

ANALYSIS OF TEACHER'S DIFFICULTY IN TEACHING WRITING AND STUDENTS ABILITY IN WRITING NARRATIVE TEXT

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Abstract

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The purpose of this study is to find out and explain the difficulties faced by English teachers in teaching writing and how students' abilities in writing narrative text in ninth grade of SMP Muhammadiyah 01 Jember in 2019/2020 academic year. The research method used is descriptive qualitative. The collecting data used was an interview with an English teacher about the difficulties encountered while teaching writing and writing scores of the students, of which there were 20 students in ninth grade. The result of data analysis show that the interview which were then analyzed students' ability in writing it depends on how the teacher motivates them in learning and the teacher must bring an innovative media to show them that there are a lot of things that can help them to digging their understanding in learning writing narrative text. So the difficulties that faced the teacher could be solved.

Keywords: *Writing; Narrative Text; Teacher's Difficulty in Writing.*

Introduction

The role of communication has become increasingly vital in the era science and technology by oral or written. This further opens the opportunity to communicate internationally. This phenomenon encourages non-English native people to learn English. In Indonesia English is still a foreign language, so many things that they have not been able to understand, even though English has been taught since elementary school. One of productive skills which is very important to be mastered by English learners is writing skill because

through writing students can demonstrate knowledge in test, course papers, assignments, and formal or informal projects. Writing is an activity which is done by people to communicate or convey the message, ideas, and opinion to another person but it is indirect ways to express ideas through a piece of paper. Richard and Renandya (2002, p. 303) state that writing is the most difficult skill for second language and foreign language learners. Meanwhile, Harmer (2001, p. 79) states that writing is a form of communication to deliver thought or to express feeling through written form. The reason is writing is not only generating and organizing words in our mind, but also translating those words and ideas into readable text. Sometimes it can be found when the students are lack of vocabulary, difficult to understand grammatical rules and how the spelling in every word. That is why it is very common many teachers have difficulty in teaching writing skill. Teaching languages using technology in the current 4.0 era becomes very important while easily accessible and more varied, which means by using media to teach writing, well-known one way to minimize the teachers' difficulties in teaching writing can be achieved by bringing video into the class. The purpose of this research is expected to be useful for the teacher of English language so they know their students' ability and difficulties in writing narrative text. In addition, hopefully the result of this study would anticipate the readers of difficulties in their writing, motivate them to make a good writing, give some inputs for the teacher, and they can identify which part of the language structure are found difficult in writing, so that the teacher always upgrade their methods and techniques in teaching English.

Method

Mack (2005, p.1) states that qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts in particular populations. She also explains that analytical objectives of qualitative research are to describe variation, to describe and explain relationships, to describe individual experiences, and to describe group norms. Moreover, according to Lodico (2010, p. 143) qualitative research has few characteristics. Some of them are studies in qualitative method carried out in naturalistic settings, in qualitative the researcher ask broad research question designed to explore, interpret, or understand the social context, and the study data report is in narrative form or using words rather than numbers.

This research used descriptive qualitative research because based on the research problem; the objective of this research is to analysis of teacher's difficulty in teaching writing and students ability in writing narrative text at ninth grade students of SMP Muhammadiyah 01 Jember in 2019/2020 Academic Year. The data collecting technique is used based on theory of Miles, Huberman and Saldana (2014). There are data collecting, data reduction, data display, and conclusion. Which is the data took by an interview with an English teacher of Ninth grade students. Here is the list of questions of the interview with an English teacher:

Questions	Data Resource
1. How do you teach writing skill to your students?	<ul style="list-style-type: none"> • Writing tasks • Video as media • Grouping
2. What kind of English textbook and media do you use in teaching English?	<ul style="list-style-type: none"> • Articles and Journals • English textbook • News paper
3. How do you administer writing test to the students?	<ul style="list-style-type: none"> • Using test • Team work • Presentation
4. What are the difficulties you face in teacing narrative text?	<ul style="list-style-type: none"> • The use of Media • Students attention • Lack of vocabulary in students understanding • Choosing themes and topic • Combining material and workbook used.

Result and Discussion

After finding some data, both from the results of research in the form of writing test score and interview, the researcher analyzed existing findings and modify existing theories then build new theories and explain the implications of the research results about the efforts

of teacher learning process in SMP Muhammadiyah 01 Jember especially IX Grade students. In data collection, it is explained that there are some data used by researcher, namely writing scores and interview. But in the description of the results of this study that can be reduce is interview with English teacher. In learning process the teacher must prepare the material to be delivered, namely in the processing of the material. Here is the interview analysis:

Interview Answer	Interview Analysis
1. Teacher's efforts to manage material and methods	Mastering subject matter is the main requirement to be a teacher ideal. By mastering the material, confidence builds well, there is no doubt and is uncertain about students' questions. The teacher's task must be accounted for better. By mastering the material the teacher is easier to improve students in mastering the writing skill learning material.
2. Teacher's efforts to choose learning media	Choosing the media to be used must be based on the intention and purpose of clear selection. It is the choice of media for learning, for information that is general in nature, or is it just entertainment to fill free time. The teacher's learning process in using media and tool that is the LCD and blackboard media, the teacher used the facilities that are in the classroom. When using the blackboard media the teacher explained and students were alternately pointed to deliver the material being discussed at the time. From here the researcher concluded that using the media in each class can make students active in teaching writing narrative text.
3. Teacher's effort to process and give assignments to students	The results of interview conducted by researcher with the question of the reasons why bring cartoon as learning media. The English teacher said that the cartoon movie is one of the learning media that can be used to in learning to make it more interesting and provide a new environment for students. With this very interesting media, the teacher can make assignments to students with a variety of things, not just in books, because there are many more varied things that can be used for assignment or learning

	process.
4. The difficulties faced by teacher in teaching writing	<p>Teaching writing has become difficult because of the challenges faced by the teacher in learning writing skill. Some of the difficulties that teachers faced in teaching writing are students' attention, lack of exposure to books and writing material, students' lack of vocabulary. Nowadays, teachers are having a hard time in motivating the students, not because of the students naughtiness, but the students are not interested in learning writing. In the researcher findings when the teacher taught or explained something in the classroom, many students also do not understand what the teacher had been explained. So that makes students confused and ask about the meaning of each word. In this case it is a good thing that students still have an interest and curiosity to learn. The availability of learning media also becomes an obstacle for teachers in the learning process. For example, when teacher teach with the limitations of the LCD, they must wait for other teachers to finish using it. So that sometimes it becomes an obstacle in teaching. That is why teacher must have many alternatives in teaching so that there are no difficulties in the delivery of material.</p>

The material is in accordance with the RPP (lesson plan) and Syllabus, besides that the teacher also mastered the learning material. With the delivery of material that was quite clear. The teacher mastered the material in conveying learning. If the teacher did not master the material, the learning process would not be achieved properly. The teacher provided actual insight and is well prepared in presenting the material. The use of information technology teacher could quickly access the material knowledge needed so that teacher are not limited to the knowledge he have and only certain fields of study are mastered but teacher should be able to master more than the field of study they pursue. The teacher must have basic skills in media selection skills to increase student interest in learning.

Conclusion

Based on the result and findings, the researcher concludes that students' ability in writing it depends on how the teacher motivate them in learning and the teacher must bring an inovative media to show them that the are a lot of things that can help them to digging their understanding in learning writing narrative text.

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