

**AN ANALYSIS OF LEARNING ENGLISH DIFFICULTY OF WRITING
NARRATIVE SKILLS USING ONLINE MEDIA OF SMA
NEGERI 4 BINJAI ACADEMIC YEAR 2021/2022
DURING COVID-19 PERIOD**

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ABSTRACT

The aim of this research was to analysis of learning English difficult on writing narrative skills using online media of SMA Negeri 4 Binjai in academic year 2021/2022 during Covid – 19 period. The sample of this research was 74 students were chosen as the sample randomly. The method of this research was qualitative research. This research used observation, interview, questionnaire and documentation as technique of collecting data. The data collected by using questionnaire from Google Form that share from WhatsApp group and interviewed 5 students with the same questions about learning English difficulty using online media and the material about writing narrative text. The analysis data of the research using percentative formulation. The result of research at SMA Negeri 4 Binjai are the importance for teacher to evaluated learning method both offline or online so the students can understand the learning material well in accordance with the expectations of each individual.

Keywords : Writing, Difficulty, Online Media, Narrative Text

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis kesulitan belajar bahasa Inggris dalam kemampuan menulis teks narrative menggunakan media online di SMA Negeri 4 Binjai tahun ajaran 2021/2022 selama periode Covid-19. Sampel dari penelitian ini adalah 74 siswa di jurusan IPS pada setiap jenjang yang dipilih secara acak. Metode dari penelitian ini adalah penelitian kualitatif. Penelitian ini menggunakan metode observasi, wawancara, angket dan dokumentasi sebagai teknik pengumpulan data. Data dikumpulkan menggunakan angket dari Google Form yang dibagikan melalui grup WhatsApp dan wawancara oleh 5 siswa dengan pertanyaan yang sama tentang kesulitan belajar bahasa Inggris menggunakan media online dan materi tentang menulis teks naratif. Analisis data pada penelitian ini menggunakan rumus persentativ. Hasil dari penelitian di SMA Negeri 4 Binjai ini adalah pentingnya untuk guru mengevaluasi metode belajar baik secara offline maupun online sehingga siswa bisa memahami materi pembelajaran dengan baik menurut masing-masing siswa.

Kata Kunci : Menulis, Kesulitan, Media Online, Naratif Teks

I. INTRODUCTION

As the English learners and researchers are needed English everywhere because to nowadays of all the English Academy's, colleges and schools the learners was closed, English has started to face major difficulties in the English language learning and improvising

during to the pandemic period of Covid-19 (Verawardina et al., 2020). Yen and Mohamad (2020) said because all of the school was closed and stop the face-to-face classrooms had to adapting to the new normal situation. With the Covid-19 hitting all countries around the world, including Indonesia COVID-19 is an

infectious disease that is easily spread through direct or indirect physical contact. Direct physical contact means touching hands, through breathing, coughing, sneezing and so on. While indirect contact is an item that has just been touched by a person who has the virus and can be transferred to a healthy person. Fortunately, currently the vaccine has been run and is expected to be able to fortify the body's defenses to be resistant to the COVID-19 virus.

One way to fortify the spread of the virus is to limit socialization in crowded public places, so that a policy is issued that employees, lecturers, educators and teachers carry out activities at home or called work from home. Students are also asked to participate in distance learning through certain media that helps learning to continue and makes many parties feel restless. The COVID-19 makes all around learners have to start using online media as a new application to learning and do the learning at school. Face-to-face method has been replaced with the usage of online media so learners can learning from home to minimize the spread of COVID-19. Moreover, the online education had been used by many colleges and even the school for some minor or major reasons but it had been difficulty to understanding a material, because new normal force learners to understanding without defined from the teachers.

Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The internet networking made student difficult to doing the assignment, an unstable internet networking hinder learning and doing student assignments, so many people use the internet so that it hinders the existing networking, in addition the absence of detailed explanation given by teacher, the internet networking is also obstacle to online learning, the unstable internet network makes it difficult for students in following the lesson. This fact

often makes students unable to develop, students only depend on cell phones and without us realizing that dependence on cellphones cannot help students think critically and this kind of thing is very difficult to change.

