

**KINDS OF WRITING DIFFICULTIES IN ACADEMIC WRITING FACED
BY ENGLISH TEACHERS OF SMKN 8 PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements for Obtaining Bachelor
Degree of Education (B.Ed) in English Language Education Program*



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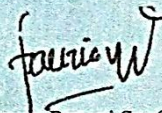
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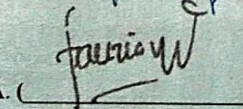
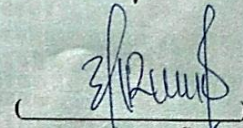
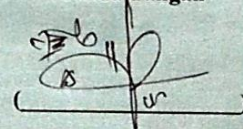
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ABSTRAK

Agdia, Peragita. 2020. *Kind of Writing Difficulties in Academic Writing Faced by English Teachers of SMKN 8 Padang*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang

Menulis merupakan salah satu keterampilan yang sangat kompleks dan sulit untuk dikuasai. Kesulitan dalam menulis dapat dilihat dari berbagai aspek menulis. Adapun faktor penyebab kesulitan dalam menulis ada bermacam-macam. Penelitian ini bertujuan untuk menganalisis jenis-jenis kesulitan dalam menulis yang dihadapi oleh guru bahasa Inggris. Selain itu, penelitian ini juga mengidentifikasi faktor yang menyebabkan munculnya kesulitan dalam menulis. Penelitian ini menggunakan metode deskriptif kuantitatif. Data dikumpulkan dari 5 guru bahasa Inggris yang mengajar di SMKN 8 Padang. Dalam mengumpulkan data guru diminta untuk menulis sebuah esai tentang bahasa Inggris untuk anak SMK. Untuk mengetahui faktor penyebab kesulitan guru dalam menulis, data dikumpulkan melalui Interview. Hasil penelitian menunjukkan bahwa guru mengalami kesulitan di setiap aspek menulis yaitu kesulitan pada *content*, *organization*, *language use*, dan *vocabulary*. Dan faktor yang paling dominan yang menyebabkan kesulitan adalah faktor psikologi.

Kata kunci: Menulis, kesulitan,

ABSTRACT

Agdia, Peragita. 2020. *Kind of Writing Difficulties in Academic Writing Faced by English Teachers of SMKN 8 Padang*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang

Writing is a very complex skill and difficult to master. Difficulties in writing can be seen in various aspects of writing. There are various factors that cause difficulties in writing. This study aims to analyze the kind of writing difficulties faced by English teachers. In addition, this study also identifies factors that cause writing difficulties, namely psychological, socio-cultural and linguistic factors. This research uses descriptive quantitative methods. Data were collected from 5 English teachers who teach at SMKN 8 Padang. In collecting data, the teachers were asked to write an academic essay with the topic English for vocational high school students. To find out the factors that cause teacher difficulties in writing, data were collected through interviews. The results of the study aimed at teachers faced difficulties in every aspect of writing. they were difficulties in contents, organization, language use, and vocabulary. Then, the dominant factors that cause writing difficulties was the psychological factors.

Key words: Writing, writing difficulties.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is defined as a process of conveying the ideas into a written form. It is considered as a creative way of communication where the ideas can organize into a good paragraph. However, in some cases, expressing the ideas into written form is not an easy task. Many people found many problems in writing. Hence, writing is an activity that takes time and needs full attention. As stated by Richard (2002), writing is the most difficult skill for second language learners to be mastered.

The difficulty in writing is not only in generating and organizing ideas, and finding vocabulary but also in using correct grammar. Besides, Nunan (1999) stated that the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners. It causes EFL learners to assume that writing is difficult and they face problems in writing. It happens to all users of English as a foreign language; both learners and teachers.

The statement above also supported by the results of informal discussions with English teachers in MGMP (Musyawarah Guru Mata Pelajaran) in Padang. Based on the discussion, the teachers also face some difficulties in writing, especially English teachers in vocational school. They stated that writing is the worst issue for them because they

rarely apply this skill in their daily life. Some teachers admit that they do not have enough time to write. There were many demands that should be completed. They have limit time for writing task due to the full of teaching schedules in school and also have many activities outside of school. The school's curriculum also does not demand and encourage them to write. These reasons make them not pay attention to improve their writing ability.

