TEACHERS' DIFFICULTIES IN TEACHING NARRATIVE ESSAY AT THE FIRST YEAR OF SMAN 1 TEMPULING INDRAGIRI HILIR

By

IDA NURITA

NIM. 10614003505

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1432 H/2010 M

TEACHERS' DIFFICULTIES IN TEACHING NARRATIVE ESSAY AT THE FIRST YEAR OF SMAN 1 TEMPULING INDRAGIRI HILIR

Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education

By

IDA NURITA
NIM. 10614003505

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2010 M

ABSTRACT

Ida Nurita (2010): **Teachers' Difficulties in Teaching Narrative Essay at the First Year of SMAN I Tempuling Indragiri Hilir.**

The subject of the research was English teachers of SMAN I Tempuling, and the object of this research was the difficulties encountered by teachers in teaching narrative essay. While, the formulations of the problems consisted of; how is the teachers' difficulty in teaching narrative essay at the first year of SMAN I Tempuling?, and what factors influence the difficulties of teaching writing narrative essay at the first year of SMAN I Tempuling?. Furthermore, the aims of the research were to find out and reveal the information about the difficulties encountered by teachers in teaching narrative essay and the factors that influence difficulties of teaching writing at the first year of SMAN I Tempuling

In this research, the data were collected by using observation technique. From the data gathered, the most dominant factors that cause teachers difficult in teaching narrative essay at the first year of SMAN I Tempuling such as; various of the students, because every students had different in age, need and ways in getting knowledge. Lack of media for supporting teaching and learning process. In teaching the teacher seldom changed their method. They often use speech method. There was not program interaction with the environment moreover foreigner. In the classes, there are only 1 - 5 students like English so that learning process was not alive and the student's ability in narrative is uneven. There was not many respond from the students in teaching and learning process, and they are just quite and do not want to ask even if they did not understand. Level of anxiety, the students were nervous when teacher asked them something.

In analyzing the data, the writer used descriptive qualitative with percentage technique by using the four categories based on Anas Sudjana's; If the difficulties acquired is 76%-100%, it is categorized into high, 51%-75% is categorized enough, 26%-50% is categorized less, and less than 25% is categorized low. Based on the data analysis, the difficulties encountered by the teachers in teaching narrative essay at the first year of SMAN I Tempuling is categorized into high. This can be evidenced from the percentage acquired is that 76.6%. Then, there are some factors that influence the difficulties encountered by teachers in teaching narrative essay; facilities, environment, the cultures in the classroom, and the students' attitude.

ABSTRAK

Ida Nurita (2010): **Kesulitan Guru dalam Mengajarkan Esai Naratif di Kelas 1 Sekolah Menengah Atas Negeri I Tempuling Indragiri Hilir.**

Subject dari skripsi ini adalah para guru bahasa Inggris di SMAN I Tempuling, dan objeknya yaitu kesulitan yang dihadapi oleh guru dalam mengajarkan naratif esai. Adapun rumusan masalah pada penelitian ini adalah; bagaimana kesulitan guru dalam mengajarkan naratif esai di kelas 1 SMAN I Tempuling?, dan faktor-faktor apa saja yang mempengaruhi kesulitan guru dalam mengajarkan menulis esai naratif di kelas 1 SMAN I Tempuling?. Maka dari itu, penelitian ini bertujuan untuk mengetahui dan mengungkapkan informasi tentang kesulitan-kesulitan yang dihadapi oleh guru dalam mengajarkan naratif esai, serta faktor-faktor yang mempengaruhinya.

Dalam penelitian ini, penulis mengumpulkan data dengan menggunakan teknik observasi. Dari data yang diperoleh , faktor yang paling dominan yang menyebabkan guru di SMAN I Tempuling kesulitan dalam mengajarkan naratif esai di kelas 1 SMAN I Tempuling, yaitu; beraneka ragam siswa, karena setiap siswa memiliki perbedaan dalam umur, kebutuhan dan cara mendapatkan ilmu. Kurangnya media untuk mendukung proses belajar dan mengajar. Dalam belajar guru jarang mengganti cara pengajarannya. Mereka lebih sering menggunakan cara ceramah. Tidak ada program interaksi dengan lingkungan apalagi dengan orang asing. Di dalam kelas, hanya ada 1 – 5 orang siswa yang menyukai bahasa Inggris sehingga proses pembelajaran tidak hidup dan kemampuan siswa dalam belajar naratif tidak rata. Tidak ada banyak respon dari siswa dalam proses belajar mengajar, mereka hanya diam dan tidak mau bertanya walaupun mereka tidak mengerti. Tingkat kecemasan, para siswa gelisah apabila guru menanyakan sesuatu.

Dalam hal penganalisaan data, penulis menggunakan teknik persentase dari deskriptif kualitatif melalui empat kategori dalam buku karangan Anas Sudjana; jika kesulitan yang dihadapi mencapai 76%-100% dikategorikan tinggi, 51%-75% dikategorikan cukup, 26%-50% dikategorikan kurang, kurang dari 25% dikategorikan tidak sulit. Berdasarkan analisis data, kesulitan-kesulitan para guru dalam mengajarkan naratif esai di kelas 1 SMAN I Tempuling dikategorikan Tinggi. Hal ini dapat dibuktikan dari hasil yang diperoleh yaitu 76.6%. kemudian, ada pula beberapa factor yang memepengaruhi kesulitan-kesulitan para guru dalam mengajarkan naratif esai, yaitu; fasilitas, lingkungan, kebiasaan didalam kelas, dan sikap siswa.

ملخص

ايدا نوريتى (٢٠١٠): صعوبات المدرس في التعلم نارتيف ايسي بالفصل الاول المدرسة العالية الحكومية ١ تمفوليع اندرغير هيلير.

الموضوع في هذا البحث هو المدرس اللغة الإنجليزية المدرسة العالية الحكومية ١ تمفوليع اندرغيري هيلير، و موضوعه في هذا البحث هو صعوبات المدرس في التعلم نارتيف ايسي. تكوين المشكلة في هذا البحث هو كيف صعوبات المدرس في التعلم نارتيف ايسي بالفصل الاول المدرسة العالية الحكومية ١ تمفوليع اندرغيري هيلير؟، و العوامل التى تؤثر الصعوب المدرس في التعلم الكتابة بالفصل الاول المدرسة العالية الحكومية ١ تمفوليع اندرغيري هيلير؟. ومن ذلك اهداف في هذا البحث لمعرفة و التقدم الخبر عن الصعوب الذي وجد عند المدرس في التعلم نارتيف ايسي، والعوامل التى تؤثرها.

في هذا البحث، تجمع الباحثة البيانات بإستعمال طريقة المراقبة. ومن وجد البيانات، العوامل الذي يسبب المدرس بالمدرسة العالية الحكومية ١ تمفوليع اندرغيري هيلير الصعوب في التعلم نارتيف ايسي بالفصل الاول المدرسة العالية الحكومية ١ تمفوليع اندرغيري هيلير، فهو متعدد الأشكال من التلاميذ, لأن كل التلاميذ متفرق في العمر, الضروريات و الطريقة في نيل العلوم. ناقص الوسائل لحمل عملية التعليم. كان المعلم في تبديل طروقهم في التعلم, هم يستعملون طريقة المحاضرة, عدم التفاعل بالبيئة لا سيما بالعجمي. في الفصل, إلا ١- ٥ التلاميذ يحب اللغة الإنجليزية حتى يكون عملية التعليم غير مؤثر و قدرة التلاميذ في تعليم نارتيف غير مستو. قليل الجواب من التلاميذ في عملية التعليم, هم يسكتون و لا يريد أن يسأل ولوكان لا يفهمون. و درجة القلق, كان التلاميذ قلقا عند قدم المعلم السؤل.

