you that my name in the article entitled " Challenges in Descriptive Essay Writing: A Case of Indonesian EFL Learners" in Vol 8 issue 12 2019 was written incorrectly as Mister Gidion Marue. It has to "Mister Gidion Maru" (Maru without 'e'). Would you be so kind to help revising the name. The corection is urgent and vital due to the some reasons such as, first, it will influence the scopus ID and research record, second, it will hinder the use of the article for my promotion in my institution. Here I attach the pdf file of the article in the edition.

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