# Elementary School Teacher Problems in Learning to Write Narrative Text during the Covid-19 Pandemic

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| Article Info | ABSTRACT |
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| | This research is motivated by problems that arise in learning to write narrative texts during the covid-19 pandemic. Writing skills are not only about putting ideas that are in the mind into written form but also related to critical thinking so that it is not uncommon to find students who still have difficulties in learning narrative texts and teacher difficulties in teaching them. This study aims to determine the obstacles faced by elementary school teachers when teaching learning to write narrative texts during the covid-19 pandemic. Furthermore, the method used in this research is descriptive qualitative by giving questionnaires and conducting interviews. The subjects of this study were 20 elementary school teachers in Bukit Batu sub-district, Bengkalis district, Riau Province. The results of this study indicate that in general elementary school teachers are not ready to do online learning, this is because among other things that hinder the learning process is the lack of understanding of teachers and students about the use of distance learning applications. However, government support that has helped ease the burden by providing free quota subsidies to teachers, students and the availability of Wi-Fi in some areas does not seem to be able to maximize its use for online learning. |

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## INTRODUCTION

Language skills in elementary school include four skills, namely reading, writing, listening and speaking skills. These four skills have a goal so that students can understand and use language well (Ramayani et al., 2020). Writing is one of the four aspects of children's language skills that must be owned and mastered by children. Writing is a productive language activity, in contrast to reading which is receptive. Writing is a communication activity in the form of delivering written information to other parties using written language as a medium. Writing involves several elements: the writer as a messenger, the content of the writing, the channel, and the reader. The result of writing is usually called an essay or writing. Writing is a process of integrating words into sentences, then into paragraphs and into chapters that are logical to understand. This process encourages writers to think systematically and logically as well as creatively (Rahman, 2019). Writing skills as an aspect of language skills are the final stage mastered by students, because

students can write well if a series of stages of language skills (listening, speaking and reading) have been mastered by students (Zulela, 2017). One aspect of language skills is writing skills, namely expressing ideas or ideas through messages so that writing is also one of the important roles that can be taught also to students (Rahman, 2019)

Writing skills are the result of reading, listening, and speaking skills and are the most important skills that must be mastered by students in order to communicate indirectly. Learning writing skills is very important for students in elementary school, because writing skills are included in every learning activity (Rahman, 2020).

One type of advanced writing skill is writing narrative text. The term narration comes from the English word narration (story) or narrative (story). Narrative is a series of short stories written based on personal experiences in chronological order (Rahman et al., 2020). Narrative writing is a form of writing that seeks to create, tell, and compile stories in chronological order. Narrative aims to convey ideas in chronological order with the aim of presenting a shadow of a series of events in front of the reader's eyes. Narrative is a form of conversation or writing that aims to convey or tell a series of events or human experiences from time to time. Narrative is a form of speech or writing that aims to convey or recount the sequence of events or the human experience from time to time (Rahman et al., 2020)

Things to consider in preparing the narrative is (a) an imaginary or imagination developed so that the author was not pleased create role , characters act naturally, and in accordance with the character or character of society in general (b) must be logical so that the story is not chaotic and easy to understand (Tarigan in Rahman et al., 2020) In early 2020, people around the world were shocked by the outbreak of pneumonia which was officially called as Severe Acute Respiratory Syndrome or called  Corona Virus Diseases(Covid-19) which attacks the human immune system which was first discovered from the city of Wuhan, China in December 2019 and spread to other countries starting January 3, 2020. Indonesia itself announced a case of Covid -19 on March 3, 2020 from two Indonesian citizens who met ta mu those who come from Japan (Priatna & Rahman, 2020). It's been a year since the pandemic Covid 19th strike Indonesia since the first discovery in Indonesia starting in March 2020. The government passed a law to reduce the flurry of activity outside the home even in some areas has applied Lock down in an effort to prevent the spread of contagion Covid-19. As a result, all activities and activities in various sectors are hampered and even paralyzed in various aspects, not only having an impact on the economic, social, cultural and political aspects, but also having an impact on the sustainability of the education process in Indonesia. In the education aspect, the Ministry of Education and Culture (Kemendikbud) issued several circulars related to the prevention and handling of Covid 19, including instructions regarding the learning process carried out from home during the emergency period of the spread of the Covid-19 virus. The government hopes that with the implementation of distance learning, students will continue to carry out a serious learning process as well as face-to-face learning, although on the other hand there are deficiencies with the implementation of distance learning such as lack of supervision of students which results in writing learning being not optimal.