Many things must be considered in the distance education process, a teacher must organize and sequence content as it relates to the results, know what resources are available, what experiences students have regarding the system being used, and what students should have. Do to ensure a quality learning experience (Dabbagh and Bannan-Ritland, 2005). An often overlooked element in distance learning is the access that students must have to resource materials. In distance education, students must understand their role in the distance education experience (Simonson, Albright and Zvacek, 2006). Students need to understand how to use technology to communicate with teachers and communicate with each other. In an online environment, the teacher's role may shift to that of a facilitator in learning rather than directly leading the class. With online education, a teacher must ensure that students fully understand and are responsible for and manage them in the online classroom. According to Moore et al, (2011) online learning is learning that utilizes internet networks with accessibility, flexibility, connectivity, and the ability to create various types of learning interactions. According to Bilfaqih (2015: 4) in online learning students are given material in the form of video recordings or slideshows, with weekly assignments that students must complete within a predetermined time limit. Technology for distance education makes it possible for teachers to engage in professional development, to teach students and to access resources for their classrooms. One of the biggest advantages that modern electronic technology offers is the ability to teach without

the teacher's direct presence. We can run time-shift and place-shift.

Sitepu 2021 *“Banyak sekali problematika yang dialami saat proses pembelajaran secara online. Belajar secara online mensyaratkan sarana dan prasarana yang memadai, baik bagi para guru maupun murid, namun pada kenyataannya tidak semua siswa memiliki akses yang memadai. Banyak warga masyarakat khususnya warga kurang mampu, mengalami kesulitan dalam menyediakan sarana dan prasarana belajar bagi anak-anak mereka. Kemudian itu, banyak sekali daerah-daerah terpencil yang tidak terjangkau oleh jaringan internet sehingga menyulitkan anak-anak untuk belajar”*.

Typically, programs are propagated through a series of aerial, wired or retransmitted transmissions by satellite. Students respond to it through a combination of email, telephone, broadcast or computer transmissions. (Herring and Smaldino, 2005). Based on the explanation of several theories described, can conclude that online learning, in its application, utilizes the usual internet networks on HP, Laptop and PC. In online learning also helps students foster independence learning.

Writing is considered as a productive skill along with speaking (Harmer, 2007: 265). Writing is a way to communication with other without telling what you want, writing was made learners be more understanding about grammatical sentences, and it more useful besides spoken. It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336).

According to Brown (2003: 335), writing is a form of thought, arrangement, and revision that requires special expertise on how to generate an idea or idea about something, how to guide it systematically, how to use discourse makers and rhetorical conventions to place it cohesive. Into written text, how to revise the text so that the meaning is clearer, how to edit

the text according to grammar, and how to produce a final project. Furthermore, Harmer (2001: 79) states that writing is a form of communication to express thoughts or express feelings through writing. Juliantina (2019) state that writing is one of the language skills that should be acquired in learning a language. It deliberate act which leads the mind to do several things. Juliantina (2019) also said writing is important to express who you are as a person. Based on the explanation that has been described by several experts above, it can be concluded that writing is another form of communication besides using conversation to convey ideas, ideas, thoughts or feelings.

Narrative is a kind of text which learned in Senior High School. The narrative is to tell a story or tale that orderly account of events in speech or writing. A narrative text is a piece of the text which tells a story and, in doing so, entertains or informs the reader or listener. From the definition above, I can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. We are using narrative when we tell our friends about something interesting that happen to us at work or at school, when we tell someone a joke.

In the process of learning English, a student must have experienced a barrier to learning. These obstacles can cause less than the maximum student learning outcomes. In addition, there are three elements of language that play an important role in support the four skills, namely pronunciation, vocabulary, and grammar (language structure), this has always been an obstacle to learning a language English. Pronunciation is very important in vocabulary development because involves the distinction between sounds that combine to form words. If a student is used to mispronouncing a word, there is a tendency for him cannot give clear information.

II. RESEARCH METHODOLOGY

The research was conducted in SMA Negeri 4 Binjai at odd semester. The type of research method is qualitative research method. The population of this research were all grade levels from X, XI, XII IPS of SMA Negeri 4 Binjai. Technique of collecting data from this research are observation, questionnaire, interview and documentation. All of this technique collecting data used because this technique was fit with the research method. The observation did to find out the difficulty of learning English using online media by the point of view of the students. The questionnaire was given to find out the type of difficulty was the students face. The interview was did with 5 students of SMA Negeri 4 Binjai to make the equal statement with Google Form that share in WhatsApp group. And the last technique of collecting data is the documentation. Documentation was a tool used by researcher to strengthen research while conducted research in the field, in this case the researcher obtain a documentation study which included questionnaires filled out by students using Google forms. Documentation was a tool used by researcher to strengthen research while conducted research in the field, in this case the researcher obtain a documentation study which included questionnaires filled out by students using Google forms. This research using percentative formulation:

$$P=f/N \times 100\%$$

Adjust:

P = Percentage

F = Data Frequency

N = Number of sample

This research using the percentative formulation because this formulation was fit the data. This formulation can help and find out the data of the research that shown by graphics.

