

ENGLISH TEACHERS' STRATEGIES IN TEACHING WRITING DESCRIPTIVE TEXT THROUGH ONLINE LEARNING

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Abstract

According to Widiati & Cahyono (2006) argued that writing is the most complex skill compared to the other three skills. Due to the covid19 pandemic, demanding learning that was offline class to be online class. writing is a difficult skill to teach in online classes. The researcher exists to analyze the english teachers strategies in teaching writing online learning at Man Lumajang. This research is using descriptive qualitative. The subject of this research is an English teacher. Data collection was carried out by using document and interviews. The instruments used are document observation rubric and interview guide. The teacher using Whatsapp group and google meet for her online teaching and learning process. Data analysis shows the teachers strategies in teaching writing descriptive text through online learning. The teacher used blended learning with flex model strategy to teach writing online. The teaching process is held online using the google meet application and offline face to face learning if the student did not understand the material and teacher give depth explanation to the students. The results of this study can provide information to find out the strategies for teaching writing descriptive text through online learning.

Key words: Writing, Teachers' Strategies, Online Learning

Writing is very important to be mastered by English learners. Writing is a difficult skill to acquire, to write well the ESL students should have an understanding of grammatical structures, vocabulary, and tense usage by Swick (2009). Since the end of 2019, Face-to-face teaching is also banned, and the government instructed all

the educational institutions to shift from traditional learning to online learning using digital platforms by Iivari, Sharma, & Ventä-olkkonen (2020). Students are required to study online from home because of the covid 19 pandemics. According to Cao et al (2020) this policy has an impact on the world of education:

especially the development of student learning. In this case, teaching English in online learning is a challenge for the teacher; where the teacher must play an active role in online learning. Online learning is defined as learning that is carried out as distance learning assisted by electronic devices such as smartphones, tablets, laptops and computers that require an internet connection by Gonzalez & Louise (2018). According to Joshua Stern (2019), Online learning is education that takes place over the Internet. According to Huda (2021), covid 19 has impacted to the new habituation of learning mode i.e online learning. It has not been easily implemented because online learning is new system in indonesia. It has not been easily implemented because online learning is new system in indonesia. In some schools have difficult to do online learning because of several factors such as poor signal connections and teachers do not understand how to use electronics. Thus, it is important to analyze the teachers strategies in teaching writing through online learning.

Teachers and students are not allowed to do face to face learning, so teachers and students do virtual learning by using online applications and have to find the alternate strategy to teach during the COVID-19 pandemic to continue their

studies. A research done by Hanik et al (2021) The strategies of blended learning in new normal era at Kuala Lumpur Indonesian School. This research aims to discuss learning strategies, implementation of learning strategies, analysis of learning strategies in the Kuala Lumpur Indonesian School (SIKL) based on Blended Learning with the TPACK (Technological, Pedagogical, Content knowledge) approach in the new normal era. The difference between this research is in this research was too general because this study was not focused on teachers' strategies in teaching writing descriptive through online learning.

Method

This study uses descriptive qualitative research because it is based on research problems; The purpose of this study was to analyze the english teachers strategies in teaching writing descriptive text through online learning at Man Lumajang in the academic year 2021/2022. According to Moleong (2002: 2) Qualitative research is a research procedure in which descriptive data procedures are in the form of written or spoken words from people and observable behavior. The researcher would use analyze lesson plan and interview guide. According to Donald Ary (2010:220) achievement test are widely used in educational research, as well as in school

systems. They are used to measure what individuals have learned. In this research the researcher get the RPP or lesson plan of tenth grade teacher at MAN Lumajang. The researcher would interviewed English teacher related to strategies in teaching writing descriptive text through online learning. According to Ary (2010 : 457), interview is one of the most widely used and basic methods for obtaining qualitative data. Thus, in this research the researcher will interview the English teacher related to teachers' strategies in teaching writing descriptive text through an online learning.

Result and Discussion

In this study, there were two findings, that are results from lesson plan and interview.

1. Result from lesson plan

In the English lesson plan, the teacher used blended learning flex model. The teacher using google meet and Whatsapp groups as media online learning. for one meeting there are three activities there are Preliminary Activity, main activity, and closing activity.

The preliminary activity, the teacher greeted the class in Whatsapp group, then gave a quick review of the previous material. After that the teacher informed there would be face-to-face learning activities using Google Meet. When

meeting on google meet, teachers and students greeted each other and opened learning activity with prayer. The teacher checked attendance and conveyed the objectives and benefits of the learning material. Students were ensured to be involved during the class (all students activate the camera).

For the main activity, the time was set for 60 minutes. Students made a group discussion to analyze the video that has been sent previously. The teacher asked questions related to the video about a descriptive text. What is descriptive text? What is a descriptive text social function? How is the generic structure of the descriptive text? What are descriptive text language features?. The teacher gives an example of a descriptive text. The teacher gives a quiz about the meaning, structure of language, and linguistic elements of descriptive text. Students reconstruct the social function of the text that has been given. Students under the guidance of the teacher categorize the structure and linguistic elements of the descriptive text given.

For closing activity the time set for 15 minutes. It is used for students with the guidance of the teacher to make conclusions regarding the material being studied. The teacher gives appreciation/feedback to students'

conclusions. The teacher conveys an overview of the material to be studied next. The lesson closed with a prayer together. The teacher and students greet each other. If there are students who have difficulty understanding the descriptive text that has been taught, the teacher provides a deeper understanding of the material about a descriptive text at the teacher's house/school with flexible time.

2. Result from interview

This study examines the teacher's strategies used by teacher when teaching writing descriptive text in online classes. The purpose of this study was to find out the strategies that used by teachers in teaching writing descriptive text in online classes. Based on the results of the analysis interviews with English teachers about the strategies that used by teacher in teaching writing descriptive text in online classes is used blended learning with flex model.

Learning media is a tool that can make students understand more about the material provided by the teacher. In the learning process the teacher must prepare materials and media that will be delivered

in online learning. The teaching process is held online using the google meet application and face-to-face is done as far as necessary. It can be in the form of small groups or personal guidance.

Conclusion

Based on the result data and findings, the researcher concludes that the strategy in teaching writing descriptive text through online learning used by english teachers in MAN Lumajang is blended learning with flex model. The teaching process is held online using the google meet application and face-to-face is done as far as necessary. It can be in the form of small groups or personal guidance. This strategy is effective in Man Lumajang. The teacher mostly share video before class because it is considered more effective for students to learn.

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