

TEACHING WRITING ONLINE STRATEGIES DURING COVID-19 PANDEMIC

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Abstract

The objectives of this research were to find out the teaching writing online strategies and the students' response of teaching writing online strategies in the middle of Covid-19 pandemic at the ten grade of SMK Gusdur. The method used in 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 applied were observation and interview. The result of this research found that there were several 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 in teaching writing online. The result showed that the strategies helped the teachers to teach writing online easier. The teachers were able to know the students' understanding of the materials and the students were able to do the assignment given by teacher. The students also gave good response to the teaching writing online strategies during Covid-19 pandemic.

Keywords: Teaching strategy, writing, online learning

INTRODUCTION

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. 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. 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.

Writing is more difficult than other skill. According to Pranoto (2004), writing is an ability to express what people thought through a written text. In other words, people can communicate indirectly through written process. Now days, 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 need to be creative and innovative in choosing materials and make students interesting to learn writing English. Therefore, the teacher needs to apply some strategies to support the learning activities. 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". Teaching strategies help learning become easier, faster, more enjoyable, and more effective to face the new situations.

In an earlier study, Yani (2016) analyzed teachers' teaching strategies and students' different learning styles in English. This study was conducted to know how the English teachers formulate and implement the teaching strategies on students' different learning styles. The result showed that the teacher used several strategies for the differences in students' learning styles. Further, the previous study is from Akbar (2017) that conducted study with the purpose is to investigate the teacher strategy in teaching writing simple paragraph. This study used descriptive qualitative method. The result showed that the teacher used two strategies in teaching writing simple paragraph. They were project strategy and mapping writing strategy.

Another previous studies is from Prabantoro (2018) that analyzed the teacher's strategy in teaching writing narrative text. The objective of this study were to know the teacher strategies in teaching writing narrative text, to describe how the teacher applied the strategies, and the problems of the teacher in applying the strategies. This study used descriptive qualitative research. The result showed that the teachers used cooperative learning strategy because this strategy made students more active in class. The teacher conducted the strategy by explaining the material, made some groups of students and asked them to write narrative text. The problems found that the students have limited vocabulary, so that the students were still hard to translate the sentences. Not only poor vocabulary but also the grammatical aspects also become the problem that faced by students in learning.

These previous studies have the similarity with this research that is the related to the teaching writing, but in this present research focused on teaching writing online strategies and investigate the student response to the teaching writing online strategies during Covid-19. This present research also conducted by online while the previous studies were conducting in the normal class situation.

From the explanation above, the researcher were interested in the observing and finding what is the teaching writing online strategies during Covid-19 at SMK Gusdur and how is students response to the teaching writing online strategies during Covid-

19 pandemic 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 during Covid-19 pandemic.

METHOD

In this research, the researcher used qualitative descriptive method that focused on the teaching writing online strategies and the students` response to the teaching writing online strategies. Descriptive qualitative method describes the result of observation with the data searched from existing sources. In this research, the subjects were limited to the English teachers from SMK Gusdur academic year 2020/2021 that teach ten grades of IPA and IPS students during Covid-19 pandemic era.

The researcher conducted the research in term of the teaching writing online strategies at SMK Gusdur. This research started on March to the end of April 2021 and the researcher conducted this research by online. The data were in the form of written text used field notes and interview transcript. The primary data sources in this research were observation and interview. In observing the data, the researcher joined the Whatsapp group class and zoom meeting class used field note. In interviewing the teachers, the researcher conducted interview through Whatsapp chat. In this research, the technique in analyzing the data used several steps. They are coding, data reduction, data presenting, and drawing conclusion.

FINDINGS AND DISCUSSION

FINDINGS

According to the result of observation and interview about teachers strategies used in teaching writing skill through online learning class during Covid-19 pandemic era that have been conducted with English teacher there were several strategies used by teacher in teaching in teaching writing online learning class.