في الحال تحليل البيانات ، تستعمل الباحثة طريقة المائة الوصفية كواليتاتيف بأربعة الصيفة في الكتاب مؤلف نانس سوجان: اذا كان الصعوب وجد بقدر ٧٦%-١٠٠%تدل على مرتفع، ٥١%-٧٥% تدل على المقبول ، ٢٦%-٥٠% تدل على ناقص، و اقل من ٢٥% تدل على غير الصعوب. بناء على تحليل البيانات الصعوب الذي وجد عند المدرس في التعلم نارتيف ايسي بالفصل الاول المدرسة العالية الحكومية ١ تمفوليع اندرغيري هيلير تدل على مرتفع. هذا الحال يستطيع بالحقيقة من حصول الذي وجد هو ٧٦٫٦%، ثم وجد احدى العوامل التى تؤثر الصعوب الذي وجد عند المدرس في التعلم نارتيف ايسي، هو الات المدرسية، البيئة، العادت في الفصل، والسلوك تلاميذ.

LIST OF CONTENTS

REFERENCES

APPENDIX

CURICULUM VITAE

CHAPTER I
INTRODUCTION

A. The Background

English language is not only used for communication in daily activity, business, and trade but also it is included in the main subject at schools in Indonesia. According to Government's rule about education (2006:66) language study materials embrace Indonesia language, district language, and foreign language. Learning is one of the process involving mental activities and the knowledge.

Language teaching and learning concentrates on the expected language proficiency, the language proficiency expectation refers to literacy level and level of education (Kalayo and Fauzan 2007:1). This expectation becomes the reference for Teaching English as Foreign Language (TEFL) in Indonesia. Competency-Based Curriculum, 2004 (in Kalayo and Fauzan 2007:2) illustrate in the following chart:

No	Literacy Level	Expected Language Proficiency	Level of Education
1	Performative	Learners are able to read, write and speak with the symbols given.	Elementary Schools
2	Functional	Learners are able to use English for survival purposes to communicate for daily needs such as to read newspaper and manuals.	Junior High Schools

3	Informational	Learners are able to access knowledge with the medium of English language.	Senior High Schools
4	Epistemic	Learners are able to transform the knowledge with the medium of English language.	Higher Educational Institutions

A teacher has to play many roles, think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such role as friend, confidante, and parent. Depending on the country you are in, on the institution in which you are teaching, on the type of course, and on the makeup of your students, some of these roles will be more prominent than other, especially on the eyes of your students.

Writing pedagogy suggests that writing itself is a form of learning, and that writing processes and rhetorical context for writing are crucial. However, since the classrooms are not culturally homogenous, every pedagogical choice made by the teachers is governed in part by the multicultural needs of their students. If culture can be defined as the overall system of perception and beliefs, values and pattern of thought that direct and constrain a social group (Potter and Samovar 15:1991).

Then teacher must understand how culture must necessary inform their classroom pedagogy. In the process of developing a teaching philosophy to guide their teaching, teacher need to know how culture affects communication in their

classes. How research in contrastive rhetoric reveals cultural patterns of structuring prose, how individual students bring distinct learning styles to the classroom, how schema theory helps teachers understand connection between reading and writing, and how individual and culture differences between speaking and writing will affect classroom pedagogy.

Writing course must be carefully planned, each classes a single piece of a complex design. The teacher should determine the goals for the course, then implement the material in order to arrive at specific performance objectives (Nunan 1989). A curriculum is a general statement that combines educational and cultural goals with language goals. The document contains distinct assumptions about the nature of language and language learning, and about teaching of writing. Usually the curriculum statement is developed prior to the design of the class syllabus.

However, decision concerning curriculum goals and syllabus design occur simultaneously, and occasionally curriculum goals are articulated only after class syllabi have been developed, implemented, evaluated, and revised (Joy M Reid 1993:74). Curriculum statements for writing classes fall into one of four broad categories: the language based-curriculum, the pattern model-based curriculum, the process-based curriculum, or some combination of the first three.

SMAN 1 Tempuling is one of the senior high schools in Riau province. It is located in Indragiri Hilir Regency. All of the students of SMAN 1 Tempuling learn English four hours a week. Samsi Hasan (2005:149) said that the general aim of

teaching English is that the students have ability to read English literature, to speak, to listen, and to write. According to KTSP English curriculum, narrative essay in writing is one of the English syllabuses learned by the first year students of SMAN 1 Tempuling. The aims of teaching writing in SMAN 1 Tempuling, especially for narrative essay are (1) the students can use part of speech, punctuation and spelling accurately (2) the students can use past tense in conveying an event (3) the students can use connector in writing narrative (4) the students can produce a writing.

One of the syllabuses in English subject is about narrative paragraph. The teacher had difficulties in teaching narrative in the class. Based on preliminary study in SMAN 1 Tempuling, the difficulties were caused by some factors; various of the students, in each class had more than 35 students so that teacher was difficult in teaching narrative because every student had differences in age, need and ways in getting knowledge. There was not many media for teaching narrative, the only media was hand book.

In teaching the teachers seldom changed their method. They only used speech method. There was not program interaction with the environment moreover foreigner. In the classes, there are only 1 - 5 students like English so that learning process was not alive and the student's ability in narrative is uneven. There were not many responds from the students in teaching and learning process, and they were just quite and do not want to ask even if they did not understand. Level of anxiety, the students were nervous when teacher asked them something.

In short, the writer concludes that there are some problems on this case. The problem can be seen based on the following phenomena:

1. Some of the teachers are difficult to get and create media for teaching.

2. Some of the teachers are difficult to apply various of language teaching strategies.

3. Some of the teachers are difficult to make interesting program to support teaching activities.

4. Some of the teachers are difficult to give more explanation with English.

5. Some of the teachers are difficult to motivate the students appropriately.

6. Some of the teachers are difficult to make social interaction between students and foreigner.

7. Some of the teachers are difficult to improve the students' behavior.

Based on the phenomena above, the writer is interested in carrying out a research entitled: **"Teacher's Difficulties in Teaching Narrative Essay at the First Year of SMAN 1 Tempuling Indragiri Hilir".**

B. The Problem

1. Identification of the Problem

Based on the explanation in the background above, the English teacher of SMAN 1 Tempuling in Indragiri Hilir encounters problem, especially to increase students' writing ability. The problem happens because the students are not able to

use part of speech in writing and the students do not have enough vocabulary. Because of the phenomena above, the writer can identify the problem through the following questions:

a. Why are the teachers difficult to get and create media for teaching?

b. Why are the teachers difficult to apply various of language teaching strategies?

c. Why are the teachers difficult to make interesting program to support teaching activities?

d. Why are the teachers difficult to give more explanation with English?

e. What difficulties do the teachers face to motivate the students appropriately?

f. What should the teachers do to make social interaction between students and foreigner?

g. Why are the teachers difficult to improve the students behavior?

2. Limitation of the Problem

Due to limited ability and finance the writer has, this research is focused on teachers' difficulties in teaching writing Narrative paragraph, the writer will investigate only with socio culture factors in difficulties of teaching writing narrative essay at the first year of SMAN 1 Tempuling.

3. Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problems into the following question;

a. How is the teachers' difficulty in teaching Narrative essay at the first year of SMAN 1 Tempuling?

b. What factors influence the difficulties of teaching writing Narrative Essay at the first year of SMAN 1 Tempuling?

C. The Reason of Choosing the Title

The writer is interested in carrying out this research because of some factors:

1. The problems included in this research are very interesting and challenging to be investigated in term teaching and learning of English, especially English as the foreign language (EFL).

2. The topic is relevant to the researcher as one of the students of English Education Department.

3. As far as the researcher is concerned, this research title has never been investigated by any researcher yet.

D. The Objective and the Significance of the Research

1. The Objective of the Research

a. To investigate the difficulties in writing a narrative paragraph encountered by teacher of SMAN 1 Tempuling.

b. To identify which the most dominant factors influence the first year students of SMAN 1 Tempuling in writing a narrative paragraph.

