



## **An Analysis of Texts Written by Third Semester of Undergraduate Students of English Education Study Program**

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### **Abstrak**

Kajian ini bertujuan untuk mengetahui jenis teks yang ditulis oleh siswa, menganalisis konstruksi teks, dan menemukan masalah mereka dalam menulis teks bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Ini menggambarkan secara mendalam temuan yang terkait dengan tujuan penelitian di atas. Data hasil penelitian ini diambil dari bentuk-bentuk tertulis teks bahasa Inggris mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris Universitas Katolik Widya Mandira. Hasil penelitian menunjukkan bahwa ada enam jenis teks yang ditulis oleh mahasiswa semester tiga Program Studi Bahasa Inggris Universitas Katolik Widya Mandira. Jenis-jenis teks tersebut adalah teks naratif, teks deskriptif, teks recount, teks perbandingan/kontras, teks sebab-akibat, dan teks ekspositori. Beberapa teks tulisan siswa secara kohesif, runtut dan gramatikal benar. Namun, beberapa siswa lain menyajikan inkohesif, inkoheren, dan tata bahasa yang salah dalam menulis teks bahasa Inggris. Selanjutnya, ada beberapa masalah yang dihadapi siswa dalam menulis teks bahasa Inggris, yaitu: mentransfer ide secara tertulis, kurangnya kosakata, masalah dalam menggunakan tata bahasa, sulit untuk memulai menulis, kurangnya sumber bacaan, masalah dalam organisasi tulisan, dan tidak konsisten dalam menulis.

**Kata Kunci:** Teks bahasa Inggris, tata bahasa, naratif, deskriptif

### **Abstract**

*This writing aims at finding out the kinds of texts written by the students, analyzing students' texts' constructions, and finding out their problems in writing English texts. This study employs a descriptive qualitative method. It describes deeply the finding that related to the aims of the study above. The data of this result is taken from the written forms of English texts by the third semester of the undergraduate students of English Education Study Program of Widya Mandira Catholic University. The research shows that there are six kinds of texts written by the third semester of the undergraduate students of English Study Program of Widya Mandira Catholic University. Those kinds of texts are narrative text, descriptive text, recount text, comparison/contrast text, cause-effect text, and expository text. Some of the students' text writings are cohesively, coherently, and grammatically correct. However, some other students present incohesive, incoherent, and grammatically incorrect in writing English texts. Furthermore, there are several problems faced by the students in writing English texts, namely: transferring ideas in writing, lack of vocabulary, problem in using grammar, difficulty to start writing, lack of reading sources, problem in the organization of writing, and inconsistent in developing the idea.*

**Keywords:** English texts, grammar, narrative, descriptive

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## INTRODUCTION

In writing good compositions the writer has to enable the reader to comprehend what he or she intends to communicate (Raimes, 1986). A good composition should develop one main idea through paragraphs. Every paragraph that is used in a composition should develop main idea explicitly and implicitly in the composition itself and the paragraph itself is normally made up of the related sentence developing one main idea. In university level, particularly in English Education Program, teaching writing is crucial because writing is one of language productions that must be mastered by language learners (especially in formal education). In addition, during the process of learning there are many papers needed to be composed by the language learners as well as the writing of a thesis at the end of the study in university level. Based on writer's experience as a lecturer and as a thesis advisor in Widya Mandira Catholic University, there are still some students who cannot build a good paragraph. The main ideas of the paragraphs made by the students were not well supported by supporting ideas.

The writer sometimes found mistakes in writing such as grammar and mechanism as well. By seeing these phenomena (as has been displayed in the example above), the writer realizes that the teaching of writing should be given intensively by building the writing skill from the very basic part i.e. building a good paragraph before going to build a text or an essay. Writing a text means to compose one main idea which will be supported by several supporting ideas and a conclusion sentence or paragraph. The supporting ideas need to be in line with the main idea.