Teaching writing online strategies during Covid-19 pandemic

According to the result of interview that has been conducted with the English teachers, Teaching strategy is a method that teacher use to make it easier for students to understand lessons. According to Sanjaya (2006), teaching strategy is a method or plan to achieve an education goal. There were some strategies used by teachers in teaching writing skill. All the strategies used were effective because it can help students to understand the material easily. Several teaching writing online strategies during Covid-19 pandemic as follows:

a. Strategy of using video

According to the teachers, writing is difficult skill to master because in writing students have to combine their thought and ideas on a piece of paper. RU as the first teacher who teaches English in X-IPA said that some of the students here have a poor vocabularies and the low motivation in learning so that the teacher has to find good strategies to teach the students.

From this case, the teacher agreed that strategy teaching writing using video is effective to teach writing skill through online learning class. By using this strategy the teacher were able to help students in understanding the material and examples. The students also felt happy and enjoyed the online learning class because this is the first time for them learning writing through video.

b. Small group discussion strategy

Another strategy that conducted by RU as the first teacher who teaches X-IPA was small group discussion strategy. The researcher found that this strategy made students participate actively in the teaching and learning activity. Students also can express their opinion and shared their ideas with their friend in group.

c. Strategy using picture

The second teacher that observed by researcher is YZF. She is the English teacher who teaches X-IPS during pandemic Covid-19. In implementing observation and interview with the second teacher, the researcher found that YZF used picture strategy and imaginary strategy in teaching writing online during Covid-19.

In observing teaching using picture strategy, the researcher found that this strategy is easy to use. The pictures that sent by teacher can help students to understand more about the example of procedure text. The students also enjoyed the teaching learning process activity, the students were enthusiastic and not feel bored in learning writing through online learning class. Based on the data above this strategy is effective in teaching writing especially procedure text through online learning class.

d. Imaginary strategy

Another strategy used by second teacher was imaginary strategy. YZF said that she usually used imaginary strategy in teaching writing skill. From the observation and interview, the teacher said that imaginary strategy was easy to use. By conducting imaginary strategy, students can increase their thinking

and imagination skills. Students were able to write based on their own imagination.

Imaginary strategy helped teacher in teaching writing because the application of this strategy was very easy. After make sure that the students were able to understand about the material, the teacher asked the students to make a procedure text by imagine every steps based on the theme of how to make something. The students were excited and enthusiastic because in the imaginary strategy they were able to develop their own imagination.

Students` response in teaching writing online strategies during Covid-19 pandemic

Based on the observation that conducted by researcher from each classes, the researcher found that most of the students have high motivation in learning English especially in writing. From the observation conducted in class X-IPA and X-IPS, the researcher found that most of the students were enjoying the online learning class. They were not felt bored because the teachers gave them interesting strategies in teaching writing materials. The class situation was conducive because the students followed the instructions of the teachers very well. The instructions of the teachers were clear started from the beginning till the end of the class.

DISCUSSION

Based on the regulation from the government to implement online learning class as the best way to prevent the spread of Covid-19, all the teachers have to found a good strategy in teaching writing through online learning class. According to Pranoto (2004), writing means putting thought into a text. Writing also can be defined as the expression that is expressed in written. According to Richard and Renandya (2004), there are several steps in process of writing namely planning, drafting, editing, and final product. Planning is a step where the writers have to plan about the idea what they want to write. Drafting is a step putting ideas into sentences or paragraphs. Editing is a step where the writer should edit the written text as much as it needed to be possible. The last step is where the writer produces the final product in the form of written text. In this research, the researcher found that the teachers applied process of writing in teaching writing online strategies that appropriate with theory from Richard and Renandya (2004).