2. The Significance of the Research

a. The writer wants to know the factors causing difficulties for the teachers in teaching Narrative paragraph.

b. To give input to English teacher of the first year students of SMAN 1 Tempuling, so he or she can solve the problem of difficulties in teaching Narrative paragraph.

c. To fulfill one of the requirements at the English Education Department of Tarbiyah and Teacher's Training Faculty of UIN SUSKA Riau.

E. The Definition of the Terms

To simplify the process of designing, applying the research and to avoid misunderstanding and misinterpretation, it is necessary for the researcher to define the operational definition of the terms comprised in this research:

1. Difficulty

Hornby (2000:367) said that difficulty is a difficult thing to do or understand. In line with Hornby, Martin (1995:16) difficulty means something that is hard to understand. In this study, difficult means the low capacity of the students' knowledge and skill to make narrative essay.

2. Teacher

Teacher is a person who educates others (http://en.wikipedia.org/wiki/teacher Sunday, May 17, 2009). Teacher is person who teaches (Oxford Dictionary). Teacher is person who gives knowledge, so that someone can have knowledge and skill.

3. Writing

Hornby (2000:1561) said that writing is the activity or occupation, e.g. books, story, and articles. Pertaining to Pretty, (in Rossi Danola, 2004:4) writing is the mental activity which has physical act or forming letter and words into sentence or paragraph, including spelling words correctly, punctuation and capitalizing in customary way. The meaning of writing here is an activity that is done by writer to share idea or experience, with correct structure and grammar.

4. Narrative

Narrative is telling or relating of occurrences or a series of events (Syafi'i 2007:16). Narrative is the form of writing used to relate the story acts or events. Euis (2007:2) Narration is storytelling, whether it tells a true story or fiction, a narrative essay gives an account of one or more experience. It tells a story t make appoint or explain an idea or event. Simon and Schuster (2003:139)

5. Paragraph

Paragraph is a unit of information in writing unified by a central idea (Syafi'i 2007:1). Paragraph is a unit of organization of written language, which serves to

indicate how the main ideas in a written text are grouped (Jack C. Richards, John Platt and Heidi Platt 1992:262)

6. Culture

Culture is Define understanding and appreciation of art, literature, etc. Custom, arts, social institution etc of a particular group or people (Hornby, A.S, 1994:100)

7. Socio Cultural

Guides the behavior of people in a community and is incubated in family life, it governs our behavior in groups, makes us sensitive to matters or status, and helps us know what others expect of us and what will happen if we do not live up to their expectation. Cultures help us to know how far we can go as individuals and what our responsibility is to the group (Brown, 2000:176)

F. The Organizing of Writing

Chapter one is Introduction which consists of: The Background, The Problems, The Reason of Choosing the Title, The Objective and the Significance of the Research, The Definition of the Term and The Organization of Writing.

Chapter two is The Theoretical Framework and Operational Concept which consists of: The Theoretical Framework, The Relevant Research and The Operational Concept.

Chapter three is The Research Methodology which consists of: The Research Design, The Time and Place of the Research, The Subject and Object of the research, The Population and Sample of the Research, The Techniques of a Collecting Data and The Technique of an Analyzing Data.

Chapter four is The Data Presentation and Data Analysis which consists of: The Data Presentation and The Data Analysis.

Chapter five is Conclusion and Suggestion which consist of: The Conclusions and The Suggestions.

CHAPTER II
THE THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. The Theoretical Framework

1. Narrative Paragraph

Narrative paragraph is the paragraph that tells about the events that happened in the last time. Dealing with that statement Euis (2007:2) stated that narrative paragraph is the form of writing used to relate the story of acts or events. In telling story or relating events usually arranged based on chronological order or time sequence (Syafi'i, Fauzan, and Jonri 2007:16).

Narrative paragraph is chronological according to time order. In addition lane and lange (1993:2) time is the important message expressed by the verb in English, a writer must be able to control verb tenses in order for the reader to understand when actions and events take place. So, in writing a narrative paragraph, the writer must ensure when the time and where the events take place. By knowing them, the reader will be easy in understanding the story.

The paragraph used in telling story are called narrative paragraph. In addition Martin (1980:46) said a narrative is a short story and some of the most interesting narratives are true stories that people tell about themselves. When you composition is to be a personal narrative, keep some ideas about narrative structure in mind. These key ideas apply to the structure of all-well-told-stories. Pertaining to Martin notion, Simon and Schuster (2003:139) stated that narration is story telling. Whether it tells a true story or fiction, a narratives essay gives an account of one or more experience.

It tells a story to make a point or explain an idea or event. As a result, this type of essay can be fun to read and even to write.

The opening sentence of the narrative paragraph provides the information that begins the story to be told or the events to be described, because a narrative is placed in time, a writer present the events chronologically. According to Elizabeth Mc Mahan and Susan Day (1980:131) the introduction to a narrative is usually quite different from introductions to other common types of papers, in which stating your thesis is important. In narrative introduction, your best plan is to hint at your main point, focusing instead on preparing your reader psychologically for what is to come.

According to Karim and Rahmadie (1996, in Nurwafa, 2007:13) said that narration is telling or relating of occurrences or a series of events, also pointed that narration paragraph is chronological according to time order. The time and order are components of narration; it is going to tell about sequences of events, stressing, or movement and some events or action.

In addition, Hornby (in Syafi'i, 2007:55) said that the narrative means story or orderly account of event. So in narration maker usually tries to write a composition based on his or her personal experience. Thus, Syafi'i (2007:55) says narrative has certain elements in common. They are: unfold over time, display emotion, center on events more than ideas.

a. Unfold Over Time

Unfold over Time means stories and events happen in a certain order and chronological order must be communicate each others. About the events or experiences are listed in sequence of how they happened and specific scenes are set-in time and in-place recreated for the reader.

b. Display Emotion

A good narrative connects readers to some sort of emotion felt by the paragraph's subject. Actually, we need a hard work to make our writing is strong or can play the reader's emotion through the feeling that he/she gets from the sentences in our writing product.

c. Center on Events

Over here, we not only report the detail of what happened. We want to apply a broader meaning to the event in order to do this effectively, and also we must focus on events more than ideas.

According to Syafi'i (2007:59) pointed out that there are four steps to develop the narrative paragraph, they are:

1) Selecting an Appropriate Experience

Dunbar (in syafi'i, 2007:59) said that personal experiences always give the best source of narration material. Meaning that, if we want to make a narrative paragraph, it will be better when the sources come from ours experiences.

2) Decline on Detail

Decline on detail is the second steps in developing narrative paragraph. Over here, there are two things worth considering in this case. The first is determining what sort of central impression that you wish that you create in your paragraph. The second is being sure that the details of your paragraph have a purpose.

3) Organizing a Narration

Over here we need to find an order that the readers are able to follow and which will help convince them that your ideas are important and valid. As Stevens (in Syafi'i, 2007:60) has suggested that there are three ways of organizing paragraph, they are: order of the time, order of the space, and order of importance.

4) Guiding Your Reader's Interpretation of the Experience

In a narration paragraph, it should have a plot or an outline of the events of a story. Then, in a narrative paragraph should have an interest beyond whatever suspense. Moreover, in a narrative paragraph the readers not only to learn what happened but also they can discover what the significant the author sees in the story.

2. The Teachers' Difficulties

Richards 2001 (in Kalayo 2007:31) mentioned about the core components of teacher knowledge. These include as in the following: Practical knowledge, Content knowledge, Contextual knowledge, Pedagogical knowledge, Personal knowledge, Reflective knowledge. In order to achieve the context of learning (Active Language Learning) and the context of the materials (Real, Interesting, Concrete, and

Humanistic = RICH), the quality of English teacher must be developed in term TACTIC, which stands for (Hasibuan, 2004 (in Kalayo 2007:31):

1) Thoughtful: the teachers should be wise: are able to pose themselves and to approach suitable for learners.

2) Active: the teachers must always be active to direct the teaching and learning process toward the goals given.