There are some theoretical concepts related to writing. Writing is a physical and mental activity that is done by the writer in pouring the ideas in written form. (Nunan, 2003) states that writing has three definitions, they are; the first, writing are both a physical and mental act. It means that writing is the physical act of committing words or idea, whether writing on the paper or a message types into a computer. Meanwhile, a mental act means writing is the mental work of inventing ideas, thinking about how to express them and organizing into statements or paragraphs to be clear to a reader. The second, writing is both to express and impress .It means that the writer shows his or her feeling or opinion and causes the reader to admire, feel happy and interested for what is written by the writer. The last, writing is both a process and product. The process means the writer imagines, organizes drafts, edits, reads and rereads and then the writer could product the essay, letter, story or research report.

According to Ayuba & Widodo (2015) Writing is a product-constructed from the writer's command of grammatical knowledge, and regarded as an extension of grammar, a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed novel sentences (Doi et al., 2021). In addition, writing is a means of communication in which a writer expresses his or her ideas, feelings, and skills as the contents of his or her writing. The contents of his or her ideas should be clear so that the readers are easy to understand what is written (Tans, 2014).

(Serrano, 1971) defined writing as an art and like any other art, has to be learning. Writing is the production of graphic symbols, that is letters or combination of letters which have to be arranged, according certain conventions, to form words, and words have to be arranged to a sentence. Likewise, (Rivers, 1968) state that writing in simplest form can be defined as the act of putting down in conventional graphic form something which has been spoken. Based on the explanation above, the writer can conclude that writing is a process of physical and mental act to express the ideas and thoughts that are stated clearly in order to make the readers easy to understand and comprehend.

Most writing we do every day falls in to several basic categories. They are: description, narration, recount, procedure, argumentation, expository, and persuasion (Winterowd, W. R., & Murray, 1985). Whenever we describe the characteristics of a person, place or thing, we are using the description. If we tell our friends about the fun we had on a trip to the village, we are using the narrative. Expository writing

presents information and explaining through the use of facts, ideas or example. Persuasive writing involves getting readers to agree with our opinion.

There are many aspects we need to assess in students writing. One of them is grammar. The word grammar refers to the set of rules that combines words in language into larger units (Nelson, Gerald & Greenbaum, 2002). In addition, grammar mainly deals with the structure of individual sentence (Salkie, 1995). Grammar is basically about how the words are combined to form a sentence. Furthermore, in analyzing the grammatical errors, (Dulay, H., Burt M. & Krashern, 1982) present four kinds of errors. The errors include omission, addition, misformation, and misordering. Omission error is characterized by the absence of items that must be presented in a well formed utterance. Then, addition error is characterized by the presence of item which must not be presented in a well formed utterance. Besides, misformation error is characterized by the use of the unacceptable forms of the morpheme or structure. The last, misordering error is the incorrect placement of a morpheme or group of morphemes in an utterance.

Besides, the researchers discuss a brief concept of error analysis. It is conducted in order to understand the error and try to improve language competence. (Richards, J. C., and Schmidt, 2002) define error analysis as “the study and analysis of the errors made by second language learners. Meanwhile, (Brown, 1980) defines error analysis as the process of observing, classifying and analyzing the deviations of the rules of the second language and then to reveal the systems operated by a learner. Similarly, Crystal in (Hasyim, 2002) explains that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language. Based on the explanation above, the researcher concludes that error analysis is the process of finding the error of using the language in terms of identifying, classifying, analyzing and trying to improve it.

There are some previous studies conducted some researchers dealing with text writing such as (Sijono & Aristo, 2019) who conducted a research to find out Erroneous Sentence Found in Descriptive Text Written by Students, (Wang, 2020) who found out Grammatical Errors in Written Texts, and (Nadya & Muthalib, 2021) who conducted error analysis of the students’ English written descriptive text.

Therefore, the novelty dimension of this study is the researcher does not only focus on grammar aspect but also the generic structure and other problems faced by the students in writing texts.

