

Student's Perception in The Use of Writing English Short Story

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Abstract

Writing is one of the basic skills from the English language. Writing all the elements of language skills needs concentration in order to achieve a really good result. One of the ways to increase writing skills is to write English stories. Some kinds of short stories such as narrative, and story about their experiences or weekly journals Furthermore, writing short stories can discipline the writing that they create. This research used descriptive qualitative in order to investigate the student's perception about the benefits in the use of writing English short story and the difficulties in the use of writing English short story. The data were gained by interviewing three students at Private University. The result showed that there are five benefits in the use of writing English short story such as improving vocabulary, practicing grammar, developing creative thinking, can be an alternative to improve writing skill and improving spelling. Additionally, there are three difficulties in the use of writing English short story such as finishing the story, finding appropriate vocabulary, and difficult in grammar.

Keyword: writing, short story, descriptive qualitative, benefits, difficulties

Introduction

In the English language, there are four basic skills divided into two categories which are namely receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are considered as productive skills (Javed, Juan & Nazli, 2013). In general, especially for Indonesian students, writing is probably the most difficult skill to master in language learning. Not only difficult to understand, but writing skill in English is also more complicated than speaking, reading, and listening skills. Consequently, students will identify the skill of writing as more difficult than listening and reading (Cole & Feng, 2010). Writing is the skill that most students are least proficient in when acquiring a new language (Nesamalar, Saratha & Teh, 2001).

In writing skill, students have to understand spelling, vocabulary, sentence structure and grammar. Students may face problems in writing every sentence if they do not understand about spelling and grammar. Sometimes students can speak English fluently but they did not understand how to write a short story. Elander, Harington, Norton, Robinson, and Reddy (2006) stated that in the process of writing, students should be well organized to manage a story to be meaningful. If they have a lack of grammar, the story that they make will be hard to understand. Furthermore, writing short stories can discipline the writing that they create, and acts as a practice to organize sentence structures to harmonize the spelling and grammar.

One of the ways to increase writing skills is to write English story. Some kinds of short story are narrative, and story about their experiences or weekly journals. When writing English short stories, students need the imagination to find the idea. Tuan (2010) stated that writing can assist students to develop their creativity (as cited in Spaventa, 2000, p.168). Students could write short story based on their creativity and write anything about their feelings. Writing short story helps students to think creatively because when making a story they would need to exercise their creativity.

Methodology

In addition, the researcher utilized a qualitative research approach because the researcher aimed to attain the opinion of students to explore the result of the study. Cresswell (2012) stated that qualitative research is to used to explore the problem to find out about the phenomenon of the study and explore more on the participants' thoughts. By using qualitative research, the researcher can achieve detailed information and attain different answers from several participants. Lambert (2012) said that qualitative descriptive is used to analyze, describe, and summarize specific experiences of the participants. The researcher used descriptive qualitative because the result is about the description of the participation' opinion in terms of their experience on certain phenomena.

This study collected data from private universities located in Yogyakarta. The participants were from two different Universities in Yogyakarta. The first reason because there is English Education Departement (EED) has taught about short stories in the course “Innovative Technology” and “Basic Reading and

Writing" in two Universities. The researcher is knowledgeable about it because the researcher is one of the students in that English Education Department from two Universities. Another reason is that the students in this department are easy to be contacted as the researcher has personally known them.

The participants of this study were three students of a private university in Yogyakarta batches 2015 until 2017. The name had been changed in term of pseudonym names such as Dewi, Deva, Devi. There are characteristics to select three participants for this study. First, these students should have been writing English stories more than four stories. Second, three participants should have many English short stories than other candidates to become participants. Next, two from the three participants should share sharing on blogs or social media such as "Wattpad.

The researcher used the interview as the technique to collect the data. The use of an interview is appropriate because this study has the aim to find out students perception from four types to collect the data, the researcher used the standardized open-ended interview. By using standardized open-ended interviews, topics and issues have been decided. The researcher also prepared interview guidelines for the interview process. Cohen, Manion, and Morrison (2011) stated that standardized open-ended interviews should refer to stimulus equivalence in that participants should understand the questions of the interview. When the researcher interviewed the participants the sequence of questions or should be in accordance with the interview guideline.

In interview, the researcher used Bahasa Indonesia because it was the first language of participants'. Then, the researcher used cellphone for recording the result of the interview. There are a note, pen, and recorder as tools in the interview process which will make gathering the data more accurate. The last step was analyze the data. The researcher did transcribing, member checking and coding for analyzing the data.

Findings and Discussions

Benefits of writing English short story

There were four benefits of writing English short story. Three participants are Dewi, Deva, and Devi mentioned that four benefits are improving vocabulary, practicing grammar, developing creative thinking, and improving spelling.

Improving vocabulary was the first benefit in the use of writing English short story from those three participants, Dewi, Deva, and Devi. Dewi said one of the benefits in the use of writing English short story can improve vocabulary. Deva stated writing will make it easy to remember vocabulary because she often found and used the vocabulary when writing. Devi also revealed that if there is a new vocabulary it will be easy to remember, this makes me know what it means. The statement supported by Al-Shourafa (2012) argued that writing can enhance students skill in grammar, spelling and vocabulary, language acquisition with words, sentences, and other elements of writing to communicate their idea effectively. Santosa (2017) said if students know and apply proper writing techniques it can improve vocabulary skills, grammar, and pronunciation.

