

AN ANALYSIS OF TEACHING WRITING PROBLEMS AND STRATEGIES AT THE ELEVENTH GRADERS

Reni Dwi Rahayu¹, Muhammad Ali Ghufron², Puput Suriyah³

¹Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro

E-mail: rndwrhy@gmail.com

²Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro

E-mail: ali.ghufron@ikippgribojonegoro.ac.id

³Faculty of Mathematics and Science Education, IKIP PGRI Bojonegoro

E-mail: puput.suriyah@ikippgribojonegoro.ac.id

Abstract: *This study aims to analyze the teaching writing problems and strategies at the eleventh graders of MAN 2 Bojonegoro. The type of this research is qualitative research. Data collection was done by interviewing two senior English teachers of MAN 2 Bojonegoro and supported by documentation. To analyze the data, the researcher took the procedures, namely data reduction, data display, and conclusion drawing. The finding showed that each teacher had different problems and strategies in teaching writing. The problem faced by the first teacher in teaching writing was students were not used to writing whilst the second teacher problem was the low motivation of students in learning. The strategies used by the teachers were asking question technique, group discussion, small group work and snowball throwing game. The researcher concluded that eleventh grade teachers of MAN 2 Bojonegoro used various strategies to make students understand the materials given by the teacher easily.*

Keywords: *Teaching Problem, Strategy, Writing Skill, Eleventh Graders.*

Abstrak: *Penelitian ini bertujuan untuk menganalisis masalah dan strategi yang digunakan oleh guru dalam mengajar menulis pada siswa kelas sebelas di MAN 2 Bojonegoro. Jenis penelitian ini adalah penelitian kualitatif. Pengumpulan data dilakukan dengan mewawancarai dua guru senior Bahasa Inggris di MAN 2 Bojonegoro dan didukung oleh dokumentasi. Untuk menganalisis data, peneliti menggunakan prosedur, yaitu reduksi data, penyajian data, kesimpulan, dan verifikasi. Hasil penelitian menunjukkan bahwa setiap guru memiliki masalah dan strategi yang berbeda dalam mengajar menulis. Masalah yang dihadapi oleh guru pertama yaitu siswa tidak terbiasa menulis Bahasa Inggris, sedangkan masalah yang dihadapi oleh guru kedua yaitu rendahnya motivasi siswa dalam belajar. Sementara itu, strategi yang digunakan guru dalam mengajar menulis adalah tanya jawab, diskusi, diskusi kecil dan permainan snowball throwing. Peneliti menyimpulkan bahwa guru kelas sebelas di MAN 2 Bojonegoro menggunakan berbagai strategi untuk membuat siswa mengerti tentang materi yang diajarkan oleh guru dengan mudah.*

Kata kunci: *Masalah Mengajar, Strategi, Keterampilan Menulis, Kelas Sebelas.*

INTRODUCTION

English is an international language and many people at this time are interested in understanding and learning it. In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school level, vocational school or university. There are four skills that should be mastered in English, such as speaking, listening, reading and writing. Writing, compared to other skills, is always considered as difficult skill to learn. It is not a natural skill because one could not acquire this ability automatically and quickly. Grammatical differences between English and Bahasa that are not familiar with tenses make students sometimes inconsistent in conveying ideas through writing. This is a challenge for all students in Indonesia, especially the eleventh graders of MAN 2 Bojonegoro who learn English and all teachers who teach English.

Nunan (2002: 86) says writing as a process, and it focuses on various classroom activities which are believed to promote the development of skilled language use. Nunan (2002: 91) also adds writing is clearly a complicated process, and competent writing is frequently accepted as being the last language skill to be acquired.

For some teacher, teaching writing has become difficult because of the challenges faced by the students in learning writing. Some of the challenges that are faced by the students are lack of vocabulary, poor grammar, poor spelling, students' readiness and lack of exposure to books and reading materials. However, in learning English in the class teachers have certain problem to overcome and strategy to help students understand and enjoy in learning process.