## **RESEARCH METHOD**

In this research, the researcher applied descriptive qualitative method. The aim of this of this method is to describe the characteristic of phenomena. The description of phenomena employed narrative description. Narrative description means the researcher explains the phenomena, situation and the fact completely and comprehensively by using words and sentence in narrative text.

### **Research Procedure**

In qualitative study, the researcher played a very important role. This role is called human instrument. Human instrument in qualitative study consists of some tasks. The first is deciding the focus of research; the second is selecting data sources; the third is collecting data; the forth is evaluating, analyzing and interpreting the data and the last is reporting and finding (Sugiyono, 2014). These steps are executed by researcher in orderly.

### **Research Location**

Research location of this study was undergraduate program of Widya Mandira Catholic University. The researcher selected this location, because the focus of this study was to obtain the data on student writing. This location was also selected because of some reasons such as: the ability of students and novelty aspect. Third semester of undergraduate students of English Study Program just finished their final exam when the researcher conducted the research. These students had studied writing subject for two semesters and the

subjects were called Paragraph Writing and Essay Writing. Beside, studies toward third semester of undergraduate students of Widya Mandira Catholic University were rarely conducted. In fact, studies on texts writing in undergraduate students of Widya Mandira Catholic University have not been conducted so far. Therefore, this study might support the novelty aspect of this study and might bring much contribution toward undergraduate program of Widya Mandira Catholic University.

### **Data Sources**

The data source in this study was the third semester of the Undergraduate students of English Study Program of Widya Mandira Catholic University. There were 80 students from this semester. The writer took 14 students purposively as the sample of this research as representatives of the data to answer problems stated in chapter one. Therefore, the research subject in this study was 14 students.

### **Techniques of Data Collection**

There were two kinds of data collection in this writing namely, writing task and interview.

#### **1. Writing Task**

Writing task is measurement instrument designed to elicit a specific sample of an individual's behavior or participant's knowledge and skill that can be done in physically. Writing task can be administered on computer screen or on paper with an examiner. The type of writing task in this research was written test that requires the students to write a text.

The researcher chose this technique to reveal the data of students' text writing. The procedures of this task were:

- a. The researcher requested the students of the third semester of undergraduate program at Widya Mandira Catholic University to be data sources.
- b. The researcher asked the third semester students of undergraduate students at Widya Mandira Catholic University to write a text. The researcher told them that they were free to write any texts they were comfortable writing and the topic was free as well.
- c. The researcher asked the undergraduate students of the third semester at Widya Mandira Catholic University to write in the classroom. The researcher gave the chance to the third semester of undergraduate students to write approximately 60-120 minutes. In writing a text, the students were allowed to consult the dictionary if they found some difficult words.

#### **2. Interview**

Interview is selected as a technique to collect data in this study. It is aimed to reveal the data about the problems faced by English Study Program students, in undergraduate of Widya Mandira Catholic University in writing texts. Interview is an interaction between interviewer and interviewee in the form of conversation. In the research interview, researcher (interviewer) has a role to ask questions in order to reveal the intended data meanwhile informants (interviewee) have a role to give any explanation dealing with the questions given. Interview is a flexible technique of data collection which is able to obtain deeper data from the informants, in which the informants may describe or explain an object or event widely (Sugiyono, 2014:316). To obtain the data related to problem in writing texts, the researcher applied one type of interview, namely semi-structured interview. Semi-structured interview was classified into a deep interview which let informants to share the idea, opinion about the topic of questions. Therefore, the researcher got comprehensive data dealing with this study. Semi-structured interview was a kind of flexible technique of data collection which did not depend on the list of questions.

### **Techniques of Data Analyzing**

In this activity, the writer analyzed the students' texts. There are some steps used:

1. Analyzing the aspects of writing.

In this part, the writer read students' texts and find out whether they have written the text based on the organization of the writing and to find out mistakes in terms of vocabulary, mechanism, fluency, and/or grammar.

2. Measuring students' strengths and weaknesses from texts they had written.

In measuring students' strengths and weaknesses, the writer used the academic assessment criteria proposed by (Trzeciak, 1995) ranging from excellent (the highest level) to inadequate (the lowest level).

