



**TEACHING WRITING ONLINE STRATEGIES DURING
COVID-19 PANDEMIC**

THESIS

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ABSTRACT

Ariesta, May Lien Tia Candra. 2021. Teaching Writing Online Strategies During Covid-19 Pandemic. Thesis, English Language Education Study Program, Graduate Program, University of Islam Malang. Advisors: (1) Dr. Mirjam Anugerahwati, MA., (2) Dr. Dra. Mutmainnah Mustofa M.Pd.

Keywords: teacher strategies, teaching writing, online learning

The objective of this research were to find out the teaching writing online strategies during Covid-19 pandemic and the students` response of teaching writing online strategies during Covid-19 pandemic at the ten grade of SMK Gusdur Gununganyar, Soko, Tuban. The method of this research was descriptive qualitative research. The subjects of this research were the English teachers who taught in X-IPA and X-IPS in SMK Gusdur during Covid-19.

The instruments of this research were observation and interview. The result of this research found that there were some strategies used by teachers in teaching writing online strategies during Covid-19 pandemic era. The first teacher used video as learning strategy and small group discuss strategy and from the second teacher used pictures as learning strategy and imaginary strategy to teach writing through online learning class.

From those strategies, the researcher found that the strategies helped the teachers to teach writing easier even through online learning class. The teachers were able to know how far the students understand the material that the teacher has given to the students and the students were able to do the task after the material has been given. The students also gave good response to the teaching writing online strategies during Covid-19 pandemic.

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Tujuan dari penelitian ini adalah untuk menemukan strategi online apa yang dilakukan guru dalam mengajar menulis selama pandemi covid-19 dan bagaimana respon siswa terhadap penggunaan strategi online mengajar menulis selama pandemi Covid-19 di kelas sepuluh SMK Gusdur, Gununganyar, Soko, Tuban. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif. Subjek dalam penelitian ini merupakan guru Bahasa Inggris yang mengajar kelas X-IPA dan X-IPS selama pandemi Covid-19.

Instrumen yang digunakan pada penelitian ini adalah interview dan observasi. Hasil dari penelitian ini ditemukan bahwa ada beberapa strategi yang digunakan guru dalam mengajar menulis secara online selama masa pandemi Covid-19. Guru pertama menggunakan strategi video dan strategi grup diskusi. Dan untuk guru kedua menggunakan strategi gambar dan strategi imaginasi untuk mengajar menulis secara online.

Dari beberapa strategi tersebut, peneliti menemukan bahwa strategi tersebut membantu guru dalam mengajar menulis secara online menjadi lebih mudah. Para guru menjadi lebih mengerti sejauh mana para murid memahami materi yang diberikan guru serta para murid juga mampu untuk mengerjakan tugas yang diberikan oleh guru setelah materi diajarkan. Para murid juga memberikan respon yang baik terhadap strategi yang digunakan guru dalam mengajar menulis secara online selama pandemi Covid-19.

CHAPTER I

INTRODUCTION

This chapter is the introduction of this research. It describes how and why the writer chooses this topic. The basic details of the research are described as following topics: Background of the Study, Problem of the Study, Objective of the Study, Significance of the Study, Delimitation of the Study, and Definition of the Key Terms.

1.1 Background of the Study

Currently, Indonesia and the rest of the world are facing a pandemic due to the spread of a new virus, namely the Covid-19 virus, which has no known the cure. This virus is firstly found in Hubei China in the end of 2019. Then spread widely throughout the world in just a matter of months. This causes some systems that operate, such as Government, economy and even education are disrupted. So that the President of the Republic of Indonesia make a regulation to temporarily close some places and limit all activities that involve crowds. This resulted in some places and agencies not being allowed to hold meetings as usual. During pandemic era teaching face to face in the classroom is not allowed. Teaching and learning process at school and university are transformed into an online learning system due to break the chain of covid-19 viruses.

To minimize the transmission of disease infections, the government takes steps to limit all activities outside the home and advises all residents to carry out social distancing and self-quarantine at home. Social distancing is one of the recommended ways to stop or reduce the spread of infectious diseases (Yuliana, 2020). Whereas quarantine is a system implemented to limit the movement of people in order to avoid crowds that make it easy to infect a disease. This is done over a time limit so that person can be absolutely sure that the person has not contracted the disease. People who have infected Covid-19 generally develop sign and symptom including fever in average 5-6 days after infected, and mild respiratory symptoms.

Learning foreign languages, especially English has been used as a strategic tool and strategy as a human resource development at various times of education in this world. The education system in Indonesia obliging students at junior high school and senior high school level to pass an English examination for the requirements of graduation, it states that the importance of English as an international language. This is a new challenge for all teachers to teach in online learning class, especially English teachers because English requires the learner to master four skills. They are listening, speaking, reading and writing. The four skills are categorized into two categories namely speaking and writing are called by active or productive skills, while reading and listening are called passive or receptive skills. In a separated skill approach, the mastery of discrete skills, such as reading and writing, or reading and speaking are considered as the key to

successful language learning and language learning is typically separated from content learning.