The provisions of the learning process from home are stipulated in the Circular of the Minister of Education and Culture Number 4 of 2020 containing four points as follows: first, online/distance learning from home is implemented to provide a meaningful learning experience for students, without burdening the demands of completing the entire curriculum for grade promotion. . Second, being able to learn from home is focused on life skills education, among others about the Covid-19 pandemic. Third, learning activities and homework assignments may

vary between students, according to their interests and conditions, including considering access/facilities for learning at home. Fourth, evidence or product of learning activities from home.

With the issuance of the circular, the learning process is recommended through online learning for elementary school to university children. Online learning is learning whose activities are generally carried out using internet media, can use mobile phones or computers as intermediaries (Herman, 2020). According to Imania (Herman, 2020) online learning is a form of delivering conventional learning which is poured into digital format using the internet.

The ability to write in elementary school is a very important skill possessed by every student because the success of students in mastering various writing techniques has a very large contribution to the development of other abilities. However, with the government's policy during this pandemic that requires learning to be done online, it needs to be reviewed again to make good online learning. Reflecting on this, research is needed on the problem of elementary school teachers in learning to write in this case writing narrative texts during the Covid-19 pandemic.

## METHOD

The research method used is descriptive qualitative method, which is to provide a complete picture or description of the problems of elementary school teachers in learning to write narrative texts during the COVID-19 pandemic. The aim is to describe the problems of teachers in learning to write in elementary schools. In this study, researchers focused on the difficulties and conveniences faced by elementary school teachers in teaching learning to write narrative texts online. Qualitative research according to Bogdan and Taylor in Lexy J. Moleong (Husna, 2020) is defined as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

Qualitative research can also describe a statement from someone either through interviews or by observing something even by examining the results of documentation (Husna, 2020). While the reason the researcher uses a descriptive approach is because the researcher will describe the current conditions in detail. The use of a descriptive approach can be said to aim to obtain all information about the ongoing situation and observe several interrelated variables.

Data collection techniques are activities carried out by researchers in order to obtain the data needed in research. Data collection techniques used in this study were interviews and questionnaires. Interviews were conducted in a semi-structured manner using the telephone in the WhatsApp application and questionnaires using a google form, this was done to support the government's movement to maintain distance to prevent the transmission of Covid-19. The purposive sampling technique was chosen as the technique used in this study, namely the sampling technique of data sources with certain considerations (Zahrah & Sriyanto, 2021). Respondents in this study were elementary school teachers who teach in class V and come from different schools in Bukit Batu sub-district. The data were analyzed using the Miles and Huberman model in a qualitative descriptive way, with the flow of data collection; data reduction; data presentation; and drawing conclusions or verification (Zahrah & Sriyanto, 2021)

## RESULTS

This study discusses the problems faced by teachers in learning to write narrative texts during thepandemic covid-19. After the data is collected, the next step is to analyze the data through interviews and questionnaires conducted with respondents. Questionnaires were distributed online using a google form and interviews were conducted by telephone via the WhatsApp application. The questionnaire was made in the form of a google form which was then distributed to all pre-

determined primary school teachers. The questionnaire used is an open-ended questionnaire whose answers can be filled in according to the conditions. The aim is to find out what problems elementary school teachers face in learning narrative text writing skills during the Covid-19 pandemic. In addition to questionnaires, researchers also used interviews as a tool to collect data. The interview used is a semi-structured interview conducted by telephone through the WhatsApp application. This is done to get more in-depth data on the data that has been obtained previously through several lists of questions.

The results of interviews conducted by telephone on the WhatsApp application show that during this pandemic learning is carried out online. The application that is often used during online learning is to use theapplication WhatsApp group because it is considered easy to use and efficient in using internet data. In learning, it usually starts with a chat in agroup WhatsApp and then students will start responding. Video calls were also made alternately to see if the students were really studying. The subject matter is often delivered in WhatsApp groups only. If the teacher sends assignments to be done individually, students will later send their answers independently via private chat to the teacher. This kind of learning process makes it difficult for students to understand the material presented. Students need to be explained repeatedly to understand the material about writing narrative essays, how to systematically write them and how to develop imagination in their writings. Teachers sometimes find it difficult to find the right sources and teaching materials to give to students so that students can easily understand them in conditions that are not face-to-face. The difficult environment of the internet network in some areas where students live makes learning difficult and will take time because they have to wait for all students to get the material and of course in terms of assessment because it is not easy to give marks because students' abilities cannot be seen directly, the teacher does not can see directly the assignments that sometimes are not students who work independently.