III. RESEARCH FINDING AND DISCUSSION

a. Finding

This research did using Google Form and share form WhatsApp Group. This research began with the teacher share a Google Form link and 74 students should answer the each question. But there is the error occurred because these are some students answer question more than once with the different email addresses. So the total number of students who answered was 78 students. The graphic data shown by the writer are 78 students including the errors found in the field. There are some indicators of this research such as:

- 1) Remembering names technically
- 2) Understanding meaning of certain concept
- 3) Remember one or more condition required

The indicators above are calculate of the questionnaire. Some question about remembering names technically means students must be aware of the material about writing narrative text. Some question about understanding meaning of certain concept means the students must understanding about all of narrative text and online media and some question about remembering one or more condition required means the students must remember what the time of the class start and can completed the assignment that teachers given.

b. Discussion

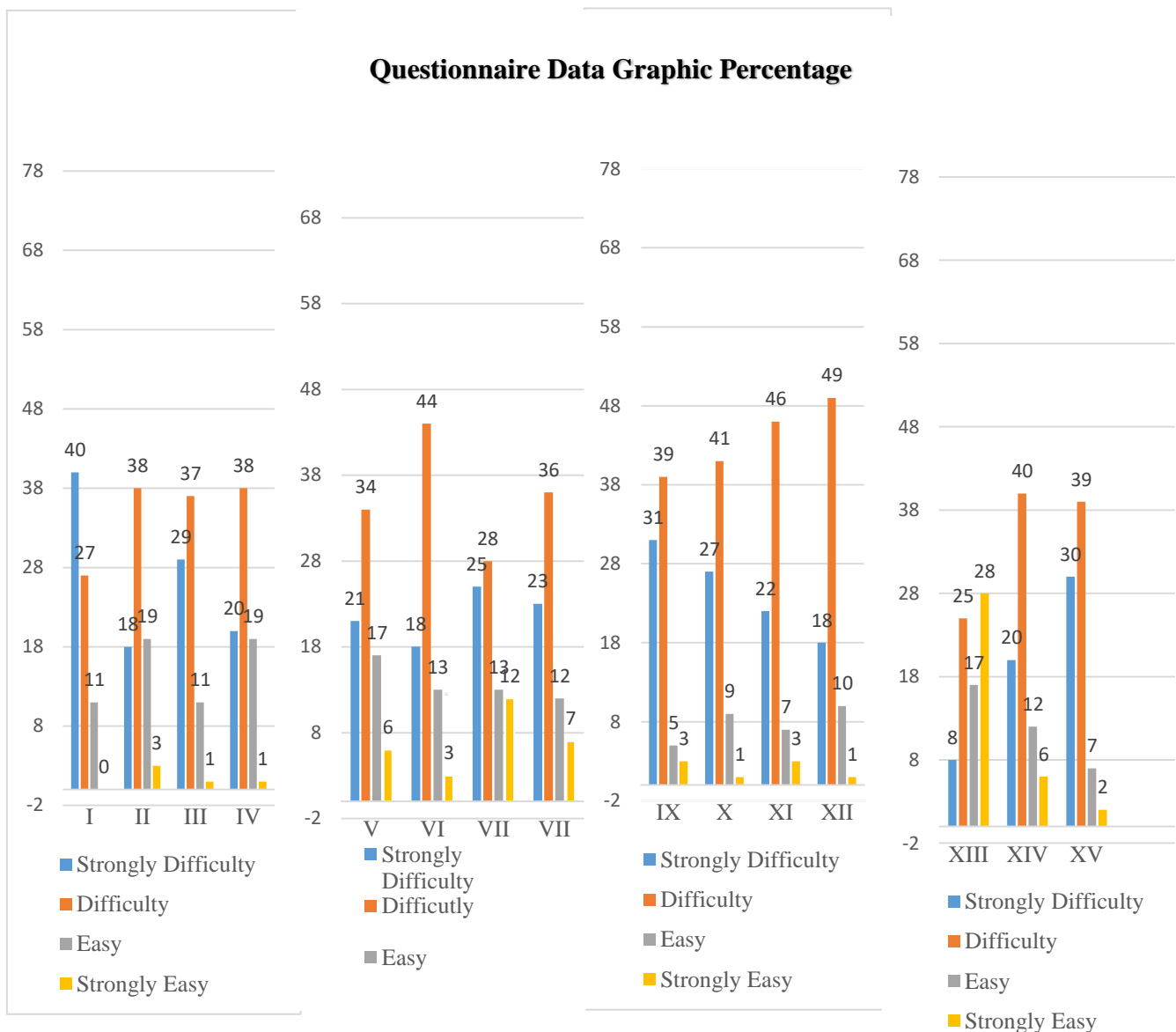
This research was analysis by using percentative formulation. And from the graphics bellow this research shown the answered by students. But every students have their each difficulties. Some students have difficulty to operate the apps for learning. Some students have difficulty to understanding about narrative text, some students have difficulty to complete the assignment, some students have difficulty to learning using online media, some students have difficulty to identify about narrative text, and so many more difficulty. But this research just focus on the difficulty using online media such as Google

Meet, Zoom, Telegram, WhatsApp, Youtube, and the last one is Google Classroom.

