

LEARN TO BECOME A PROFICIENT WRITER OF THE STUDENT: A NARRATIVE STUDY

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Abstract

Writing is fundamental skill that students should master in learning English. Writing is a from indirect communication carried out by someone express. The students do not have enough texts practice. So the student seldom make a mistakes, determine the main idea, use the appropriate words, and arrange sentence. Finally, the technology used by the teacher does not support the student's motivation for writing paragraphs. This study was conducted to determine students' experiences to become proficient writer at an Indonesian Islamic State Junior High School in Rembang Regency. This research was conducted to answer research problem as follow; What are the efforts of an Islamic Junior High School student to be a proficient writer? The study used a qualitative research and narrative study as a qualitative research branch. Interviews were used to collect the data. There were 1 student in eight grade were taken using interview technique. this study, the data obtained were written in interview transcripts, selected themes as a result of the findings, and then the interpretation of the data is carried out. The result of the study showed the students' experience in her efforts to become a proficient writer and difficulties they faced while learning to be a proficient writer. In this study, it was found that students had difficulty finding the ideas to start a story. The process of becoming a proficient writer is not easy. There are several stages and processes that students must go through to become a proficient writer.

Keywords: *Writing, narrative study, proficient writer.*

Abstrak

Menulis adalah ketrampilan dasar yang harus dikuasai siswa dalam belajar bahasa Inggris. Menulis merupakan salah satu bentuk komunikasi tidak langsung yang dilakukan oleh seseorang secara ekspresif. Siswa tidak memiliki kata-kata yang cukup dalam latihan membuat teks. Sehingga siswa sering membuat kesalahan, menentukan ide pokok, menggunakan kata-kata yang tepat, dan menyusun kalimat terakhir, teknologi yang digunakan guru tidak mendukung motivasi siswa dalam menulis paragraph. Penelitian ini dilakukan untuk menjawab permasalahan penelitian sebagai berikut; Apa saja upaya siswa MTs untuk menjadi penulis yang cakap? Penelitian ini menggunakan metode penelitian kualitatif dan penelitian naratif sebagai cabang penelitian kualitatif. Wawancara dan dokumentasi digunakan sebagai teknik pengumpulan data. Ada 1 siswa di kelas delapan yang akan menjadi sampel dari peneliuan ini. Dalam penelitian ini data yang ditulis dalam transkrip wawancara, tema yang dipilih sebagai hasil temuan, dan kemudian dilakukan interoretasi data. Hasil penelitian menunjukkan pengalaman siswa dalam usahanya menjadi penulis cakap. Dalam penelitian ini ditemukan bahwa siswa mengalami kesulitan dalam menemukan ide untuk memulai sebuah cerita. Proses menjadi seorang penulis yang cakap tidaklah mudah. Ada beberapa tahapan dan proses yang harus dilalui siswa untuk menjadi penulis yang cakap.

Kata kunci: *Menulis, penelitian naratif, penulis cakap.*

INTRODUCTION

Writing is a fundamental skill that students should master in Learning English. Therefore, Alwasilah (2001) explains that "Writing represent many valuable aspects such as culture and civilization; and through writing phenomenon which culture is passed from one generation to another". The objective of teaching writing is the students are able to write what in their thinking creatively. To understand writing is not easy. Saddler (2004; in Westwood) wisely remarks that, a good writing is not only a hard work, it is an extremely complex and challenging mental task. Based on Saddler stated writing is not easy. To understand and master the writing need hard work and mental readiness to help you take a part of writing. Besides the difficulties in understanding the writing of story, the student at eight grade of an Indonesian State Islamic Junior High School in Rembang Regency also still have difficulties composing sentences because they lack of grammar capabilities and their knowledge about vocabulary is low. So, it will be difficult to arrange the sentence in a story. This is reinforced by previous research by Sianturi (2019: 2) stated that the students were not able to find the meaning of vocabulary in the story, and the students were difficult to write the grammar clearly.

Based on observations, the writer obtained relevant student of an MTs in Rembang Regency still have there was a problem writing good text in English. The student's writing score remains low. Only some student's get good grades. The problem may be caused by some reasons aspects: first of all, it is a rare opportunity to use English as a foreign language, not the main daily conversation. The second one is students do not have enough text practice. So the student seldom make a mistakes, determine the main idea, use the appropriate words, and arrange sentence. Therefore, student need to master the structure of English Language, should have enough vocabulary and know the spelling in order to be able to write correct sentences and arrange them in a good

paragraph. Finally, the technology used by the teacher does not support the student's motivation for writing paragraphs.

Based on the problem above, the writer was to find out, the objective of the research is to investigate the efforts of an Islamic Junior High School students to be proficient in writer.

RESEARCH METHODOLOGY

In this study, the writer use qualitative research. The researcher would use the narrative research design as a qualitative research branch.

In this study, the researcher will conduct research on one of the students at eight grade, female student and her age is 14 years old. Ability in speaking English is not bad because the student excels in English lessons in her class. Student has very big interest in writing, because the student has a hobby of writing. In this study, using data collection techniques such as interviews and documentation.

The theory of Creswell (2010), namely analyzing data with three steps: the data obtained were written in interview transcripts, selected themes as a result of the findings, and then the interpretation of the data is carried out.

FINDINGS AND DISCUSSION

From the findings, the writer found that ANJ learned to write from reading several articles on the internet and books. Before learning to write a story, reading activities are very necessary to find reference sources. This is in line with (Darmuki, et al. 2015) which states that reading reference books will help readers to improve their language and writing skills. A story cannot be written according to one's will, but in writing a story there is a systematic framework. The framework in writing a story is very important. The purpose of the writing framework is that the elements of the written story are conveyed to the reader. In this case, it is found in (Anggraini, et al. 2007) that the difficulty that is usually experienced by someone in writing a story is that it is difficult to

organize an idea, idea, opinion, and experience into an orderly, systematic, and logical series of written language. So someone who will write a story must know and understand how to frame and how to write the right story.

From the findings, the writer found that ANJ was motivated to become a reliable writer from well-known writers in Indonesia. This is in line with Fitriani (2020) stating that students open social media on the accounts of writers. Students read the status of poems posted by writers and serve as references or references in making poetry.

From the findings, the researcher found that ANJ before writing a story, he listened to music and watched videos to provoke an idea. This is in line with Imastuti (2014) stated that the students

could get the ideas and inspirations to write a narrative text after they had seen the pictures series and listened the music.

From the findings, the researchers found that ANJ describes a character in the story through pictures. This is in line with Evy (2013) stated that the good media for teaching writing learning process, for example is picture. By using picture media will arise student imagination in working and pouring the imagination in the story. Writing ability needs to be mastered by anyone who wishes to communicate with others indirectly. Writing ability is a vital importance for the students the leaders and their employee, teachers. The selection of good media for teaching writing learning process represents of determinant success in increasing the writing activity.

CONCLUSION

Based on the formulation of the problem that has been stated, it can be concluded. The efforts of the student to be proficient writer it has been an outstanding experience for the students enthusiastic about their writing and publishing quality pieces of work on a consistent basic. They explored more tips and motivation that would improve her writing than she would has been introduced to without the implementation. The student began the year as emerging writer and ended year as young authors.

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