3. Concluding the findings

Conclusion was drawn from the results of analyzing students' texts and interview.

## RESULT AND DISCUSSION

In this part, the researchers perform the analysis related to the generic structures of the texts written by the third semester of Undergraduate students of English Study Program of Widya Mandira Catholic University. The researcher displays the generic structures of narrative, descriptive, report, recount, cause and effect and comparison/contrast texts using the theory of (Martutik., Arifin., Bustanul., Rani., 2006). The researcher found that there are six (6) kinds of texts written by the third semester of undergraduate students at Widya Mandira Catholic University. The analysis of text writings especially how the ideas were built by the third semester students are displayed as follows.

### Narrative Text and Its Generic Structure

Narrative text consists of three parts namely orientation (O), complication (C) and reorientation (R). Orientation is a part where writer introduces the characters of the story, where and when does the story take place. While complication is the part where the writer tells about a problem arise in the story. And finally, reorientation is where the writer gives solution to the problem and sometimes the solution is accompanied with a moral message to the readers.

Below is the narrative text written by one of the students:

*(O) One day a cat and a fox were having a conversation. The fox who was a conceited creature, boasted how clever she was. Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs, she said.*

*(O) I know only one trick to get away from dogs, said the cat. You should teach me some of yours. Well, maybe some day, when I have the time I may teach you a few of the simpler ones, replied the fox airily.*

*(C) Just then day heard the barking of a pack of dogs in the distance. The barking grew louder and louder the dogs were coming in their direction. At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. This is the tricks I told you about, the only one I know, said the cat. Which one of your hundred tricks are you going to use.*

*(R) The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.*

The narrative text above is entitled 'A Fox and A Cat'. It was written in four paragraphs and it consisted of three generic structures i.e. orientation, complication, and resolution. In paragraph one, which is an orientation part, student twelve introduced the characters of the story. Then in paragraph two, she described the characters' personal traits through conversation between the cat and the fox. In third paragraph, which is the complication part, problem was arisen and it was shown by the event "*Just then day heard the barking of a pack of dogs in the distance*". The climax of the story was found in the fourth paragraph where one of the characters was attacked and died. This student had managed to organized her text well, unfortunately there are a few errors found in this texts such as, punctuation errors. For instance she should have put quotation mark

and question mark in some of the conversations between the cat and the fox. Therefore, the researcher rewrites the correction of the text. Below is the correction.

*(O) One day a cat and a fox were having a conversation. The fox who was a conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks to get away from our mutual enemies", the dogs, she said.*

*(O) "I know only one trick to get away from dogs", said the cat. "You should teach me some of yours". "Well, maybe someday, when I have the time I may teach you a few of the simpler ones", replied the fox airily.*

*(C) Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder, the dogs were coming in their direction. At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dogs. "This is the tricks I told you about, the only one I know", said the cat. "Which one of your hundred tricks are you going to use?"*

*(R) The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.*

### **Descriptive Text and Its Generic Structures**

The generic structures of a descriptive text are identification (I) and description (C). Below are the six descriptive texts written by the third semester students. In this part, the researcher discusses whether the students had produced correct order of generic structure of a descriptive text or not. Below is the descriptive text written by one of the students.

#### *Snake Senses*

*(I) Snakes don't see or hear as well as other animals. (D) A snake has eyes but no eyelids. They have clear scales over their eyes. Most snakes can see movement, but some snakes are blind.*

*(D) Snakes don't have ears. They have bone in their heads that can sense low sounds and vibrations.*

*(D) Snakes have a great sense of smell. A snake flicks out its forked (divided) tongue to collect scents. It doesn't mean the snake is hungry. The snakes pulls its tongue in and sticks the forked tips into a place in the roof of its mouth called Jacobson's organ. This way smelling lets snakes find other snakes as well as prey (animals it hunts for food)*

*(D) Pit vipers, boas, and pythons have small pits on their heads that can sense heat. These pits help a snake sense when a warm-blooded animal is near.*

The statement of identification of this text is "*Snakes don't see or hear as well as other animals*", and it was written in first paragraph. The following sentences in the first paragraph were description related to the first statement. Then, paragraph two, three, and four were built to elaborate more on the description of snake's senses. This descriptive text was well produced by student eleven because the ideas were put in correct order i.e. identification and description. There were no errors found in her writing as well.

