

THE EFL WRITING PROCESS DURING DISTANCE LEARNING: PROBLEM AND STRATEGY

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Abstract: Within the final month of 2019, the world got negative wave named as covid19. It has changed numerous things within the world. It is begun from human versatility, commerce, industry and etc. This phenomenon does not as it were alter whole of human social interaction, but moreover grant enormous changing of educational setting. After covid-19 cases raising up, the learning method became online course or distance learning method. The distance learning method which is still relatively new certainly has its own impact on the process. Because of that, the researcher conducted this study to find issues or learning challenges conjointly the procedures in composing 4 class during distance learning within the covid19 widespread period. The centering focuses investigated in this inquire about are the challenges or troubles that the understudies confront in composing 4 course, how the preferences of separate learning and the application of ICT in learning in terms of giving comfort or diminishing issues confronted by composing 4 course understudies. This research utilized qualitative strategy by portraying each result. The survey is the primary portion of this investigate. There are 28 questions within the frame of articulations given at the side the Likert scale as a way of replying. Afterward on, there was a meet session comprising of 11 questions. The 11 questions were tended to 4 members who were chosen from 50 members who had already gotten a survey before. The study found that the members did not have any critical issues with their composing handle. Typically demonstrated by the cruel esteem of the composing trouble variable which gets a unbiased or medium esteem. At that point, the application of the separate learning design taken after by the application of online-based learning which tends to person learning gets a beautiful great cruel score. At slightest the esteem is one step superior than the past variable. However, there are two points that got to be famous. The primary, the members feel exceptionally accommodating with online learning, but they still seem not make remove learning as the most strategy. Furthermore, the utilize of ICT for the members is as of now at a great level, but they still complain approximately the uneven accessibility of the internet in all places. So, the adaptability in remove learning is really not satisfied. As the conclusion, there are still numerous viewpoints that have to be made strides for getting superior quality in online learning.

Keywords: Distance learning; Writing Process; Online Learning; Writing Problems

INTRODUCTION

The world experienced a negative wave known as COVID19 in the latter month of 2019. In Wuhan, China, the first case of corona virus sickness was discovered. Many things in the world have changed in recent years. It all began with human movement, business, and industry, among other things. This phenomenon not only affects all aspects of human social interaction, but it also has a significant impact on educational settings. Since the first case was discovered in 2020, the Indonesian government has encouraged people to stay at home. The most recent norms governing human public contact are causing changes in the educational process at various stages. In the past, Indonesians usually used a conventional method known

as face-to-face learning or classroom learning. Following the rise of the Covid-19 cases, the learning technique became an online course or distance learning method. Based on Supradono (2009) e-learning was the way to actualize remote learning. In this setting, he said that e-learning was the apparatus or strategy which was utilized in remote learning prepare. He moreover said that separate learning was the learning fashion which learner and teachers were permitted to create interaction totally different area and time. Agreeing to explanation over, remote learning implied the method of ponder which has tall adaptability in using time and put or separate. In brief, e-learning and separate learning were one bundle which may well be connected in cutting edge learning handle.

Wijayanengtiyas & Claretta (2020) mentioned that remain at home or within the another called as WFH or work from domestic instruction has changed over confront to confront or tradition to the remote learning or E-learning. Unfortunately, Indonesians have another issue with the most recent educational procedure yet. It all came down to human readiness. On the other hand, this method was the best choice. Arkorful & Abaidoo (2015) depicted that distance learning or E-learning implies the utilizing of innovation and organize that might make advancement amid learning prepare. It implies that remote learning utilizing E-learning stage may be a great bargain of future instructive prepare. while in terms of the challenges faced, Rahmawati & Sujono (2021) mentioned in their study that a few instructive ability lean toward to utilize conventional learning as perfect way in educating and learning prepare. They also mentioned that there are a few specialized resistances for online learning such as association issue, learning stage and gadget or computerize. They moreover specified that E-learning is still not commonplace, learners require synchronizing time. apart from the problem of distance learning, second language learning also has its own difficulties which can be multiplied if added to the challenges of distance learning. specifically in writing course, Habibi et al. (2017) found that their subjects were down and out organization/illogical gathering, issues of word choice, etymological botch, spelling issues, supporting considerations perplexities, emphasis issues, and capitalization.

