

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) findings, and (2) discussion

4.1. Findings

The research findings of this study presented the challenges in teaching academic writing faced by academic writing lecturers of English education study program in State Islamic University of Raden Fatah Palembang. The data of this study were obtained by observing and interviewing the lecturers. Through observation and interview process, I found some challenges factors in teaching academic writing that had become challenges for the lecturers of academic writing class.

The observation and interview were done by using English language, I used initial name for all participants involved. They were the first participant (RAA), and second participant (WAR). All the data obtained from observation and interview of the participants involved in this study.

After analyzing the data from observation and interview, I found that there were many challenges that lecturers face when they were teaching academic writing. The themes and codes gained from the analysis of qualitative data obtained from observation and interview were listed in the table 1:

Table 1: Theme, and codes for lecturers' challenges in teaching academic writing.

Themes	Codes
1. The challenges in teaching writing are regarding to students writing problem	1. Problem pertaining to most of students have lack of Linguistics competence, such as lack of grammatical knowledge, lack of vocabulary mastery, and did not know how to organize good paragraph in writing.
2. The challenges in teaching writing are regarding to motivation in writing	A. Most of students have lack of motivation to write in English
3. The challenges in teaching writing are regarding to the situation in learning	1. The hot atmosphere in the classroom was uncomfortable 2. The situation of learning is too early class and in the afternoon class
4. The challenges in teaching writing are regarding to learning facilities	A. The campus lack support in fulfillment of learning tools in teaching and learning process

The themes and codes gained from the qualitative data as listed in the table 1 were described in order to know what are the challenges encountered by the lecturers who taught academic writing in English education study program of UIN Raden Fatah Palembang. It was found that there were many challenges encountered when they were teaching academic writing class. The challenges were regarding to students writing problem, motivation in writing, the situation in learning, and learning facilities. The descriptions were as follows:

4.1.1. The challenges in teaching writing are regarding to students writing problem

Based on the data obtained from observation and interview, it was found that during teaching and learning academic writing classes, the lecturers felt challenged regarding to students writing problem. There were challenges encountered by the lecturers in teaching students that have lack of Linguistics competence. In this case they were, students' lack of grammatical knowledge, lack of vocabulary mastery, and did not know how to organize good paragraph of English.

Based on the data gained from the interview, it was found some problems during teaching academic writing, one of the problems found was low proficiency of grammar. It is indicated by the students who always make mistakes in using correct tenses, also they difficult in understand about the use of word choice and how to connect the grammar,

the first lecturer (RAA) said “even though the students already in advance level in the fourth semester, the grammar still in trouble, I found so many mistakes how to used the proper tenses and the proper word choice, and I still not happy about their grammar, it’s always about the grammar, I mean that they talk about something happened in the past, they used a present tense, it’s doesn’t match.” (Personal communication, March 29, 2019). The second lecturer (WAR) also shared the similar opinion. “the students also did not have any knowledge, I can say that they have a low proficiency of grammar.” (Personal communication, March 29, 2019).

In line with it, the observation data indicated that lecturers who taught the academic writing class already taught the students about the grammar, the students already had learned about grammar in structure course 1 to 4. They are also obligated to pass each level before going to the next level. It means that the students already in an advance level. Moreover, the second lecturers (WAR) always check the students’ grammar after they write and try to improve students’ grammar, but the students always make the same mistakes.

Furthermore, based on the interview data, the second problem that said by lecturers from students writing problem in linguistics competence was the students’ lack of vocabulary mastery, when the students did not know about unfamiliar words, it made them lose their idea. This question was answered by the first lecturer (RAA) who said “they are confused about how to choose proper diction, because sometimes they are confused

about new words that they did not know before, and it makes their mind stag.” (Personal communication, March 29, 2019). It could be happened because the students did not spend their time to read any information sources to increase their vocabulary. It is found by the answer of second lecturer (WAR) who said “they don’t have sufficient vocabulary also, maybe because they don’t read a lot, such as read books and journal” (Personal communication, March 29, 2019).

In line with it, the observation data indicated that lecturers already introduced the vocabulary and how to apply a proper diction. Also they always told the students to read many essay. So that, it can increase their vocabulary mastery. Moreover, the lecturers always asked students about words they did not recognize, but students always used an online dictionary without trying to remember or apply new words and use them to make them easier to remember. In addition, students also realized that they did not read enough sources to be added to their vocabulary. Because when they write, they always write words repeatedly and stop writing when they don't found unfamiliar words.