3) Creative: the teachers must always be creative in planning and implementing learning activities on students' textbook.

4) Transformative: the teachers must be willing to change and reform towards any development in teaching and learning methodology.

5) Innovative: the teachers must dynamically follow the trends of change in curriculum and students' needs.

6) Critical: the teachers must think critically for the achievement of the learners and curriculum.

Several up-to-date texts are available to detail differences and similarities among many different approaches and methods that have been proposed (e.g. Larsen-Freeman, 2000, and Richards & Rodgers, 2001 in Kalayo 2007:61). Perhaps it is possible to get a sense of the range of method proposals by looking at the synoptic view of the roles defined for teachers and learners within various methods. Such a synoptic vie can be seen in the following chart.

TEACHING METHODS AND TEACHERS ROLES & LEARNERS ROLES		
Method	Teacher Roles	Learners Roles
Situational Language Teaching	Context Setter Error Corrector	Imitator Memorizer
Audio-Lingualism	Language Modeler Drill Leader	Pattern Practicer Accuracy Enthusiast
Communicative Language Teaching	Needs Analyst Task Designer	Improviser Negotiator
Total Physical Response	Commander Action Monitor	Order Taker Performer
Community Language Learning	Counselor Paraphrase	Collaborator Whole Person
The Natural Approach	Actor Props User	Guesser Immerser
Suggestopedia	Auto-hypnotist Authority Figure	Relaxer True-Believer

As suggested in the chart, some schools of methodology see the teacher as ideal language model and commander of classroom activity. Whereas others see the teacher as background facilitator and classroom colleague to the learners.

One of the implementing appropriate approaches for teaching English is Behaviorist's Approaches that focus on the reinforcement of behavior through repetition and rewards. The characteristic of a lesson based on these approaches (kalayo2005:129):

a) The teacher is clearly in control of both the student's behavior and the learning process. The students respond to the teacher's directions and stimuli and tend to passively follow the teacher.

b) The teacher has a clear lesson plan and step-by-step syllabus.

c) English lessons are repeated through drills and choral repetition until they become automatic.

According to Jack C. Richard and Charles Lockhart (1994:99-101) these some teacher roles:

(1). Need analysis: the teacher determines student's individual needs following institutional procedures and information obtained for planning and development.

(2). Curriculum developer: the teacher develops his or her own course plan and syllabus based on the student's needs.

(3). Material developer: the teacher develops his or her own classroom materials, using published text book only if she or he chooses to do so.

(4). Counselor: the teacher is encouraged to identify students who are having problem and learning difficulties and to offer individuals' counsel to students who need it.

(5). Mentor: the teacher assists less experience teachers with their professional development.

(6). Team member: the teacher is encouraged to work together as a team rather than to teach isolation from other teachers in the school and to take a part in cooperative activities such as team teaching.

(7). Researcher: the teacher is encouraged to conduct research related to language learning and teaching, including researches his or her classroom.

By knowing his or her roles, the teacher can know what should she or he does when she or he comes to the classroom. Learning disability or difficulty is disturbance in learning. It can disturb the students in gaining knowledge. Hamil et al 1981 (in Abdurrahman 1999:7-9, in Muchsin 2004:22) defined that

> Learning disability refers to a group of difficulty that is manifested in difficulty competence form and ability to hear, speak, read, write, think or mathematics ability. This interference is intrinsic and estimated cause of dysfunction center of nervous system. Although a learning disability may happen simultaneously with another condition with interfere with sensorial disorder social and emotional hindrance or all sort of environment effects (such as differential culture unfitted studying the factor of psychogenesis) and various of barriers are not direct affect.

Talking about difficulties especially in learning process, there are so many problems and difficulties that are faced by the teacher. As Hornby (1995:322) said, "Difficulty is something that is the state or quality being difficult that someone can be confused of catching the points.

Teacher's difficulties can be caused by her/his students; the students are not able to catch the point of material that is explained by the teacher. Students'

difficulties are different between one to another because each of them has different competence and effort in mastering the lesson.

The difficulties in teaching learning process can be caused by the teacher himself. For examples: a) the teacher strategies in teaching and learning process, b) the teacher's technique in teaching is not variation, c) inconvenient relationship between teacher and students. The other factors that make difficult in studying process such as: Incomplete learning facilities at school, the condition and the location of school building, the curriculum, mass media factors such as movie, television, newspaper, magazines, etc, personality factors, social cultural factors.

a. Personality Factors

Personality is a person who contributes in some ways to the success of language teaching. The key of success in a foreign language is motivation, but it has difficulties in defining the term referring to psychology and also experiences a large number of variables that are implied in considering the emotional side of human behavior in the second language learning process. This problem can be categorized in affective domain.

Affect refers to emotion or feeling, but the affective domain is the emotional side of human behavior and it may be juxtaposed to the cognitive side. The fundamental universal nations of the affective domain are receiving, responding and valuating. Second language learners need to be receptive both to those with whom they are communicating and to the language itself, responsive to person and to the

context of communication, willing and be able to place a certain value on the communicative act of interpersonal exchange.

Understanding how human beings feel response, belief and value is an exceedingly important aspect of a theory of second language. Pertaining to Kenneth pike 1967; in Brown, 2000:144) said that

> Language is behavior, that is, a phase of human activity which must not be treated in essence as structure of nonverbal human activity. The activity of man constitutes a structural whole in such a way that it cannot be subdivided in to heats parts or level or compartment with language in a behavioral compartment insulated in character, content, and organization from other behavior.

b. Socio Cultural Factors

In creating an ideal teaching, the opportunity of interacting one another is crucial to an intended communication which aims at reaching a particular goal, can also be created together. Furthermore,(Bonner, 1958;in Hafizal, 1999:9) defined that a social interaction is a relationship among individuals where each of them can influence, change or modify others. Somova and E Porter (1995:73) pointed out that intercultural communication demonstrates how the meaning of a message from one culture changes the subject to the repertoires of social reality communicative behaviors and meaning of another culture.

Furthermore, Brown (2000:177) stated that a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven, so that one cannot separate the two without losing the significance of either language or culture. In addition, Samova and E Porter (1995:175) pointed out that language serves as a

guide to how a culture perceives reality, culture evolve different language because their social realities different. Each culture language is best suited to describe and deal with its social realities.

Among topics that are covered are the problems of socio cultural factors stereotypes, attitudes, second culture acquisition and culture in the classroom.

1. Attitudes

Myers (1986:537) said that attitudes are belief and feelings that may predispose us to respond in particular ways to object, people and events, and also he adds that our attitudes do predict to our action under the following condition:

   a Our attitudes guide our behavior when other influences our attitudes and our actions are minimized.

   b Our attitudes guide our behavior when the attitude is especially relevant to the behavior.

   c Our attitudes guide behavior when we are keenly aware of them.

2. Second Culture Acquisition

Boey (1975:104) noted that they make a distinction between language acquisition or development and language learning. The first language or mother tongue is acquired while the second language is learned. This theory of language acquisition is based on the view that language is behavior resulted from habits and is formed by practice and repetition.

The teacher of second language needs to take note of these two theories of language acquisition since they have been given responsibility to apply the language

teaching at school. If language acquisition is a matter of habit formation the language teacher must concentrate on performance.

Learning a second language implied that we would be interested in learning a second language, it is important to understand what we mean by the process of culture learning. Many students in foreign language classroom learn the language with title or no sense of the depth of cultural norms and pattern of the people who use the language. Thus, a teacher should teach or explain to the learners that in learning language should learn about the culture, it is mentioned as culture learning.

Second language learning involves the acquisition of a second identity, that it is called acculturation. Acculturation is a process which changes in the language, culture and system of value of a group, happened through interaction with another group with a different language culture and system of value (E Richards and Platt, 1999:3)

3. Culture in the Classroom

At schools, English is well known as "alien" language. Therefore, the teacher should have teaching experiences, model of classroom and also have knowledge of culture learning. Brown (2000:189) stated that teachers who follow an experiential or process model of culture learning in the classroom that can help students turn such an experience into one of the increased cultural and self awareness.