Jairos Gonye (2012) mentioned that there were a few impediments which made the L2 composing yield not great, and stood up to the method of L2 composing itself. To begin with is spelling for most elevated regularly happened case. The moment cases which frequently happened were portion of discourse, elective word and subject understanding. For more calculate which might be the issue, he too said that Accentuation, Relational words, Word division, Quotation sources and referencing, Tenses, Uncertainty and others are commonly happened. For the following inquire about, Pineteh (2013) accepted the challenges of his

subject when they were composing on moment dialect were finding and creating thoughts, linguistic mistake, foundation information, dialect over meaning between L1 and L2 and sentence structure. Based on the description above, the researcher intends to examine how useful distance learning is and what learning challenges are faced in writing subjects. There are two questions in this research. The first, What are the EFL's composing issues amid remove learning?. the second, What are the EFL's composing prepare procedures amid remove learning?.

METHOD

The researcher in this study employed qualitative research methods which are more in-depth in studying the research object. Gunawan (2013) said that qualitative research was geared toward in-depth analysis of phenomena in the field. He also stated that qualitative research generates responses in a highly dynamic manner because the study material for this study was complex behavior. There are 4 perspectives that are the center of perception, specifically approximately the status of devices or specialized perspectives, non-technical angles, troubles or challenges within the composing handle and how valuable e-learning is in remove learning. 50 students elected as the population of this research. They come from some writing classes in 4th semester.

All of them were registered on University of Islam Malang. there were two rebellious of information collection. The primary was giving survey, and it taken after by utilizing a few questions in meet. Gu (2016) said that survey was utilized to discover the larger part the same issue in one populace. The questionnaire comprised of 28 questions in explanation frame which were separated into two-part (1) e-learning (2) composing issue amid separate learning. The Likert survey was utilized to reply conjointly the scale of students' conditions toward their learning handle.

The Google Form platform was used to distribute the survey to the 50 participants in this study. The questionnaire was adapted from Habibi et al. (2017), Purnama et al., (2019) and Wijayanengtiyas et al., (2020) After collecting the data from the questionnaire, the following step was to analyze the information. The analyst utilized SPSS 22 program to decide the cruel score. The cruel scores were utilized as the most comes about or common comes about for each variable measured in this think about. The moment, all the data were displayed within the shape of a rate that clearly illustrated how the condition of the subject within the field. 1.00 – 1.80 was very low range, 1.82 – 2.60 was low category, 2.61 – 3.40 was for neutral or medium, 3.41 – 4.20 for high and 4.21 – 5.00 was very high level.

For the interview stage, Block (2016) noted that meeting was the portion of deciphering and understanding person sees. The reason of the interview was to inspire arbitrary considerations around the students' method for fathoming the composing trouble. The reason of the meet was to inspire an startling reaction from the person. The members were given 11 questions to reply amid the meet. Four people were chosen at arbitrary from a pool of 50 individuals who had already completed the survey. The questions were adjusted from the same sources as those used to gather information within the earlier instrument. Later on, the interview result was examined by the analyst, who created a representation for each response. The finding of this investigation has to be the result in the end.

FINDINGS

The larger part of the members in this consider, who were accepted to be agent of all composing understudies in 4th semester, did not have noteworthy challenges or obstacles in their learning handle, especially within the composing lesson in 4th semester, concurring to the analyst. The current state was great or dependable, extending from medium to middle. It was evaluated utilizing different markers, counting specialized readiness, non-technical availability, and phonetic capability in composing. Language structure, instrument in composing, and comprehension or cognitive capacity were all surveyed. All of the scenarios were completed in composing 4, the ultimate level of fundamental composing instruction. In expansion, the subject held a solid position in terms of mechanical application. It was particularly imperative in removed learning, which was closely connected to the web and computer-based learning. that was for the first research question: *What are the EFL's writing problems during distance learning?*.

For the second research question; *What are the EFL's writing process strategies during distance learning?*. The analyst too hypothesized that the 4th semester composing class's learning fashion was more likely to operate autonomously than in bunches. Moreover, they were able to utilize ICT within the shape of optimizing computer program and site utilization, which was a strategy or approach that can be connected to their composing handle or errands. Since the larger part of the members in this ponder have availability in both equipment and program or learning stages, the utilization of offices or highlights based on the web or innovation may happen. In today's world, they were all broadly accessible. It ought to be noted that, in spite of being actually prepared, a few of them still felt there was a little obstruction in terms of association accessibility. It wasn't a lethal imperfection since the issue was with the connection's unwavering quality or quality, not with the network's accessibility.