### **Recount Text and Its Generic Structure**

In this section, the researcher displays two recount texts written by the third semester students. Researcher also analyzes the paragraphs written, in order to see if they were built according to the generic structure of a recount text. Below are the display and the analysis of the text.

*(O) Last year, In semester holiday I spent my holiday in my village in Ende Because it is so long holiday and it is so bored if we just stay at home.*

*(E) Finally, I and my friends decided to visited Kelimutu lake. Kelimutu lake is a three colored like in the world, so we think it is Cool if we visited it.*

*(E) From Ende to Kalimutu lake it is about 2 hours, after arrived there We very enjoyed the beautifull panorama in Kalimutu lake. In there, we Saw many Visitors From other town and country.*

*(E) We spent our time there by took pictures around lake, after that we decide to back home. I think one day you much go there, do not only stay at home. Ende so beautiful friend!!!*

*(R) It is an Unforgatable holiday.*

In the text above, there are three parts of the writing namely orientation, series of events, and reorientation. The text was well organized. However, there are still some grammatical errors as well as punctuation. Below is the correction that the researcher made to the text above.

*(O) Last year, on semester holiday I spent my holiday in my village in Ende because it was a long holiday but it was so bored if we just stayed at home.*

*(E) Then, my friends and I decided to visit Kelimutu Lake. Kelimutu Lake is the only three-colored lake in the world, so we thought it was cool if we visited it.*

*(E) From Ende to Kalimutu Lake, it took about 2 hours to get there. After arriving there, we really enjoyed the beautiful panorama in Kalimutu Lake. We saw many visitors from other towns and countries.*

*(E) We spent our time there by taking pictures around the lake, after that we decided to go home.*

*(R) I think one day you must go there, do not only stay at home. Ende is so beautiful.*

*(R ) It is an unforgettable holiday.*

### **Comparison and Contrast and Its Generic Structure**

In this section, the researcher displays comparison and contrast text written by the third semester students. Researcher also analyzes the paragraphs written, in order to see if they were built according to the generic structure of a comparison and contrast text. After analyzing the generic structure, the researcher gives correction to any errors found in the texts and rewrites the texts. Below are the display and the analysis of the text.

Below is the comparison and contrast text written by one of the students.

*Go to college or not?*

*(T) Not everyone agrees with the idea of going to college. Part of the reason is that not everyone thinks this is an important thing. Furthermore, sometimes people want to go to college but they cannot because of some problems. The obstacles regarding money, time or even the lack of ability of the people to set their lives can be considered as part of this issue. Thus, it is important to know deeper about this issue. This essay is going to discuss more how the problem of money, time and the way people set their lives can influence people not to go to college.*

*(P) First of all, go to college is a waste of time. Many people think that spent 4 or more years of college is very detrimental to them while they know that skills they acquired during high school could make them get jobs in their favor. They think that in order to obtain a job (except in scientific majors that involves the lives of many people), a college diploma is not required. Some also think that the education system is going to fail them by improperly preparing students for the real world and their career. In addition, the system in college only gives theories which sometimes isn't fit and cannot be used in the real world.*

*(P) Secondly, people cannot afford it. College is expensive. When people came from a family that economically disadvantage background, it would be very difficult for them to continue their education to college. Go to college means having to buy high prices books and it must be done for 4 or more years. Where can they earn money to pay for the books? Even if they still want to continue to college, the study by University of Michigan shows that only nine percent of low-income students got college diploma within 4 or more years. Some should be dropped out because of financial problem. In the end of the day, go to college is only going to complicate these people lives.*

*(C) In short, the issue of not going to college has several crucial causes. The problem of financial and time should be considered as urgent condition. Thus, it is important for all of us to know more about our life goals and prepare all things before we choose whether or not we will go to college.*

In the comparison and contrast, there are two patterns used to explain the similarities and differences of a thing/person/place, to evaluate the advantages and disadvantages of an idea i.e. point by point and subject by subject. In text above, the comparison and contrast were organized by using a pattern called 'point by point'. The text was well organized and there were no grammatical or punctuation errors found in the text.