In addition Stevict, 1976 (In Brown, 2000:189) said that learners can feel alienation in the process of learning a second language, alienation from people in their home culture, the target culture and from themselves. In teaching an alien

language, we need to be sensitive to the fragility of students by using techniques that promote cultural understanding.

3. The Difficulties in Teaching Narrative Essay

The problem here is to get your students used to English ways in expressing themselves(Haycraft 1986:120).   Then, the process of making an essay is so complecated as Peter Elbow (1973:14-16 in Brown 1994:321) stated that

> the comman sense, conventional understanding of writing is as follows. Writing is two steps process. You figure out your meaning, then you put it into langguage:... figure out what you want to say; do not start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Do not let things wander into a mess.

for ESL students, the most difficult and complex conventions occure in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue(Brown 1994:326).

Each ESL writing class is unusual is some ways; the combination of culture and goals, learning style and strategies, ages and expectation give each class a unique personality, but it also generates special problems and troublespots. Some problem areas are common all ESL writing classes, particularly for teacher new to ESL writing. Below are six of those problems:

a. **Student Diversity**

Even with careful placement testing, a single class students often includes a wide range of motivation and language backgrounds due in part to the different

educational experiences, ages, needs, and language proficiencies of those students. Some students are in class merely to mark time, while others expect the teacher to be the front of all learning.

Graduate students study next to incoming freshmen; spouses attending the class have different motivation than do the businessmen; a student repeating the class has different attitude from the newcomer; an immigrant or refugee student has vastly different English language background from the international 'visa' students (Leki 1992). Teaching might be easier in a writing program that is able to separate students into classes that will fulfill their individual expectations.

However, the teacher must face a group like the one describe obove in a single class. It is distressing for both teachers and students for one class to include three disinterested teenagers who gossip in the back row, alone student who dislikes writing even in his own language and stare out a window, a small group of students who do work at the task, waits impatiently for the class to move ahead.

b. Lack of Community

Teachers should explain to students that attendant and participation in the community are more important in a writing class than they are in other content area classes that emphasize acquiring information rather than learning skills. Therefore attendance is essential because a missing community member result in more responsibility for other students; participation is essential for sharing the burden of learning writing skill. In this community mutual trust and respect encourage progress;

collaboration and cooperation among all members can result in positive learning experiences for all.

The theory of the classroom community, of course, is not always successful in practice; indeed, complete success might be only an ideal. Furthermore, a strong sense of community almost never occurs serendipitously, even in a NES class. The formation of coherent community in an ESL writing classroom can be especially difficult: focusing diverse needs and personalities on common goals, cooperative learning, and trust is an enormous challenge. But the establishment of a functioning classroom community in which the students are committed to shared aims and values is the foundation for student centered and students-responsible learning.

c. Mismatches in Teacher-Student Perceptions

A third potential problem occurs because teachers may misperceive students' classroom behavior or responses. Because of differences in educational experiences and expectations, ESL students often do not provide their teacher with clear sign that indicate confusion, acceptance, understanding, or reluctance. These mismatches can result in enormous frustration for the teacher as well as the student.

Clues that are obvious and expected in a NES classroom may not exist in an ESL class. The expected protocols for question asking, teacher students exchanges, and group work that seem normal in a class of NESs will probably not exist at the beginning of an ESL writing class.

d. Uneven Pacing

In addition to the potential mismatches in perception, teachers accustomed to NES classroom may also notice an immediate and serious problem with the seemingly arbitrary and unexpected "blind random" of the class rhythm. Even after careful assessment of class needs, perusal of the writing curriculum and syllabus, and formulation of the lesson plans, a teacher in an ESL writing class can feel like a bumbling incompetent.

For example, a lesson planed to cover a class period with three sequenced activities can result in (a) one activity being covered, laboriously, without positive response, (b) the entire lesson plan being completed in twenty minutes, or (c) the lesson plan being completed as planed but, in retrospect, ineffectively. In a worst case scenario, the teacher present new material and, by the middle of the lesson, becomes aware the students do not understand; some students might make initial attempts to participate but then lapse into puzzle silence, while others might seem lost from the beginning or completely disinterested in the process, and still others may actually seem wary or even hostile. There is, in short (blindness) on both side of the desk.

e. Students Resistance to Change

A fifth problems ESL writing teachers face is that their students are often unable- or perhaps unwilling-to process key concepts and information. For example, a formal or informal test may reveal that the concept of topic sentence or paragraph development is not demonstrated by students in their writing, even though class discussion and exercises have shown that the students understand the information.

More advanced writing students may understand, intellectually, the concepts of contrastive rhetoric but seem unable to adapt their presentations of written material appropriately for a U.S. academic audience.

For the teacher the realization that students are not learning can be frustrating and perhaps a personal affront, since students success often seems inextricably linked to teacher performance. For the students, the gap between understanding and performance can be equally frustrating. Often the problem is not the ESL writing students are recalcitrant or that teachers are ineffective. The resistance is not so much a function of conscious decision (I will resist) at it is a function of (a) the learning curve (b) the process of change.

f. Level of Anxiety

Students studying English in preparation for university work often operate within extraordinary pressures. As well as substantial problems involve in entering and surviving in a foreign country any ESL students have very short timelines and/or funding for English study. Most are struggling to gain the necessary language skill to pass the TOEFL or some other type of entrance examination; many have external pressures from family obligations; and some have not studied formally for many years. In addition, ESL students are faced with the inevitable blow of immersion: the dramatic change from competence and confidence of the native speaker in their own country to the fearful and infuriating feelings that result from trying to communicate and live in a foreign country.

B. The Relevant Research

Syafi'i (2007:122) stated that relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. We have to analyze the relevant research and finding the point of that research.

Talking about writing, there are a lot of investigation that have been done by many researchers. They researched in various object and different ways. The following are some relevant researchers in reference to this research project.

In Euis Nurwafa (2007) conducted a research entitled "A comparative study on students' ability in writing descriptive and narrative paragraph at the sixth semester of the English Education Department of UIN Suska Riau". She was conducting a research to compare the students' ability in writing descriptive and narrative paragraph at the sixth semester of English Department of UIN Suska Riau.

The other research has been done by Rahma (2005), entitled "The correlation between students' attitude in writing and their writing achievement at the first year of English Education of Islamic University of Riau". She wants to find out whether or not there is significant correlation between students' attitude in learning and their writing achievement and the factors that influence the students' attitude in learning writing.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. In this research, the writer concludes several factors to be operated which describe operational concept.
The indicators are as follows:

1. To know the teachers' difficulties in teaching narrative essay, the writer will identify with seven aspects:

   a. The Teacher experiences difficulties in teaching part of speech.

      1) In Teaching Noun

      2) In Teaching Pronoun

      3) In Teaching Verb

      4) In Teaching Adjective

      5) In Teaching Adverb

      6) In Teaching Preposition

   b. The Teacher experiences difficulties in teaching Connector

      1) In teaching Coordinating conjunction (and, but, yet, so, or,..)

      2) In teaching subordinating conjunction (whereas, after, if, because,…)

      3) In teaching Correlative conjunction (not only, but also, whether…or,…)

      4) In teaching Transitional words (however, in particular, otherwise,…)

   c. The Teacher experiences difficulties in teaching simple past tense

1) Verbal (positive, negative and interrogative)

2) Nominal (positive, negative and interrogative)

d. The Teacher is difficult to make the students interested in teaching and learning narrative essay.

e. The teacher is difficult to build up the students' confidence in classroom.

f. The teacher is difficult to give more explanation related to the topic with English.

g. The teacher is difficult to make students free to express their own idea.