Subsequently, from the interview data, it was found the last problem that encountered by lecturers regarding to students writing problem in linguistics competence that the students did not know how to organize the sentences into paragraph and use the correct format a good paragraph writing. The students already learnt about the basic of paragraph writing before they come to academic writing class, but they still did not

understand about it. The first lecturer (RAA) said "they lack knowledge the body of the paragraph, sometimes they wrote freely without any rules, they thought that they wrote on something on their minds without any body of paragraph." (Personal communication, March 29, 2019). The second lecturer (WAR) agreed with the first lecturer. It could be seen from their answer: "students difficulties with writing, firstly some of the students "we can say" that they did not really understand what is made by the topic sentence; they did not write correct format the supporting ideas, that's the difficulties." (Personal communication, March 29, 2019).

Similarly, in the observation data, when I observed the class, the lecturer always starts the lesson by introducing the material, in fact I saw that, the lecturer has taught the material well and clearly, they asked the students whether they understand about the topics or not and students answered that they understood about the material, but when they start to write there were many students who had difficulties in understanding about introduction, body, and conclusion. They seems like write freely only to finish their writing.

Based on the explanation above, it can be concluded that the students who had writing problem, that lack of grammatical competence, lack of vocabulary mastery, and did not know how to organize a good paragraph of English could be difficult to write a good writing.

4.1.2. The challenges in teaching writing are regarding to motivation in writing

Based on the data obtained from observation, I saw that when learning begins the lecturer will ask questions to the students about previous learning material. During the learning process I also heard that the lecturer conveyed motivation to students to try each to improve their writing skills, by asking questions about things they did not understand and also trying to read from a variety of sources of knowledge to add insight into everything. But in reality students still do not do what is suggested by the lecturer and tend to ignore the lecturer's words.

Furthermore, based on the data obtained from the interview, lecturers felt challenged regarding to motivation in writing. The lecturers did not know how to make students interact with the material. Then, some learners were not particularly concerned about their writing. The lecturer did not have other choice except tried to make learners motivated and told the students that writing is no difficult as they thought. The problem was that motivation which was very complex thing. The first lecturer (RAA) said "I always try to motivate the students by told them to read a lot because I knew that the students have lack of resources to make a good writing and they did not often to read an English literature. So, I make sure that there will be a reading habit for them to make a good witting and makes sure that writing is an enjoyable experience if they practice a lot,

and was not difficult as they thought (Personal communication, March 29, 2019). The second lecturer (WAR) had the similar opinion.

Based on the explanation above, it showed that students needed motivation from their lecturers to read some book references in order to make reading habit and finally write a good writing.

4.1.3. The challenges in teaching writing are regarding to the situation in learning

Based on the data obtained from the observation and interview, there were two challenges related to situation in learning. The challenges commonly encounter by academic writing lecturers'. Classroom environment was influential factor in teaching and learning process. Good class condition could give good atmosphere in learning, while uncomfortable class gave bad atmosphere in learning. In this study I found that, there were some factors that influenced the in learning situation, such as they were hot atmosphere in the classroom was uncomfortable and the situation of learning is too early class and in the afternoon class

In this case, it was also found during the classroom observation. When I get into the classroom, the classroom was designed to use air conditioner, but the air conditioner did not worked well. I could already feel the classroom lack of air conditioner. At the same time when they get into the classroom, the lecturers and students immediately seemed like

they felt heat and sweaty, because they had to get up stairs to the classroom. Then, when they get into the classroom, before teaching and learning process begins, it could be seen that students have begun to feel stifling, which indicated by students who use their hand fans respectively and some of them wiping their sweat with tissue. It is really disturbing the teaching and learning process because when they wrote, the students were less unable to focus on writing because they were disturbed by the atmosphere of the classroom.

Based on the data gained from the interview, the class conditions were related to the situation and the atmosphere of the class. In teaching and learning process, comfortable atmosphere should be available in the classroom, because writing process should be done as relax as possible to make the writer focus on its activity. Nowadays, air conditioner is one of the appropriate tools to be used in cooling the room without producing any noise. Moreover, the first lecturer (RAA) said “the air conditioner did not work, it made them sometimes used the fan during teaching and learning activity. I believed that when the atmosphere was not comfortable, then they lost their ideas (Personal communication, March 29, 2019). The second lecturer (WAR) had the same opinion. “about the situation and the atmosphere of the class is another problem that I encounter, you can see that the air conditioner does not work, you used a fan and sometimes they have to find an empty classes. I am not sure about the condition here. So, that is the another problem because when the atmosphere does not make

you comfortable, then your idea will be stag on your mind” (Personal communication, March 29, 2019)

From statements above, classroom condition was very influential factor that could affect teaching and learning process. Some of the facilities could not be used properly, and it becomes major challenges for the lecturers in teaching academic writing. It could influence the students’ focus and atmosphere in the classroom.