### **Cause and Effect and Its Generic Structure**

In this section, the researcher displays one cause and effect text written by the third semester student. Researcher also analyzes the paragraphs written, in order to see if it was built according to the generic structure of a cause and effect text. After analyzing the generic structure, the researcher gives correction to any errors found in the text and rewrites the text. Below are the display and the analysis of the text.

#### *Computer and Video Games*

*(T) Nowadays, almost all children in the world have their own gadget, like computer, smartphone, pc, and etc. some parents agree that gadget very helpful for young minds. But, the others argue that it can be dangerous to the child's mind.*

*(E) First, some computers and video games provoke aggressive behaviour, war and violence, night-wing extremism. (C)It can bring negative influences for children on the psyche of children. Children may adapt what they watch or see in video games and can be serious problem if they regularly see on their video games and computers. For example, the popular games 'Taken'. Children may think that hitting others is normal and it is okay because children find it entertaining to watch. So, let your kids watch or play violent video games, is it right?*

*(E) Second, video games and computer can make children become less sociable. (C)They will spend most of their time outside to play the video games and too much video games playing can make children's socially isolated. It is because computer and video games are fun and children can become addicted to watch or play computer and video games. (C)They will not enjoy other activities such as doing homework, reading, sports and interacting with the family and friends. (E)This will result to a limit in their experiences as children just because of them have been addicted with computer and video games.*

*(E) The last, it is not good for health. (C)The radiation of computer or gadget can destroy children's eyes if they too much playing or watching video games or computer. (E)The other effect for health is children have higher chance of becoming obese.(C)It is because children do not do physical activities such as running, skipping, swimming, riding a bike, etc. Children that enjoy outdoor activities become physically fit and are generally healthier.*

*(Conclusion) In short, computer and video games are harmful for children. It can be serious problem if their parents do not pay more attention to them and be loving and attentive parents who disciplines their child well.*

In text above, the cause and effect were well organized. There were no grammatical or punctuation errors found in the text.

### **Expository Text and Its Generic Structure**

In this section, the researcher displays one expository text written by the third semester student. Researcher also analyzes the paragraphs written, in order to see if it was built according to the generic structure of an expository text. After analyzing the generic structure, the researcher gives correction to any errors found in the text and rewrites the text. Below are the display and the analysis of the text.

### *The Importance of Hygiene for the Environment Society*

*The cleanliness is one thing to note by the community, both public urban and rural communities. As we know and natural for this, many people who are not pay attention to cleaning environments, such as throw litter, cut down trees cause of air pollution everywhere.*

*The fact that there, it is expected public awareness of the importance of hygiene the environment. Therefore, the government should give appeals for the people like seminars on environmental cleanliness, invites the public held reforestation and various other means that may affect and growing awareness of the importance of hygiene environment.*

In the expository text above, there are two parts of the writing namely problems and solutions. The text was not well organized because from the content of the text did not entirely reflect the title of the text. The first paragraph should have had one main idea related to the title: Thesis statement which is about the Importance for having hygiene for the environment. Thus, the ideas in this text were scattered.

Below is the correction that the researcher made to the text above.