Based on the four language skills, writing is believed to be more difficult than others. The students should open their mind to develop the title then develop the main idea of phrases, sentences, and paragraphs. Students also should have enough vocabulary to make good writing. Writing is an ability to express what people thought through a written text. Writing is not an easy process, because it needs many aspects to be mastered, for example grammar, idea and vocabulary. Some of students are not able to write well. Most of them said that writing is hard to do when they do not understand well about the grammatical aspect. Some various factors that caused difficulty in teaching English especially in teaching writing skill are the students' poor reading habits, the students' poor vocabulary, the students behavior that do not practice the English writing, and confusion in applying the grammar rules (Sayuri, 2016). Because of the complex aspects in writing, there are many problems faced by students when they write texts. Sometimes, the students do not master the grammatical rules, word structures and vocabulary. The students can increase the vocabulary through reading various texts. Students can memorize the vocabulary from the text they have read. In fact, writing and reading develop together.

Learning strategy is a person's approach to learn and use information. Students use strategy to help them understand the information and solve the problems. Students who do not know the strategy or use good strategy often learn passively or fail in class. Mintzberg (2011), defined strategy as "a pattern in a

stream of decisions” while Kvint (2011), defines strategy as “a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully”. Strategy is important because the resources available to achieve the goals. Strategy generally involves determining actions to achieve the goals, and mobilizing resource to execute the actions. A strategy describes how the goals will be achieved by the means.

In the interactive teaching, the teacher does not only act as an educator but also as a motivator, innovator, advisor, researcher, organizer and etc. More specifically, teacher is a partner and organizer in the learning process with their students. Therefore, English teachers have to find good and effective strategies to teach students writing skills even during the pandemic covid-19 era. The teacher strategy in the classroom also plays an important role to improve students` writing skills. Teachers must be creative in choosing materials and be able to stimulate student interest in writing. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. Strategies can make learning easier, faster, enjoyable, and more effective to face the new situations.

Now days, the English teachers inevitably have to adapt and apply to online learning classes to convey the English material so that the teaching and learning process can still run well during the pandemic era. With a short time and without training, the teacher must directly apply the online learning application. Of course, here the teacher requires adaptation and also a strategy to teach English writing skills. Regarding to the issue, technology may contribute to help teacher teach in online learning class. In short, learning writing can be promoted through

the use of social networking service like Whatsapp, zoom, Google meet, etc. English learners may use social networking service to maximize their learning process outside the classroom. Even though there are so many benefits in using online learning during this pandemic era, not all the students are likely mixing their social lives with learning, especially learning English writing. Therefore, the teacher must find suitable strategies in learning to motivate students in learning English writing.

The researcher were interested to describe the teaching writing online strategies at SMK Gusdur and how the response from the students about the teaching writing online strategies at SMK Gusdur because the strategies of teachers in teaching writing can facilitate the students and motivate them to learn English especially in writing text. SMK Gusdur is a school located in remote village. However, this does not reduce enthusiasm of students to learn. The media or supporting tools owned by this school are very minimal. This certainly makes the teachers have to work harder to create an interesting teaching and learning process for students.

Students of SMK Gusdur are active in writing English. They often share students` writing in school wall magazines and enjoyed by other students. During the online class, the students got good score in the first semester examination (UAS). This school is famous with their English camp program that always held in every semester. The activity of students in writing English is certainly inseparable from the role of English teachers, how the teachers teach, and what strategies used by teachers.

1.2 Problem of the Study

Based on the introduction above, the researcher has formulated research problems as follow:

1. How is the teaching writing online strategy during Covid-19 pandemic at SMK Gusdur?
2. How is students` response to the teaching writing online strategies during Covid-19 pandemic at SMK Gusdur?

1.3 Objectives of the Study

Based on the research questions of the study above, the research objectives were formulated as follow:

1. To describe the teaching writing online strategies during Covid-19 pandemic at SMK Gusdur?
2. To know the students` response to the teaching writing online strategies during Covid-19 pandemic at SMK Gusdur?

1.4 Significance of the Study

a. Theoretical Benefit

This research will give good information about the teaching writing online strategies. This research also will become helpful information and a useful reference for the further research.

b. Practical Benefit

1. For English teachers

The result of this research hopes will be useful for the other English teachers in applying teaching writing online strategies during the covid-19 pandemic. So the teacher can improve teaching and learning method become more active and effective.

2. For students

The researcher hopes that the students will get enjoyable teaching learning process by using good online learning method and appropriate strategies. So that the students will not feel forced and bored in learning writing skills during online learning.

1.5 Delimitation of the Study

In this research, the researcher focused on teaching writing online strategies during covid-19 pandemic. The writer limited the research to the ten grade students at SMK Gusdur in the Academic Year 2020/2021. The subjects of this research were English teachers who taught in the middle of the covid-19 pandemic.