Furthermore, many difficulties and factors are causing problems in writing. Different researchers have different directions for studying and sorting such problems based on their factors. According to Bryne (1988), problems that make writing difficult are divided into three categories. They were linguistic difficulty, physiology difficulty, and cognitive difficulty. Moreover, Brown (2007) factors that cause writing difficulties can be classified into psychological factors, socio-cultural factors, and linguistic factors. In addition, Lee (2002) and Mo (2012) have found that writing problems come from five main domains such as lack of English proficiency (sentence level vs organization level), background knowledge, practice, motivation, and type of writing tasks. Furthermore, Sun (2014) makes it clear that writing problems are related to the following reasons; lack of interest, vocabulary and grammar, knowledge of English text structure, awareness of coherence methods, cultural background, and revision after writing.

Based on those explanations above, it is increasingly reinforced that writing is difficult, yet the kind of difficulty is still unclear and the factors are unknown. The teacher himself who teaches English also considers writing is a difficult task, afterwards this research needs to be done to improve the ability of teachers. In case the teachers know the difficulties and its causes of writing, there will be an action to follow up those writing problems from the teachers themselves, the school, and other parties. Hence, this research needs to be done by the teachers in Padang especially at vocational high schools who said that they faced those writing problems during the discussion. Thus, the researcher is interested in conducting the research entitled “kinds of writing difficulties faced by English teachers of SMKN 8 Padang”.

B. Identification of the Problem

Writing is one of the important skills that must be mastered by English teachers besides listening, speaking, and reading. Those skills reflected their competence in English. Thus, they need to be more knowledgeable about writing. However, from the informal discussions with English teachers that join MGMP (Musyawarah Guru Mata Pelajaran) which are mostly from vocational schools in Padang, they mention that writing is not easy and they have some problems in writing.

C. Limitation of the Problem

Based on the identification of the problem above, this research is limited to English teachers in SMKN 8 Padang which is focused on academic writing.

D. Research Question

The researcher formulates the research questions as follow:

1. What kind of writing difficulties are faced by SMKN 8 English teachers?
2. What factors causing the writing difficulties of SMKN 8 English teachers?

E. Purpose of the Research

The purposes of this research are:

1. To find out the kind of writing difficulties faced by English teachers of SMKN 8 Padang.
2. To find out the factors that caused the writing difficulties faced by the English teachers of SMKN 8 Padang.

F. Significance of the research

The research results are expected to have positive contributions to the development of teaching and learning in the classroom as mentioned as follows:

1. It is expected to assist English teachers to know their difficulties in writing especially in academic writing and give valuable input as an attempt to improve their ability in writing.
2. It is expected to give valuable contributions for the next researchers. This study will give some contribution as a reference to research related topics.
3. It is expected to be useful and valuable information for the government. This study will give information about teachers' performances, especially in academic writing. Thus, the government can provide workshops or reward to the teachers.

G. Definition of key term

1. Writing is a productive process and complex activity in expressing ideas or feeling which are organized well.
2. Academic writing is a kind of formal writing with a specific purpose which is written through several principles.
3. Writing difficulties are the various kind of difficulties faced in writing. It can be difficulties in content, organization, language use, vocabulary, and mechanics.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is about the conclusion of the previous chapters which have been described. The previous chapter is about the result of this research which is aimed to find out the kind of writing difficulties faced by English teachers of SMKN 8 Padang and the factors that caused the difficulties.

A. Conclusion

Based on the findings and discussion of the research, it found that the English teachers of SMKN 8 Padang have some difficulties in writing academic essays. Those difficulties were found in every aspect of writing include difficulties in the content, organization, language use, vocabulary, and mechanics. Meanwhile, the finding showed, the most dominant difficulties was in content and organization. This was evidenced by the average score of teachers' content that was fair to poor. It happened because the teachers do not write regularly. They have inadequate time to write, meanwhile, they spend more time in teaching and administration task.

Those difficulties are caused by three factors; psychological, socio-cultural and linguistic factors. The most influencing factors were psychological and sociocultural factors. From the interview results, it can

be seen that the factors that dominate are psychological and socio-cultural factors such as motivation, self-esteem, and anxiety.

B. Suggestion

Based on the findings and conclusions of the study, There are some suggestions as follow:

1. Extensive reading was suggested to the teachers in order to develop better writing and to enrich their vocabulary.
2. The teachers should improve their writing skills through joining writing's workshop or training in every chance and practicing writing in their daily routine. Developing a writing culture and providing opportunities for writing practice were also suggested.
3. Moreover, the researcher hopes that the government can organize training or similar workshops to solve writing problems.

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