2. To know the factors influence in teaching writing narrative essay, the writer will identify with three aspects:

a. The difficulties are influenced by the facilities

b. The difficulties are influenced by environment

c. The difficulties are influenced by students' attitude

CHAPTER III
THE RESEARCH METHODOLOGY

1. The Research Design

This study is descriptive qualitative research. It is only one variable, which describes teacher's difficulties in teaching narrative essay of first year students at SMA Negeri 1 Tempuling. As Sudjana and Ibrahim 1989 (in Syafi'i 2007:37) stated that the descriptive study is an investigation, which tries to describe the exiting condition, phenomena, events, and so forth. It means that the problems investigated are actual issues.

2. The Time and Place of the Research

The research was conducted at the first year students of SMA Negeri 1 Tempuling. The school is located at 21 Maret Street, Sungai Salak, Tembilahan, Indragiri Hilir regency. The time of the research was started in May 2010.

3. The Subject and Object of the Research

The subject of this research was the teacher of SMA Negeri 1 Tempuling. While the object of this research is teachers' difficulties teacher in teaching narrative essay.

4. The Population and Sample of the Research

The population of this research was the first year teacher of SMA Negeri 1 Tempuling. While the population was 3 teachers. Considering that the sum of the subject was small, therefore, the sample was obtained trough total sampling technique. As Arikunto (1998:115) said if a writer wants to research the entire

element of the population, so the research is called total sampling. Thus the teachers are taken to be sample.

5. The Technique of Collecting Data

According to Arikunto (2006:156), observation is an activity which is concern toward some objects by using the five of sense. Furthermore, Nazir (1988:212) stated that observation is the way to get some data by observing the object of the research. In order to get data for this research, the writer applied the Observation as technique of collecting data. This technique was used to look at the difficulties encountered by teacher of SMA Negeri 1 Tempuling. In this process, writer became an observer. To teach the narrative essay in the class was done by the teacher of the school.

6. The Technique of A analyzing Data

This research was analyzed by using descriptive qualitative research intended to describe the current condition which collects numerical data to answer the question about current status of the object of the research. The result was analyzed based on the observation.

In order to find out the category of the difficulties encountered by teacher in teaching narrative essay, the writer presents classification of the percentage as follows:

- 76%-100%   = High
- 51%-75%   = Enough
- 26%-50%   = Low

- Less than 25%   = bad

To get the data of research, the formula of methods used in this research is as follows:

$$P = \frac{F}{N}\text{x } 100\%$$

P = Percentage

F = Frequency

N = Number of item

This technique is called descriptive technique with percentage (Anas Sudijono 1985:40)

CHAPTER IV
THE DATA PRESENTATION AND DATA ANALYSIS

In this chapter, the writer presents the data as the result of the research finding gained through the instrument. Even, the writer also analyzes the data to find out how is teachers' difficulty in teaching Narrative essay? and what factors influence the difficulties of teaching writing narrative essay at the first year of SMAN I Tempuling.

A. The Data Presentation

In this data presentation, the writer presents the result of the research finding gained through the instrument. Only one instrument used by the writer that is observation. Previously, it has been that the objectives of this research are to investigate the difficulties in writing a narrative paragraph encountered by the teacher of SMAN 1 Tempuling in writing a narrative paragraph.

Therefore, in collecting the data about the English teacher difficulties in teaching narrative essay, the writer used observation technique. While, in the observation format, the writer used two alternative answers " Yes " and " No". " Yes" answer that indicated the difficult lesson; otherwise "No" answer indicate not difficult.

The Data Presentation of Observation I

Table IV.1
Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior
High School 1 Tempuling.
Teacher A

Name   : Putikah, S.Pd

Observation   : 1

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.	√	
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	9	1

Table IV.2

**Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior
High School 1 Tempuling.
Teacher A**

Name   : Putikah, S.Pd

Observation   : 2

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.		√
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	8	2

Table IV.3

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher A

Name   : Putikah, S.Pd

Observation   : 3

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.		√
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.		√
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	7	3

Table IV.4

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher A

Name   : Putikah, S.Pd

Observation   : 4

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.		√
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	8	2

Table IV.5

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher B

Name   : Dahliana, S.Pd

Observation : 1

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.	√	
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher difficult to decrease the students' nervousness when they are learning narrative essay.		√
	TOTAL	8	2

Table IV.6

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher B

Name : Dahliana, S.Pd

Observation : 2

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.		√
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.		√
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.	√	
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher difficult to make students free to express their own idea.		√
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	7	3

Table IV.7

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher B

Name   : Dahliana, S.Pd

Observation   : 3

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.	√	
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	9	1

Table IV.8

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher B

Name   : Dahliana, S.Pd

Observation   : 4

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.		√
4	The teacher experiences difficulties in teaching irregular verbs.		√
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.		√
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.		√
	TOTAL	5	5

Table IV.9

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher C

Name   : Eva Marlina, S.Pd

Observation   : 1

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.	√	
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.		√
	TOTAL	8	2

Table IV.10

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher C

Name   : Eva Marlina, S.Pd

Observation   : 2

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.		√
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	8	2

Table IV.11
Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.

Teacher C

Name   : Eva Marlina, S.Pd

Observation   : 3

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.	√	
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.		√
7	The teacher is difficult to build up the students' confidence in classroom.	√	
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	8	2

Table IV.12

Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher C

Name   : Eva Marlina, S.Pd

Observation   : 4

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	√	
2	The teacher experiences difficulties in teaching connector.	√	
3	The teacher experiences difficulties in teaching regular verbs.		√
4	The teacher experiences difficulties in teaching irregular verbs.	√	
5	The teacher experiences difficulties in teaching time signal.		√
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	√	
7	The teacher is difficult to build up the students' confidence in classroom.		√
8	The teacher is difficult to give more explanation related to the topic with English.	√	
9	The teacher is difficult to make students free to express their own idea.	√	
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	√	
	TOTAL	7	3

Table IV.13

The recapitulation of Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher A

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	3	1
2	The teacher experiences difficulties in teaching connector.	4	0
3	The teacher experiences difficulties in teaching regular verbs.	1	3
4	The teacher experiences difficulties in teaching irregular verbs.	4	0
5	The teacher experiences difficulties in teaching time signal.	0	4
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	4	0
7	The teacher is difficult to build up the students' confidence in classroom.	4	0
8	The teacher is difficult to give more explanation related to the topic with English.	4	0
9	The teacher is difficult to make students free to express their own idea.	4	0
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	4	0
	TOTAL	32	8

The table shows that result of observation toward the English teacher A indicates the number of the answer Yes is 32 and for the answer No is 8. The following is percentage of the result observation:

"Yes" :   32/40 x 100% = 80%

"No" :   8/40 x 100% = 20%

Based on the observation result above, it can be seen that the teacher experiences difficulties in many aspect, they are as follow:

1. The teacher experiences difficulties in teaching part of speech.

2. The teacher experiences difficulties in teaching connector.

3. The teacher experiences difficulties in teaching irregular verbs.

4. The teacher is difficult to make the students interested in teaching and learning narrative essay.

5. The teacher is difficult to build up the students' confidence in classroom.

6. The teacher is difficult to give more explanation related to the topic with English.

7. The teacher is difficult to make students free to express their own idea.

8. The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.

    While the aspects that are not difficult by the teacher can be seen as follow:

1. The teacher experiences difficulties in teaching regular verbs.

2. The teacher experiences difficulties in teaching time signal.

Table IV.14
The recapitulation of Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher B

No	Aspect Observation	Categories

		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	3	1
2	The teacher experiences difficulties in teaching connector.	4	0
3	The teacher experiences difficulties in teaching regular verbs.	2	2
4	The teacher experiences difficulties in teaching irregular verbs.	3	1
5	The teacher experiences difficulties in teaching time signal.	1	3
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	3	1
7	The teacher is difficult to build up the students' confidence in classroom.	3	1
8	The teacher is difficult to give more explanation related to the topic with English.	4	0
9	The teacher is difficult to make students free to express their own idea.	3	1
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	2	2
	TOTAL	29	11