RESEARCH METHOD

In this research, the researcher uses a qualitative method. Thus, the researcher would know the teachers problems and strategies in teaching writing. According to Polkinghorne (2005: 137), "Qualitative research is inquiry aimed at describing and clarifying human experience as it appear in people's life and researchers using qualitative methods gather data that serve as evidence for their distilled description". It means qualitative is a research approach where the researcher presenting the data with using description.

The first step of technique of collecting data is interview. Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary et.al (1985: 342) stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent".

In this stage, the data will be obtained by interviewing two English teachers of different classes in teaching writing. By the interview, the researcher tries to find the various strategies used by both teachers in teaching writing and also the problems they faced when teaching writing itself.

After the interview, the researcher take the next step, that is documentation. Documentation are collected in order to get real situation such a social situation and many kinds of factors around the research setting. It is used to support and complete in the information which is obtained from interview. Arikunto (2002:206) explains, "The method of documentation is looking for data about things or variables in the form of notes, transcripts, books, newspaper, magazines, inscription, minutes of meetings, agendas, etc". The documents

in this research contain of syllabus, and lesson plan to support the interview.

After collecting the data, the researcher analyzes the data. Wiersma (1991: 85) stated "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study". In short, data analysis is systematically process to analyze data which have been collected.

According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. So the researcher decides to use the activities above to analyze her data. The steps in analyzing the data are: (1) the researcher collects the data mostly from interview and supported by documentation. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn.

RESULTS AND DISCUSSION

The results are divided into two parts, there are teachers' problems in teaching writing and strategies in teaching writing.

Teaching problems.

According to the interview with the first teacher, the researcher found out the problem faced by the teacher in teaching writing. For example the student still not used to it. The teacher said that students often complain about English being a fake language. Because the way to pronounce and write the words are totally different. It makes students sometimes confused when they write in the writing session itself. To

solve this problem, the teacher told the students to write manually whether it's individual or group assignments and not a typed file from computer. It is because computer has auto correct and the teacher didn't like it.

The next problem faced by the second teacher was there are still some students who had absolutely no motivation in learning English, especially in writing itself. The teacher said that this happened because their parents did not pay attention on how their children condition. To solve the problem, the teacher tried to approach the students who had low motivation especially in learning writing. She tried to make conversations with them, gave them some advice and motivation.

Teaching Strategies.

The first strategy used by the first teacher in teaching writing was asking question technique. Asking question technique used to improve the students' understanding of the material and to help the teacher to know how far the students could understand the material. So, this was one of the important techniques in teaching writing.

In this strategy, the teacher first delivering the writing material to the students. After she finished, she asked them if there's something about the material that they did not understand. If no one asked, the teacher asked the students instead by picking it randomly. In addition to testing students' understanding, the aim of this asking question technique was also to build students' ability to think critically.

Then the next strategy was group discussion. According Hasibun (2006:10), discussion technique is techniques about process interaction in the classroom between two or more students, the student can share about experiences, information, and the students is more active. The goal of

this technique is to motivate, to stimulate students to think critically, to saying their opinion. In this case, the teacher was the one who would choose the group members. The active ones were grouped with the passive ones. The aim of this activity is to put the passive to do something in the group and the active task is to motivate and help them.

After applying those strategies in class, the teacher said that students writing is increased, although not all of them. Only seven out of ten hundred percent who got no improvement. The teacher believe that every children's ability were different from one to another.

According to the interview result done with the second teacher, the teacher herself said that she used small group work and snowball throwing game in teaching writing. Making small group work was one of the effective techniques to encourage students in writing short sentences. In this small group work, the teacher divided all students in one class into several groups consisting of two to three students. The teacher then provides material related to writing itself to discuss and then instructs

the students to conceptualize first what they want to write. Because sometimes, students are more comfortable writing with Bahasa first then translating it into English.

The next one was snowball throwing games. To make students did not get bored during the lesson, the teacher played snowball throwing games. The teacher asked students to make a group. It was different from small group work which only consists of two to three students, in this Snowball Throwing game, the members were a little more, which is five to six students. But first before playing the game, the teacher delivered the material to be presented. Because the keywords of this game was the material given by the teacher itself. The goal of this game was to make students more responsive in receiving messages from friends from different groups and then deliver the message to her/his own group.