### *The Importance of Hygiene for the Environment Society*

*(T) The cleanliness is important for the environment and community. However, many people do not pay attention to hygiene of environments. We can see that quite a lot of people still litter, cut down trees which will lead to the cause of air pollution everywhere.*

*(A) We need to keep our environment clean for some important reasons. First, by having a clean environment we can do our daily activities well. Second, we can preserve earth's various species of plants and animals. Third, we can save the world because humans and nature are well kept. Fourth, we can live better because our surroundings are clean and healthy. (R)Therefore, the government should give appeals for the people like seminars on environmental cleanliness, invites the public held reforestation and various other means that may affect and grow awareness of the importance of hygiene environment.*

### **Students Problems in Writing English Texts**

This part the researcher investigates about the problems that are faced by the third semester of undergraduate students of English Study Program of Widya Mandira Catholic University in writing texts. The problems are found based on the interview that is done by researcher and the students. Based on the interviewed, there are some problems which are found, they are:

**Table 1**  
**Problems faced by the students**

No	Problems faced by the students	Explanations
1.	Students are Difficult in Transferring Ideas in Writing	Transferring idea is one of problems of students' writing. In this case, the students face some problems in transferring idea namely the students write without ideas development or supporting ideas.
2.	Students Lack of Vocabularies	The using of vocabulary is important in writing. In writing texts, the students face some problems about vocabularies. The first, the students present Indonesian languages in their writing.
3.	Problem in Using Grammar	In this part, the researcher analyzes the errors that the third semester students of the undergraduate English Study Program of Widya Mandira Catholic University made in their English texts. It is found that several sentences in students' writings are grammatically incorrect. Grammar is basically about how the words are combined to form a sentence. The researcher found that the students' text writings are grammatically correct and incorrect. This part, the researcher focuses on several grammatical errors that are found in students' text writings. The grammatical errors are analyzed according to surface taxonomy strategy by

	Dullay, Burt, and Krashen, (1982:155) who presents four kinds of errors. The errors include omission, addition, misformation, and misordering. There are four kinds of errors found in students' text writings; they are omission, addition, misordering, and misformation.
4. Students are Difficult to Start the Idea in Writing	Undergraduate students have problem how to start the idea in composition. There some students start their idea in specific statement.
5. Students Lack of Reading the Source	Reading source is important in writing. If we are lack in reading, thus our writing is not good. It is one of the problems in writing. The third semester students of undergraduate English Study Program of Widya Mandira Catholic University also have this problem in writing texts. Based on the result of the interview, some of the students said that they lack of reading the source about the topics they chose. Thus, it made them difficulty in expressing their ideas. Expressing the ideas in writing is not easy if we do not read the sources that we want to write.
6. Problem in Organization of Writing	Organization of writing is one of the problems of students in writing texts. In writing descriptive text for instance, the students are difficult in making supporting sentences to connect with the title of the text or with the main sentence.

The problems faced by the students similar to the writing problem ideas stated by (Seyabi & Tuzlukova, 2014).

## CONCLUSION

There are several conclusions related to findings and discussions "An Analysis of Texts Written by the Third Semester Students of Undergraduate English Study Program of Widya Mandira Catholic University in Academic Year 2016/2017". The conclusions are as follows.

The first, there are six kind of texts produced by the third semester of undergraduate students of English Department at Widya Mandira Catholic University in writing texts. Those texts are (1) narrative, (2) descriptive, (3) recount, (4) cause and effect, (5) comparison and contrast, and (6) expository. Second, the third semester of undergraduate students of English Department at Widya Mandira Catholic University could construct the texts well based on the generic structures of the texts. However, the researcher also found incoherently-written text constructed by the third semester of undergraduate student of English Study Program of Widya Mandira Catholic University in terms of incorrect use of conjunction to link ideas and arrange the ideas in logical order, the absent of one elements of the generic structure of the text. In addition, there are four forms of grammatical errors namely omission, addition, misordering, and misformation,

The last, there are several problems faced by students in writing argumentative text namely; (1) Students are difficult in transferring ideas in writing, (2) Students are lack vocabularies, (3) Problem in using grammar, (4) Students are difficult to start the idea in writing, (5) Students are lack of reading the source, and (6) Problem in organization of writing.

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