The table shows that result of observation toward the English teacher B indicates the number of the answer Yes is 28 and for the answer No is 12. The following is percentage of the result observation:

"Yes" : 29/40 x 100% = 72.5%

"No"   : 11/40 x 100% = 27.5%

Based on the observation result above, it can be seen that the teacher experiences difficulties in many aspect, they are as follow:

1. The teacher experiences difficulties in teaching part of speech.

2. The teacher experiences difficulties in teaching connector.

3. The teacher experiences difficulties in teaching irregular verbs.

4. The teacher is difficult to make the students interested in teaching and learning narrative essay.

5. The teacher is difficult to build up the students' confidence in classroom.

6. The teacher is difficult to give more explanation related to the topic with English.

7. The teacher is difficult to make the students free to express their own ideas.

8. The teacher difficult to make students free to express their own idea

   While the aspects that are not difficult by the teacher can be seen as follows:

1. The teacher experiences difficulties in teaching time signal.

Table IV.15
The recapitulation of Teacher's Difficulties in Teaching Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher C

No	Aspect Observation	Categories	
		Yes	No
1	The teacher experiences difficulties in teaching part of speech.	4	0

2	The teacher experiences difficulties in teaching connector.	4	0
3	The teacher experiences difficulties in teaching regular verbs.	2	2
4	The teacher experiences difficulties in teaching irregular verbs.	4	0
5	The teacher experiences difficulties in teaching time signal.	0	4
6	The teacher is difficult to make the students interested in teaching and learning narrative essay.	3	1
7	The teacher is difficult to build up the students' confidence in classroom.	3	1
8	The teacher is difficult to give more explanation related to the topic with English.	4	0
9	The teacher is difficult to make students free to express their own idea.	4	0
10	The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.	3	1
	TOTAL	31	9

The table shows that result observation toward the English teacher C indicates the number of the answer Yes is 31 and for the answer No is 9. The following is percentage of the result observation:

"Yes" :   31/40 x 100% = 77.5%

"No"   :   9/40 x 100% = 22.5%

Based on the observation result above, it can be seen that the teacher experiences difficulties in many aspect, they are as follows:

1. The teacher experiences difficulties in teaching part of speech.

2. The teacher experiences difficulties in teaching connector.

3. The teacher experiences difficulties in teaching irregular verbs.

4. The teacher is difficult to make the students interested in teaching and learning narrative essay.

5. The teacher is difficult to build up the students' confidence in classroom.

6. The teacher is difficult to give more explanation related to the topic with English.

7. The teacher is difficult to make students free to express their own idea.

8. The teacher is difficult to decrease the students' nervousness when they are learning narrative essay.

While the aspect that is not difficult by the teacher can be seen as follow:

1. The teacher experiences difficulties in teaching time signal.

As mentioned in the previous chapter that qualitative descriptive technique is used to analyze the data. Descriptive technique with percentage is divided into two categories. Firstly, qualitative that is described by words or sentence. Secondly qualitative uses percentage or digit. Basically, qualitative data are taken from the result of observation and interview. In addition, qualitative data are multiplied 100% to know in which the difficulties in teaching writing narrative essay can be seen below:

- 76%-100%   = High
- 51%-75%   = Enough

- 26%-50% = Low
- Less than 25% = bad

To get the data of research, the formula of methods used in this research is as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of item (Anas Sudijono 1985:40)

Table IV.16
Recapitulation of Observation

No	Name of Teachers	Yes	No
1	Putikah S.Pd	32	8
2	Dahliana S.Pd	29	11
3	Eva Marlina S.Pd	31	9
	TOTAL	92	28

The Data Presentation of Observation II

Table IV.17
The Factors Influenced the Difficulties of Teaching Writing Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher A

Name   : Putikah, S.Pd

No	Aspect Observation	Categories	
		Yes	No
1	The teacher does not have many resources for teaching	√	
2	The teacher is difficult to motivate the students to use English.	√	

No	Aspect Observation	Yes	No
3	The teacher is difficult to decrease native language in classroom.	√	
4	The teacher is difficult to make students share their idea.	√	
5	The teacher is difficult to increase students' self-confidence.	√	
6	The teacher is difficult to create various activities to avoid boredom.	√	
7	The teacher is difficult to explain about narrative and how the paragraphs are constructed clearly.		√
	TOTAL	6	1

The table above shows that the factors influencing in teaching and learning narrative essay is 85.7%

Table IV.18
The Factors Influenced the Difficulties of Teaching Writing Narrative Essay at the First Year of Senior High School 1 Tempuling.
Teacher B

Name   : Dahliana, S.Pd

No	Aspect Observation	Categories	
		Yes	No
1	The teacher does not have many resources for teaching	√	
2	The teacher is difficult to motivate the students to use English.		√
3	The teacher is difficult to decrease native language in classroom.	√	

No	Aspect Observation	Yes	No
4	The teacher is difficult to make students share their idea.		√
5	The teacher is difficult to increase students' self-confidence.	√	
6	The teacher is difficult to create various activities to avoid boredom.	√	
7	The teacher is difficult to explain about narrative and how the paragraphs are constructed clearly.		√
	TOTAL	4	3

The table above shows that the factors influencing in teaching and learning narrative essay is 57%

Table IV.19
The Factors Influenced the Difficulties of Teaching Writing Narrative Essay at
the First Year of Senior High School 1 Tempuling.
Teacher C

Name   : Eva Marlina, S.Pd

No	Aspect Observation	Categories	
		Yes	**No**
1	The teacher does not have many resources for teaching	√	
2	The teacher is difficult to motivate the students to use English.	√	
3	The teacher is difficult to decrease native language in classroom.	√	

4	The teacher is difficult to make students share their idea.	√	
5	The teacher is difficult to increase students' self-confidence.	√	
6	The teacher is difficult to create various activities to avoid boredom.	√	
7	The teacher is difficult to explain about narrative and how the paragraphs are constructed clearly.		√
	TOTAL	6	1

The table above shows that the factors influencing in teaching and learning narrative essay is 85.7%

Table IV.20
Recapitulation of Observation

No	Name of Teachers	Yes	No
1	Putikah S.Pd	6	1
2	Dahliana S.Pd	4	3
3	Eva Marlina S.Pd	6	1
	TOTAL	16	5

B. The Analysis Factors

Based on the observation recapitulation to English teachers, it can be analyzed as follow:

Analysis Factor of data I

It can be described that the number of Yes answer is acquired 92 and 28 for No. To know the percentage of difficulties of teaching writing activity at SMAN 1 Tempuling by using formula. $\mathbf{P = \dfrac{F}{N} x\ 100\%}$

P = Percentage

F = Frequency

N = Number of item

So Yes = 92/120 x 100% = 76.6%

No = 28/120 x 100% = 23.3%

The first formulation of the problems which should be analyzed in this chapter as well as finding the answer of the question is

- How is the teachers' difficulty in teaching writing narrative essay at the first year of SMAN 1 Tempuling?

From the recapitulation table above, it can be concluded that the difficulties of teaching writing narrative essay at the first year of SMAN 1 Tempuling are the category "Yes", acquires 92 times with the percentage 76.6%. While, the category "No", acquires 28 times with the percentage 23.3%. In this case, to determine the category of the teachers' difficulties in teaching narrative essay, as explained in previous chapter, there are four categories based on the score reached. If the score

reached 76%-100% can be categorized high, if the score reached 51%-75% can be categorized low, if the score reached 26%-50% can be categorized less, if the score reached less than 25% can be categorized bad.

Dealing with the result of observation conducted, the writer concludes that by having this percentage (76.6%) the teachers' difficulties in teaching narrative essay at SMAN I Tempuling can be categorized in to high.

Analysis Factors of data II

The second formulation of the problems which should be analyzed in this chapter as well as finding the answer of the questions is:

- What factors influence the difficulties of teaching writing narrative essay at the first year of SMAN 1 Tempuling?