The teacher said that every student respond was different from one to another over the strategies being applied in the class. Some were enthusiastic, some were ordinary, and some didn't give response at all.

CONCLUSION

Based on the interviews with two English teachers of eleventh grade of MAN 2 Bojonegoro, the results and discussion can be concluded as follows:

1. The teachers faced some problems in teaching writing. The problem faced by the first teacher was students still not used to writing because they feel like every word in English was so different the way to pronounce and wrote it. To solve this problem, the teacher asked the students to write manually whether it's individual or group assignments at the end of the lesson so that they get used to it. And the problem faced by the second teacher was students had low motivation in learning writing. This happened because their parents didn't pay any attention to their childrens condition. So, the teacher tried to approach the students who have low motivation by making conversations with them, give them some advice and motivation.
2. Based on the interviews with two different English teachers, the researcher found out that each teacher had their own strategies in teaching writing at eleventh grade students of MAN 2 Bojonegoro. First teacher used asking question technique and group discussion and the second teacher used small group work and snowball throwing game. The strategies used by the two English teachers are different but have similarity. The purpose of using each strategies where made students develop of writing skill. The use of techniques made students easy to receive learning English. For each strategies can make students active, creative, confidence and more understanding..

REFERENCES

- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Creswel, J.W. (2007). *Qualitative inquiry & research design : Choosing among five approaches (2nd ed)*. Thousand Oaks, CA : Sage.
- Denzim, Norman K. and Yvonna S. Lincoln (eds.). (2009). *Handbook of Qualitative Research*. Terj. Dariyatno dkk. Jogjakarta: Pustaka Belajar.
- Harmer, Jeremy. (1991). *The Practice of English Teaching*. London: Longman.
- Harmer, Jeremy. (2004). *How to Teach Writing*. London: Longman.
- Miller, Robert Keith. (1991). *Motives for Writing with Student Access to Catalyst*. New York: McGraw-Hill Companies, Inc.
- Muhammad Yunus and Suparno. (2008). *Ketrampilan Dasar Menulis*. Jakarta: Universitas Terbuka.
- Nation. I.S.P. (2019). *Teaching ESL/EFL Reading and Writing*. New York: Routledge Taylor and Francis Group.
- Nazir, Moh. (2005). *Metode Penelitian*. Bogor: Ghalia Indonesia.
- Nidya Indrilla and Dyah S. Ciptaningrum. (2018). An Approach In Teaching Writing Skills: Does It Offer A New Insight In Enhancing Students' Writing Ability. *LLT Journal*, No. 2, 1410-7201. **DOI:** doi.org/10.24071/lt.2018.210201.
- Nunan, David. (1991). *Language Teaching Methodology : A Textbook for Teachers*. London: Prentice Hall.
- Sri Istiqomah. (2019). *An Analysis On The English Teachers' Strategies In Teaching Descriptive Writing At The Second Grade Of Junior High School*. Tegal: Pancasakti University Tegal.

- Sudarwati, Th. M and Grace, E. (2007). *Look Ahead Book 2*. Jakarta: Erlangga.
- Sugiyono. (2013). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sutopo, H. B. (2006). *Metodologi Penelitian Kualitatif: Dasar Teori dan Terapannya Dalam Penelitian*. Surakarta: Pusat Penelitian Sebelas Maret.
- Taylor, Gordon. (2009). *A student's Writing Guide*. New York: Cambridge University Press.
- Ulfa Fitria, Rusdi Noor. (2014). Using Imaginary Strategy in Teaching Writing a Descriptive Text to Junior High School Students. 2 (2): 96-101.(Accessed on 20th January 2019).
- Zuhri Efendi. (2017). Improving Students' Ability In Writing English Teaching By Using Portfolio Assessment (An Experimental Study At Smkn 1 Blangpidie). *Getsempena English Education Journal (GEEJ)*, 04, 217643. <http://www.jurnal.unsiyah.ac.id/EEJ/article/view/7227>.