1.6 Definition of the Key Terms

To avoid misunderstanding of some terms in this research, the researcher defines the definition of key terms as follow:

1. Writing skill

Writing activity is a form of manifestation of abilities and language skills that are most recently mastered by language learners after listening, speaking and reading ability. Compared with three other language skills,

the ability to write is more difficult to master. This is due to the ability to write requires mastery of various linguistic elements and elements outside the language itself which will be the content of writing, both language elements and must occur in such a way as to produce coherent writing.

2. Teaching strategies

Teaching strategy is a learning activity that must be done by the teacher and students, so that the learning objectives can be achieved effectively and efficiently. Teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning. The key was to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate. Teaching strategy is a teachers' plan in teaching and learning process to achieve purpose which have been planned. In other words, teaching strategies are approaches to teach students. The teacher has to apply the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material (Sarjan:2017).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion regarding result of this research. The conclusions are drawn based on the findings of previous chapter and the suggestion directs further researchers who are interested in conducting similar research.

5.1 Conclusion

After conducting research and analyzing teaching writing online strategies during Covid-19 at SMK Gusdur, it can be concluded that the teachers used some strategies in teaching writing online strategies during Covid-19 pandemic.

The strategies that the teacher used in teaching writing through online learning class by data T1 were two strategies, there are using video as learning strategy and small group discussion strategy. The purpose of the teacher used video as learning writing strategy is to make the students understand in the material lesson and the example by teaching step by step. Meanwhile small discussion strategy is focused on the student`s activities that can share their ideas each other with their friend so it helped students to understand more the material and did the assignment easily.

The third and the fourth are the strategies that the teacher used in data T2 was using pictures as learning strategy and imaginary strategy. The purpose of using imaginary strategy is of course to make the students understand the material.

But, beside that by using this strategy the teacher can gain the students independently in writing and increase the students understood in accepting the material. In using pictures as learning strategy, the teacher train the students to think independently by seeing the pictures as the example of the step in writing text. In thinking independently, the students could make a writing product of procedure text about how to make their favorite something.

Based on the data collected by researcher, it was found that the students gave good response to the teaching writing online strategies used by teachers. The students were enthusiastic with the strategies given by teachers. They did not feel bored quickly in teaching and learning process. The students also enjoyed the class so much because the strategies gave by teachers were the new strategies for them in learning English writing.

5.2 Suggestion

According to the results of this research, there are several suggestions presented for students, English teachers, and researchers.

1. Students

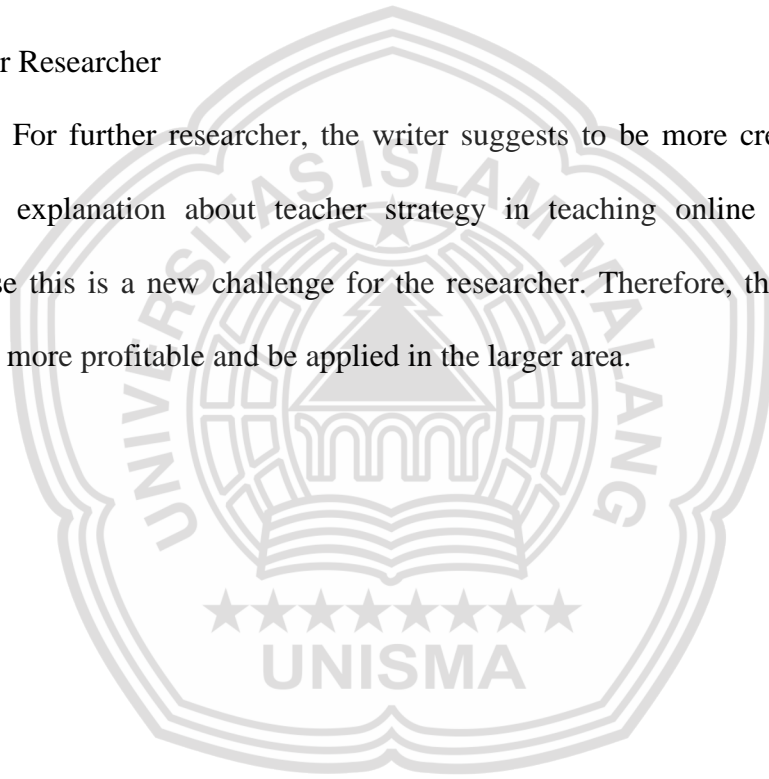
Through strategies used by teachers in teaching writing through online learning class during Covid-19, the writer suggests the students to keep high motivation in learning English even through online learning class.

2. English Teachers

For the teacher, the writer suggests the teacher to apply video as learning strategy, picture as learning strategy, imaginary strategy and small group discussion strategy to improve the quality and creativity in teaching because these strategies are effective to teach writing especially in online learning class.

3. Further Researcher

For further researcher, the writer suggests to be more creative in giving explanation about teacher strategy in teaching online learning because this is a new challenge for the researcher. Therefore, the results can be more profitable and be applied in the larger area.



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