Based on the result of the data above the writer can conclude that the socio cultural factors dominate to influence the teaching writing narrative essay in the classroom at SMAN 1 Tempuling. Thus the writer can answer the second formulation as follows.

1. The Facilities

   Based on the data obtained by the writer, it is clear that SMAN 1 Tempuling does not have complete facilities to support English teaching. To support the students to have good attitude toward English moreover, this school does not have any media to support the English lesson and complete English books.

2. The Environment

From the data collected it is clear that the students do not have motivation to study English, especially to study writing narrative essay. Their environment uses their native language, because of that, the teacher get difficulties to teach them.

3. The culture in the classroom

Based on the data obtained by writer, then students said that the English is an Alien language. The learner can feel alienation in the process of learning a foreign language in the classroom. At least, the students consider that English is not necessary from them. Because of that, the teacher gets difficulties to teach them. Most of the students just keep silent and do not pay attention to teaching and learning process. The capacity of the classroom is much bigger than normal class, and there is distinction between what are men expected to do and what woman are expected to do. They expect man to be assertive, ambitious, and competitive. To strive for material success and to respect whatever is big, strong and fast. They expect woman to serve and to care for the non material quality of life for children and the weakness. So, in masculine (man) culture these political/organization value stress, material success and assertiveness of life, interpersonal relationships and concern for the weakness. Thus they are considering that English is not important to learn.

4. The students' attitude

Based on the data collected, it is clear that the students' attitudes are good enough toward writing narrative essay activity. It can be identified that the factors are as follow:

a. The students are afraid when they are making a mistake.

b. The students do not have self confidence in writing narrative essay in the classroom.

c. The students are nervous when they are practicing English

d. The students always laugh at their friends that makes mistake in writing activity in the classroom.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that had been conducted toward the English teacher difficulties at SMAN 1 Tempuling, the writer would like to describe some conclusions from what had been discussed in the previous chapter and recommended some suggestion related to the English teacher's difficulties in teaching narrative essay at SMAN 1 Tempuling.

From the observation findings, the writer concludes that the teachers' difficulties in teaching narrative essay at SMAN 1 Tempuling can be categorized in to high with percentage 76.6% because there are some social factors that influence teaching writing narrative essay such as facilities, environment, culture in classroom, and students' attitude, so that, the teachers get difficulties in teaching writing narrative.

B. Suggestion

Based on the research that had been conducted toward the difficulties encountered by teacher in teaching narrative essay at the first year student of SMAN 1 Tempuling, it is recommended that some suggestions related to the difficulties were encountered by teacher in teaching narrative essay at the first year student of SMAN 1 Tempuling.

1. For teacher

a. The teacher is suggested to motivate her students' vocabulary mastery in order to be easy to understand and make good writing.

b. The teacher has to ask her students to read a lot of reading materials as a mean of their intellectual request fulfillment in one side, and as a mean to improve their writing skills in another side.

c. The English teachers are suggested to explain about the narrative essay and how the paragraphs are constructed clearly by giving more examples and exercises dealing with finding main idea continuously.

d. The teacher is expected to create various activities to avoid boredom among the students in learning English especially in writing such as: giving interesting story, or color picture.

e. The teacher is expected to make small group discussion and gives pair work and group work beyond the classroom.

f. The teacher is expected to add humor to the lesson presentation to avoid boredom.

g. The teacher is expected to always give motivation and builds students' self-confidence in every meeting.

h. The teacher is expected to engage students in writing.

2. For Students

a. The students are suggested to keep their motivation to learn English subject.

b. The students are suggested to practice more their English especially in writing narrative essay, because the best key for reaching English success is to practice it.

3. For Headmaster

a. The headmaster should complete the supporting facilities and English book to gain the objective of the study.

b. The headmaster has to have media that can increase the students' motivation and positive attitude toward English, especially writing practice.

REFERENCES

Brown. Gillian and George Yule. (1983). *Discourse Analysis*. London: Cambridge University Press.

Departemen Agama RI. (2006). *Undang-Undang dan Peraturan Pemerintah RI tentang Pendidikan.* Jakarta: Departemen Agama.

H. Douglas Brown. (1994). *Teahcing By Principles: An Interactive Approach to Language Pedagogy.* London: Prentice- Hall, Inc.

Euis. Nurwafa. (2007). *A comparative study on students' ability in writing descriptive and narrative paragraph at the sixth semester of English Education Department of UIN SUSKA RIAU.* Unpublishers paper.

Hornby. As. (2000). *Oxford Advance Learner's Dictionary.* New York: Oxford University Press.

Http://en.wikipedia.org/wiki/teacher Sunday, 17th may, 2009

Kalayo. Hasibuan and M.Fauzan Ansyari. (2007).*Teaching English as a Foreign Language (TEFL).*Pekanbaru: Alaf Riau Graha UNRI Press.

Kalayo. Hasibuan. (2005). The Constrain on Teaching English Based on Competency-Based Curriculum (CBC) to Students of Elemtary Schools.. In Asyur Zaki Muhammad sya'ban. et al. eds. *Potensia Jurnal kependidikan Islam.* Pekanbaru:Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau, 2005 p.127-143

Lane. Janet and Ellen Lange. (1993). *Writing Clearly an Editing Guide.* Boston: Heinle & Heinle Publishers.

McMahan. Elizabeth and Susan day. (1980). *The writer's Rhetoric and Handbook.* USA: McGraw-Hill, Inc.

M. Syafi'i, S. (2007). *From Paragraph to a Research Report: A Writing of English for Academic Purposes.* Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI).

M. Syafi'i, S., M. Fauzan Ansyari and Jonri Kasdi. (2007). *The Effective Paragraph Developments: The Process of Writing for Classroom Setting.* Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI).

Nunan, David. (1991). *Language Teaching Methodology a Textbook for Teachers.* New York: Prentice Hall International (UK) Ltd.

Paulston. Christina Bratt and Mary Newton Bruder. (1976). *Teaching English as a second language: Techniques and Procedures.* Cambridge: Winthrop Publisher, Inc.

Reid. M Joy. (1988). *The process of composition.* California: Prentice Hall Regents Englewood New Jersey.

Richards. Jack C, John Platt and Heidi Platt. (1992). *Longman Dictionary of LANGUAGE TEACHING AND APPLIED LINGUISTICS.* England: Longman Group UK Limited.

Samsi. Hasan. (2005). Pendekatan Komunikatif pada Pengajaran Bahasa Inggris dalam prespektif Kurikulum Berbasis Kompetensi. In Asyur Zaki Muhammad sya'ban. et al. eds. *Potensia Jurnal kependidikan Islam.* Pekanbaru:Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau, 2005 p.145-168.

Simon and Schuster. (2003). *Education Program Newsweek: Essay writing step-by-step.* Canada: Newsweek, Inc.

Suharsimi. Arikunto. (1998). *Prosedur Penelitian.* Jakarta: PT. Rineka Cipta.

LIST OF APPENDIX

LIST OF THE TABLE

CURICULUM VITAE

Ida Nurita, lahir pada tanggal 05 Agustus 1988 di Desa Sungai Salak, Kecamatan Tempuling, Kabupaten Indragiri Hilir, Provinsi Riau; dari pasangan suami istri Firdaus dan Nurhayati, merupakan anak pertama dari tiga bersaudara.

Latar belakang pendidikan formal

1994 – 2000 : SD N 032 Sungai Salak

2000 – 2003 : SMP N 1 Tempuling

2003 – 2006 : SMA N 1 Tempulling

2006 – 2010 : Jurusan Pendidikan Bahasa Inggris (PBI) Strata satu (S1), Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau-Pekanbaru.

Pada tanggal 20 Desember 2010 telah dapat menyelesaikan tugas akhir untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) dengan judul karya ilmiah: *"Teachers' Difficulties in Teaching Narrative Esay at the First Year of SMAN I Tempuling Indragiri Hilir"*.