Students usually studied with face-to-face and suddenly they should move to other often and that move gave the shock to them, some teacher gave just the assignment and the material without explanation and some students have struggle at the internet networking, and doesn't know to use the application this is the aim of the research because this research was to find out the difficulty of learning English using online media and from the graphic bellow, the research shown the answered from the student.

From the graphic. 1 adjust:

1. Questionnaire number I (Remembering the formulation of writing narrative text) shown the strongly difficulty about the questionnaire, 40 students answered this questionnaire.
2. Questionnaire number II (Identifying verbs from narrative text), these are 38 students answered difficulty for this questionnaire, because identify the verb from the sentences is not to difficulty.
3. Questionnaire number III (Learning English using online media), these are 37 students



answered difficulty to the questionnaire because new normal gave them some shocks.

4. Questionnaire number IV (Write down a part of the narrative text), these are 38 students answered difficulty to this questionnaire because write and identify the part of narrative text is not strongly difficulty if the students have understanding about the form.
5. Questionnaire number V (Write down the structure of narrative text), these are 37 students answered difficulty to this questionnaire because to write the structure of the narrative text the student must be more practice.
6. Questionnaire number VI (Complete the assignment about narrative text), these are 44 students answer difficulty to this questionnaire, because complete the assignment be a hard things for them.
7. Questionnaire number VII (Completing about the assignment about writing text), these are 28 students answered difficulty to this questionnaire, for the students completing the assignment about writing text is not strongly difficulty.
8. Questionnaire number VIII (Understanding about narrative text material), these are 36 students answered difficulty to this questionnaire, because students can understand about narrative text material.
9. Questionnaire number IX (Understanding about English material about writing skills using online media), these are 39 students answered difficulty to this questionnaire because material be more difficult if explain by using online media.
10. Questionnaire number X (Understanding about narrative text using online media), these are 41 students answered difficulty to this questionnaire because the student can't

identify the narrative text especially using online media.

11. Questionnaire number XI (Understanding about the meaning of narrative text using online media), these are 46 students answered difficulty to this questionnaire because understanding meaning from other language it's hard to understand.
12. Questionnaire number XII (Identifying a types of text in writing skills using online media), these are 49 students answered difficulty to this questionnaire because there are some similarities between narrative text and another text.
13. Questionnaire number XIII (Remembering when class start), these are 28 students answered strongly easy to this questionnaire because the students have alarm in the morning to reminds them the class time.
14. Questionnaire number XIV (Remembering material about writing skills that have learned), these are 40 students answered difficulty to this questionnaire, because remembering the material about writing skills it's a hard thing to do.
15. Questionnaire number XV (Understanding about the benefit of online media), these are 39 students answered difficulty to this questionnaire because the students opinion online media a hard method to studied.

From the explanation above about the big point from each questionnaire, the graphic shown from the questionnaire number XII the answered of the strongly easy is biggest because remembering the class start it's strongly easy and from the questionnaire number I the answered of the strongly difficulty is a biggest because remembering the formula of writing narrative text is strongly difficulty.

IV. CONCLUSION

The implementation of online learning at SMA Negeri 4 Binjai, Binjai City has been carried out quite well. In the implementation of

online learning, teachers and students use Whatsapp, Zoom, Google Meet, and Google Classroom. Even though learning is done online, the teacher still prepares teaching materials in the form of learning media and prepares teaching materials before the learning process takes place. In the implementation of online learning, teachers use Whatsapp more often to communicate with students, besides that Whatsapp and Google Classroom are used by teachers to share information related to learning. While in the implementation of online learning the teacher uses Zoom and Google Meet for the delivery of learning materials. In the implementation of learning the teacher uses media in the form of videos, the use of learning media in the form of learning videos aims to make it easier for students to understand the material. The obstacle in the implementation of online learning is the unstable internet network so that sometimes students find it difficult to learn. In addition, students also sometimes have difficulty understanding the learning material, but the teacher always gives more time by asking students if there are still students who do not understand the material, the teacher will patiently provide a re-explanation.

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