Subsequently, when did an observation in the morning class it began at 07.00. They were some students who come late for 5 minutes and even some of were late for the 40 minutes after the class begin. Certainly it disturbed several things, because when the students came late, they will permit to the lecturers to come on join the class and this will disrupt the focus of all students because the material presented will be interrupted temporarily to serve the students who were came late, it did not only happen once. Also, they will be noisy because they are looking for comfortable seats for learning. In addition, they were automatically disconnected from the advanced material that has been delivered by the lecturer.

In line with it, based on the data obtained from interview, arriving on time is something that must be done as a phase of self-discipline. However, there were many students who often came late to class, when the class has begun. Therefore it this can interfere lecturers and students’

concentration where the teaching and learning process takes place. It was conveyed by the first lecturer (RAA) said “I have morning class at 07.00 am every week, when the class has started, there were always students who knock on the door to join the class, it was certainly very disturb concentration when lecturers explains the material to students, and of course the material will be cut off temporarily and reduce the time to write an essay, so they behave well by coming on time to the classroom.” (Personal communication, March 29, 2019).

Furthermore, the second lecturer (WAR) had different problem. She told that, she had the afternoon class on every Friday. The students seemed bored around two and three o'clock. They were usually more enthusiastic because weekend is insight in their mind. She said that “for example Friday classes is it today at two, I am going to have the writing class and also they usually seem bored around two and then at three o'clock, they usually more active because maybe, the weekend is approaching , because of that it is really 3 o'clock and our class is like to end ‘yeayy’.” (Personal communication, March 29, 2019).

In line with the interview data, during the observation I also observed classes which has schedule in the afternoon, which is 02.00 pm. At the first 10 minutes, the students seem focused on the material that delivered by the lecturer, but ten minute later, they seemed sleepy and did other activities such as playing cell phones and chatting with other friends without paying attention to what is conveyed by the lecturer, when they

were told to write, they seem unfocused and also they unfinished their writing. Finally, it should be continued the following week.

From statements above, the time allocation was the factor that could affect the learner behavior in the classroom, such as came late in the morning class and got sleepy in the afternoon class. Those problems also could impact to the learner focus in writing process.

4.1.4. The challenges in teaching writing are regarding to learning facilities

During the observations, I saw that lecturers cannot always use LCD projectors, which is very important to get students' interested in writing material. In fact, the laptops were too small to be seen by all of students in the class. So, they need media which could show pictures or writing bigger and clearer. It could be seen, when LCD projectors were used as the media to present in the class, students tend to be more enthusiastic and seem like they got a better understand about what was conveyed by the lecturer, such as the structure of writing. Whereas, there was no LCD projector, students seem unfocused and difficult to understand about the material delivered by the lecturers. Moreover, the lecturers would spend more time to write on the white board, finally it reduced learning time.

In line with it, based on the data gained from the interview, the lecturers need a media to present interesting power point presentation to

the students. Meanwhile, it was found that, less of LCD projector was influential factor in learning facilities. The second lecturer (WAR) said “I really need to create some interesting power point presentation. We had LCD projector in our study program, but the problem it was not much enough, sometimes I couldn’t even used the LCD projector. Because, before students start to write I need to create brainstorming activity which is why I really need the LCD projector.” (Personal communication, March 29, 2019). The first lecturer (RAA) agreed with it.

From statements above, less of media to present the material, was a major challenges for the lecturers in teaching academic writing. This problem could impact the students focus and atmosphere in the classroom.