Practice grammar was the second benefit in the use of English short story which mentioned by two participants. Dewi confirmed that writing English short stories usually uses tenses especially past tense, I can learn and understand about these tense. . Dewi confirmed that when she first wrote a short story in English the sentence that I made was random even difficult to understand. Besides, Al-Shourafa (2012) argued that writing can enhance students skill in grammar and vocabulary, language acquisition with words, sentences, and other elements of writing to communicate their idea effectively.

Developing creative thinking was a third benefit in the use of writing English short story which was confirmed by Dewi, Deva, and Devi. Dewi said, writing English short story should require to think creatively. Deva mentioned it because sometimes when she has some problems or charge the spare time she can explore all of the ideas. Dewi revealed that when writing an English short story, students have to think about the plot of the story. Tuan (2010) stated that creative thinking can help students to brainstorm ideas before they write an English short story (as cited in Spaventa, 2000, p.168). Wang (2012) defined creativity can be developed writing such as thinking, remembering, reasoning, feeling curious, exploring, and freedom of expression. Therefore, using write English short story can make develop creative thinking.

The last benefits from the participant, it can improve spelling in the use of writing English short story by Dewi. Dewi said the first benefit that she felt in the use of writing English short story it can improve spelling. It is because she always looks up an online dictionary if she does not know the right of the spelling. The

statement was supported by Al-Shourafa (2012) argued that writing can enhance students skill in grammar, spelling and vocabulary, language acquisition with words, sentences, and other elements of writing to communicate their idea effectively.

Difficulties of writing English short story

Participants mentioned that three challenges are finishing the story, finding appropriate vocabulary, and making the right sentence. Students difficult to finished the story was the first difficulty in the use of writing English short story mentioned by two participants, Dewi, and Deva. Dewi admitted that the difficulty in writing English short story was to express the idea and develop the story. Deva stated during writing an English short story the idea was gone and there are no more ideas to continue the story. Deva revealed sometimes the ending of the story does not suit with her hopes. The statement mentioned was supported by Dewi, Martha, and Wendra (2016) defined difficulty in developing stories because students want to make short stories that are able to attract the attention of readers so that they must be careful in developing the story

Lack of vocabulary was a second difficulty in the use of writing English short story. Dewi admitted it is hard if does not know the vocabulary especially the exact vocabulary in the story. Devi mentioned it because if only one word missed or incorrect in writing it can make different meanings of the vocabulary. Huy (2015) said students should avoid some writing problems such as grammatical errors, punctuation errors, and lack of vocabulary. Olinghouse and

Wilson (2013) defined in each of these processes, students should plan and write the right words to convey what they write.

Making the right sentence is the third difficult in the use of writing English short story. Dewi said she has difficulty in grammar to make the right sentence. Deva she should check the grammar because her grammar was not good. Devi revealed with the perception which said that sometimes if she already confused about managed the grammar, she used Google Translate. Albawi and Younes (2015) argued that grammar is one of the main students' weaknesses in writing.

Conclusion and Recommendations

Conclusion

Cole and Feng (2010) stated that students will identify the skill of writing more difficult than listening and reading. Furthermore, Ontario Ministry of Education (2005:12) defined writing is an instrument for students to deliver their thoughts, experiences, feelings, about what they have read and seen. One of the ways to increase writing skill is to write English short story. Some kinds of short story such as narrative, story about students experiences or weekly journal.

This research used a qualitative research design. Then, interview was required for qualitative research. The participants of this study were students of Private University batches 2015 until 2017 who have been writing English short story.

Two objectives in this research are to find out the benefits and difficulties in the use of writing English short story. The results related to this research

students' perceptions in the use of writing English short story. Regarding the participants who have been writing English short story argued that there were several benefits and difficulties in writing English short story. Moreover, those results from the participants could be seen from the interview results in order to obtain deep data.

The first purpose to reveal the benefits of writing English short story. The finding indicated from three participants mentioned that writing English short story gives some benefits to assist students' English writing. Those participants mentioned that writing English short story can improving vocabulary, practicing the grammar, also participants can developing creative thinking, and improving spelling.

The second purpose to know the challenges in the use of writing English short story. The participants declared that there were four difficulties in the use of writing English short story. Those challenges of writing English short story were students difficult to finishing the story, finding appropriate vocabulary, and making the right sentence.

Recommendation

Based on the findings of this research, the researcher proposes some recommendations related to this research. The recommendations are intended for students and lecturers.

The students. The resercher recommends the students often to write English short story. In additions, the reseracher recommand the students spending

time to write English short story. Therefore, students can improve writing skill.

Based on the result of this research, the students can know the benefits and difficulties in the use of writing English short story. By knowing the benefits and problems, the researcher recommends the students to use writing English short story to improve writing skill, because English short is an easy way to apply in writing skill and after the students knowing the problems they can prepare well to solve the problems when they use short story.

The lecturers. Based on the result of this research, the lecturers can know the benefits and challenges to write English short story. By knowing the strengths and the weaknesses in using English short story, the researcher recommends the lecturers to make sure when using English short story that should suit it to students. The researcher recommends the lecturers to instruct the students to writing English short story.

Next researchers. Regarding the result of the research, next researchers finally know the benefits and challenges of writing English short story. Afterward, the researcher recommends the other researchers to develop this research to use different methods. Besides, the researcher recommends next researchers have more participants in their research.

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