There are still many obstacles that hinder the learning process, including there are students who do not have communication tools to participate in online learning, they sometimes have to ride with friends whose environment has a good internet network, plus students who during the learning process have internet quotas. exhausted, this of course makes students not optimal in receiving learning.

Several factors that can support teachers in this online learning process, among others, if parents can take their time to help students learn, it is very helpful because most students often find it difficult to understand the material explained on their own. If parents have good economic conditions, they can finance internet quotas and can help students find other learning resources that they understand more easily. The government also helps support somewhat the learning process can run well by providing assistance in the form of providing free quotas for education, not only for students but teachers are also given quota subsidies from the government. This can help teachers in the teaching process during this pandemic.

The results of the questionnaire that have been carried out using google forms in order to maintain distance so as not to expand the spread of Covid-19.
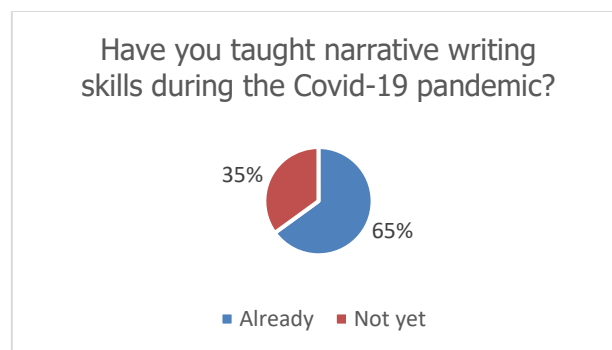
**Figure 1**. The First Question on the Questionnaire

Based on the diagram above, it shows that most of all teachers have done online writing skills learning although there are still a small number of teachers who have not routinely taught writing skills to students.
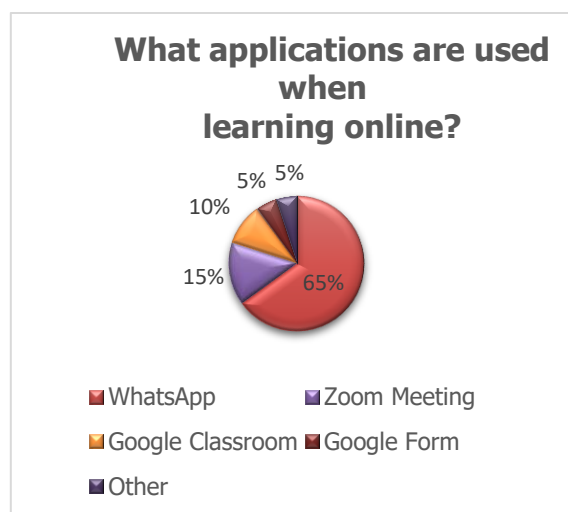


**Figure 2**. The second question on the Questionnaire

Based on the diagram above, it shows that most teachers are more dominant in using the WhatsApp application in online learning compared to the Zoom meeting application, Google Classroom, Google Form and others.
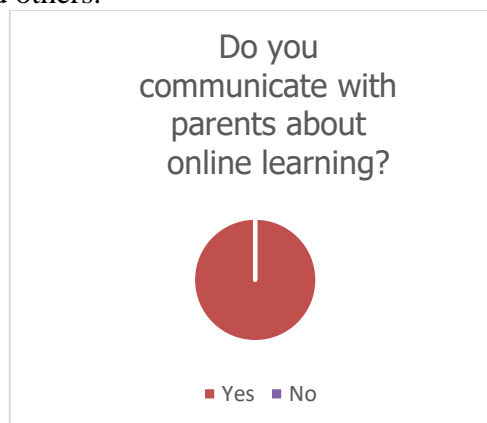


**Figure 3**. The third question Good

Communication between schools and parents is shown in the diagram above. This is certainly important because online learning during this pandemic requires support and collaboration with parents so that learning can run well.

Furthermore, what are the inhibiting factors for teachers in carrying out writing skills learning during the covid-19 pandemic. Based on the questionnaire distributed, several inhibiting factors faced by elementary school teachers were (1) not all students have communication tools that can be used for online learning, (2) the uncertain economic conditions during covid-19 made some students unable to participate in online learning. due to limited internet quota, (3) internet network that cannot reach all areas where students live, (4) lack of student interest in narrative writing activities because it requires the development of students' own imaginations, (5) unpreparedness of parents in guiding students while studying online at home, (6) teachers who are not capable and skilled in utilizing all the advantages of the internet such as making interesting learning videos. Of these several factors, most of them are still dominated by uneven technology and uncertain economic conditions due to the impact of COVID-19.