In the beginning of this research, the researcher conducted observation by joining the Whatsapp group class of X-IPA and zoom meeting class of X-IPS. The

observation aimed to know the class situation and the students' response in online learning class. After that the researcher conducted interviews via Whatsapp chat to the teachers who taught in the middle of Covid-19. From the data collected, the researcher found that the findings from this research were different from the findings of research conducted by Al-maqtri (2014), Yani (2016), Prabantoro (2018), and the last Akbar (2017). In those previous researches the researchers conducted the research in normal class condition while this present research was conducted in online learning class. The result of this research demonstrates that the students have high motivation in learning English especially in learning writing. The students were enjoying online learning with their teacher because the teacher gave them some interesting strategies in teaching writing. From the observation and interviews the researcher found that the teachers used some strategies in teaching writing through online learning class.

Sanjaya (2006) states that strategy is a method or activities that designed to achieve learning goals. It means that teaching strategy is procedure used by teacher to reach the teaching goals. As we know that teacher has important role in teaching and learning process because most of the output of students are determine by teacher. The strategies from this research were appropriate with the theory proposed by Haidir and Salim (2012). According to Haidir and Salim (2012), teaching strategy can include, among others: 1) methods, 2) approaches, 3) the media used in learning like using video, pictures, etc, 4) grouping students, and 5) measurement of success.

The researcher only found four strategies in this research because it was based on the result of interview with the teachers. From the first teacher, the researcher found that the teacher conducted two strategies in teaching writing. The teacher used video as learning strategy and small group discussion strategy. Both of the strategies were effective because it helped teacher to teach the material and made students more understand about the material given. In using video as the learning strategy, the students were enjoying the learning process and very excited. They were excited because this was the first time they learn English writing by watching video. This strategy also help teacher delivered the material easily. Another strategy that was small group discussion also made students more understand about the material because when the students found problem in understanding, they can ask their friend in the group to exchange their knowledge. This strategy helped students to be more active in learning process. They can share their ideas each other and enjoyed the learning process so much even though in online learning class.

The second teacher also used more than one strategy in teaching writing procedure text through online learning class during Covid-19 pandemic. The first strategy used by second teacher was teaching using pictures. The teacher used this

strategy to explain more about the material. This strategy helped teacher to make students more understand the material and gave good atmosphere in the class situation. Teaching writing using picture strategy also helped students in understanding the material or the examples given by teacher. Students were able to understand by seeing the pictures than just through the teacher's explanation. Students were excited and felt fun in learning writing. Another strategy used by second teacher was imaginary strategy. This strategy was easy to apply by teacher. Students had to imagine what they want to write, and this helped students to develop their imagination. Imaginary strategy work depends on the students' imagination and experiences. They will have a good writing if they also have good imagination. Implementing imaginary strategy was effective in teaching writing because by using this strategy the students were able to increase their imagination skill without any tension from anyone so that the students can write happily.

From the interview and observation with the first teacher and second teacher, the researcher found several problems in teaching writing online strategies during covid-19 at SMK Gusdur that faced by teachers. The first was the internet connection. The school and students' living area were in the village that had unstable internet connection. This condition made teaching and learning process got a little problem every day. Another problem was some students always felt difficult in developing their vocabularies. The students found difficulties in translating the sentences into English. Some of the students also did not have motivation in learning English, this problem made them lazy to learn English. In facing these problems the teacher has some treatments to help students. The teacher always open themselves up if there are students who wants to ask about the lesson even though it is outside of school ours. The teachers also always gave motivation in the end of the lesson to gain students motivation in learning English. The teacher hopes that their students still can learn actively even though through online learning class.

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 used by teacher in data T1 were two strategies, there were using video as learning strategy and small group discussion strategy. The teacher used video as learning writing strategy to make the students understand well about the materials and help students to be easier in giving example step by step in writing. Meanwhile small discussion strategy 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 were the strategies data T2. The strategies were using pictures as learning strategy and imaginary strategy. Imaginary strategy used by teacher in order to make the students understand more about the material by increasing the students' imagination skill. Beside that the teacher also made the student accept the material easily. In using pictures as learning strategy, the teacher teaches the students to learn independently by seeing the pictures as example of the step in writing text.

From the data collected by researcher, it was showed 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.

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