4.2. Discussion

After I analyzed the result of the data analysis by using thematic analysis, I was found that, there were several challenges factor that caused the lecturers’ challenges in teaching academic writing. The data gained from an observation and semi-structure interviewed was analyzed to answer the research question. The challenges in teaching writing were regarding to students writing problem, motivation in writing, the classroom condition, classroom facilities

Firstly, the result of the finding showed, the challenges in teaching writing are regarding to students writing problem. This problem was appeared to be the most influential factor regarding the lecturers’ challenges in teaching

academic writing. It included from linguistics competence consist of learners' grammatical competence, vocabulary mastery, and how to organize a good paragraph of English (Brown, 2004). Grammar competence helps the learners to construct sentences that make sense and are in acceptable English (Farbrain & Whinch, 1996). It supported by Mutimani (2016) state that the world of grammar is also quite challenging because it has a variety of rules. Students' academic papers are usually fraught with mechanical weakness, especially in areas such as paragraphing, punctuation, word class and sentence construction. According to Pineteh (2012), students' sentences are often shortened and complicated because they still grapple with grammatical aspects, such as subject-verb agreement, tenses, spelling, and how to join sentences to make a coherent paragraph. According to Harmer (2001), lack of either grammar competence or vocabulary can makes learners difficult to produce not only a paragraph but also a sentence. Likewise, knowledge of how to make a good paragraph, help the learners to produce an acceptable English text. According to Ntereke and Ramoroka (2015) synthesizing information seems to be the most difficult skill for students as they leant to write in academic contexts as indicated in other studies.

The factor of learners' linguistics competence contributed to lecturers' challenges in teaching academic writing, when the lecturers were not 'sensitive' towards their students' competence. The students had difficulties in making a good paragraph of writing. Richard and Renandya (2002) state that writing is the most difficult skill for the second language learners to master.

They did not understand how to connect one sentence to another sentences correctly with topic sentence, supporting sentence, and concluding sentence. Regarding grammar, the lecturers had to rebuild students' grammars' knowledge while they learned in the past. They were also pursued to enrich their various of vocabularies in order to write various texts of English in acceptable ways.

Secondly, factor that the most challenges in teaching writing are regarding to motivation in writing was about lack of motivation. The main concerned was about the learners focus in writing. The influence of learners 'low motivation would impact their reading habit as well. Motivation means a cluster of factor that energizes the behavior and gives it direction (Atkinson, 2002). In this study, the lecturers found out that the students had less of motivation in writing. They need enough motivation from teachers and scope to learn English in classroom interaction (Nuraini, 2013). It could make them be more critical while writing. It supported by Wahyuningsih (2018) state that this problem might make them not proficiency in academic writing and for this reason, the role of lecturers in academic writing is badly needed to facilitate the students and enhance then to be analytical thinkers. All university lecturers should attempt to re-ignite the culture of reading in students thought exposure to different academic and non-academic texts. Reading, such as books, journals, and website sources which are more accessible to learners, could be relied on to enrich their academic vocabulary with academic words and expression (Mutimani, 2016). However, the lecturers has been delivered

motivation to the students to make good writing and how to find the idea, when writing from all resources which they could find such as the internet and reading books.

Thirdly, the lecturers felt challenged in teaching writing are regarding to situation in learning. They were the hot atmosphere in the classroom was uncomfortable and the situation of learning is too early class and in the afternoon class

First, the hot atmosphere, which refers to the physical discomfort and intimidating atmosphere in the classroom. Teaching and learning in the classroom that was uncomfortable for the students and lecturers, could affected in the difficulties to find idea in writing. Hannah (2013) claims that the way which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students. If a teacher is unfocus, there would be a direct impact on the students within the classroom. There were some factors that influenced the situation in learning, such as the air conditioner did not work well. Lecturers needed to have an open minded to be innovative to help the learners attain success in writing.

The second factor is the situation of learning is too early class and in the afternoon class. This factor, which was some lecturers could not deny. The proper time to teach writing should in the right time, because teaching writing needed more energy and concentration. The decisions related to time management were important for effectiveness of teaching and learning process

and school's result (Horng, 2010; Mater, 2013). In this study, both of the lecturers had different schedule. The first participant was taught in the morning class, that some of the students were come late to the classroom. Meanwhile, the second lecturers had the problem in the afternoon class, that students seem sleepy and were not really active and interactive in the classroom because of the time allocation.

The last, the challenges in teaching writing are regarding to classroom facilities, the challenges came from the classroom was less of LCD projector to present. The lecturer mentioned that, they need to show some of power point presentation for attracting the students. Meanwhile, LCD projector was not available enough, the teaching and learning process uncomfortable. Media is one of tolls in for language teaching and learning which give a good contribution in learning process (Nuraini, 2013). The aids had to be the centre media for getting students focus and understanding of the topic in writing. It supported by Arsyad (2002) defines media as the means for transmitting or delivering messages. Meanwhile, the advantage by using media in teaching English could improve the students' curiosity in learning English. The lecturer should find the other way to maintain those factors to make teaching and learning process gone well.