Then are there any supporting factors that can help teachers in carrying out online learning during the covid-19 pandemic? Based on the results of the answers given by the teacher, the factors that support teachers in learning during the covid-19 pandemic are (1) the readiness of parents to guide students in learning activities, (2) various programs provided by the government to assist learning activities ranging from video learning that can be seen on television media, provision of internet quotas for education and online training during the covid-19 pandemic, (3) learning resources that can be accessed for free and (4) internet network that has begun to be expanded to several remote areas. Some of these supporting factors can certainly be felt because of the collaboration between the government and parents which is the main supporting factor for the success of learning writing skills, in addition to the many learning resources that students have, of course, this makes it easier for students to understand the material for writing narrative essays and expand imagination of what their read.
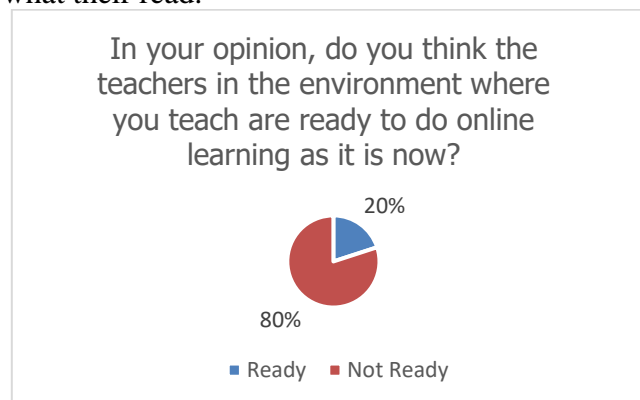


In your opinion, do you think the teachers in the environment where you teach are ready to do online learning as it is now?

20%

80%

■ Ready   ■ Not Ready

**Figure 4**. Fourth question.

Based on the diagram above, it shows that most of the teachers in the Bukit Batu sub-district are not ready to carry out online learning as it is today. Previously, it was explained about the difficulties of teachers in teaching online learning and the factors that hindered online narrative essay writing skills. However, in some schools, it turns out that they are ready with the learning that is carried out as it is today.

Based on the results of the questionnaires and interviews conducted, the researchers concluded that there are still many problems that occur in the learning process of writing narrative

essays during the covid-19 pandemic. This pandemic has hampered the process of teaching and learning activities because the learning system that is usually done face-to-face must change in an instant to become online learning. The main problem that arises is the unpreparedness of teachers and students in carrying out online learning, there are several inhibiting factors such as networks, and inadequate internet access. The presence of students is also influential because it is difficult to get students to be fully present during this pandemic. According to Dewi (2020) based on her research that online learning can be done using technology but what must be done is to monitor the tasks given so that children continue to study at home. The importance of cooperation between teachers and parents can be an alternative in order to help students during the online learning process. Parents can send photos of children's activities who are studying or doing their assignments and communicate with teachers when they have difficulty understanding the material provided. In addition to the difficulty of students in understanding the material provided, especially material on writing narrative essays, another impact is limited school time. Because there is too much time at home compared to studying, students feel bored, those who are usually at school tend to be active and like to move and are used to playing with friends at school, but because of the pandemic students have to stay at home. Many students complain that the cellphones used for the learning process must be shared with their parents, even with their brother or sister who need it for their respective schools.

The importance of moral support from the teacher is also an important factor in the success of learning to write narrative essays online. According to (Putria, 2020) explaining that teachers motivate students by providing interesting things and fun assignments for students and teachers can provide videos that can encourage students' enthusiasm even though they have to do online learning.

The solution to overcome the problem of narrative essay writing skills during the Covid-19 pandemic is that in order to have adequate writing skills, students need to be given a lot of practice since the early grades. The exercise can be started by motivating students about the importance of having writing skills. Trismanto (in Khairunnisa, 2019) states that writing skills are very important for the development of science and technology. Any science and technology development will require writing. This is because communication through written language is the most powerful documentation. To be able to give enthusiasm and motivation to students so that they have more attention to learning to write, teachers must also be enthusiastic in teaching it and teachers must provide more innovative learning by taking advantage of current developments in science and technology.

## CONCLUSION

The sudden change in the order of life caused by the Covid-19 pandemic has disrupted various aspects, one of which is the education aspect which makes educators and students experience many difficulties in teaching and receiving the learning provided. Where learning is usually done face-to-face but a sudden change now has to be done with online distance learning. The lack of readiness of educators to do digital learning is also an obstacle in the implementation of online learning. However, government support has helped support education by providing internet quotas to teachers and students. Thus, of course, the government must be more serious in providing training on technology and informatics to elementary school teachers so that teachers can innovate in providing learning materials to their student.

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