Table 1.1 Overall Mean Score

Variables	Mean Level	Description
Technical Readiness	3.5640	High
Non-technical Readiness	2.8886	Neutral
The writing Problems	2.7625	Neutral
Benefits of Distance Learning Feature	3.5050	High

Table 1.1 over shown that there were two factors that possessed tall level or conditionally speak to great and able conditions (generally in A scale). To begin with, Specialized preparation variable got 3,5640 which was on the tall category. In expansion, two factors created scores that reflected unbiased conditions for the tended to address within the shape of a explanation. The non-technical preparation and the composing troubles were the two issue factors (phonetic and cognitive). The in general cruel for non-technical readiness was 2.8886. It didn't suggest the members didn't have issues with non-technical components like intrigued and inspiration, but it didn't run the show out the plausibility that they did. This tendency was moreover seen within the composing issues variable, which looked at phonetic and cognitive issues that emerge all through the composing handle. The variable score was moreover 2.7625, which is impartial or ordinary. In spite of the fact that the condition may be classified as good or terrible, the discoveries on the factors can be classified as satisfactory or adjusted. Below is the detail of the questionnaire that used in this research.

Table 1.2 Device and Internet Availability

		SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Description
<i>I have high requirement or specification hardware (computer or smartphone) specification for supporting distance learning or online learning.</i>	Participant	2	4	7	22	15	3.88	High
	Percentage	4%	8%	14%	44%	30%		
<i>I have a good and stable internet connection for joining in online course during distance learning or online learning.</i>	Participant	2	7	10	22	9	3.58	High
	Percentage	4%	14%	20%	44%	18%		
<i>I already understand how to use many e-learning tools and platform which is used in distance learning or online learning.</i>	Participant	1	6	8	23	12	3.78	High
	Percentage	2%	12%	16%	46%	24%		

Table 1.3 Students' Supporting Capability for Technical Aspect

		SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Description
<i>I do not have problem with internet bills during distance learning or online learning.</i>	Participant	4	17	8	12	9	3.10	Neutral
	Percentage	8%	34%	16%	24%	18%		
<i>I have a proper place or room for joining online class. It means, my room has a comfortable environment for distance learning or online learning.</i>	Participant	2	9	12	17	10	3.48	High
	Percentage	4%	18%	24%	34%	20%		

Table 1.4 Students' Preferences toward Applying Distance Learning as Main Method

		SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Description
<i>I am more interested and motivated with distance learning or online learning.</i>	Participant	7	16	7	12	8	2.96	Neutral
	Percentage	14%	32%	14%	24%	16%		
<i>Overall, I like distance learning or online learning than conventional or face to face learning.</i>	Participant	8	18	8	11	5	2.74	Neutral
	Percentage	16%	36%	16%	22%	10%		
<i>I prefer to use distance learning or online learning than face to face learning in writing course or writing process.</i>	Participant	10	19	6	9	6	2.64	Neutral
	Percentage	20%	38%	12%	18%	12%		

Table 1.5 Students' Interest and Motivation

		SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Description
<i>I like writing course.</i>	Participant	4	7	23	14	2	3.06	Neutral
	Percentage	8%	14%	46%	28%	4%		
<i>I have enough writing skill.</i>	Participant	2	17	21	9	1	2.80	Neutral
	Percentage	4%	34%	42%	18%	2%		

<i>Writing is my priority subject now than the other subject because I need writing for some purposes.</i>	Participant	3	12	23	10	2	2.92	Neutral
	Percentage	6%	24%	46%	20%	4%		
<i>The reason why I write a journal article in 4th semester not because of grade or score only, but I write because I enjoy with the writing process.</i>	Participant	1	11	23	12	3	3.10	Neutral
	Percentage	2%	22%	46%	24%	6%		

Table 1.6 The Writing Problem in Writing Process

		SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Description
<i>I do not have any grammatical problems when I am in writing process.</i>	Participant	3	25	9	11	2	2.68	Neutral
	Percentage	6%	50%	18%	22%	4%		
<i>I use the variative word in writing because I have many vocabularies collection which could be applied in writing process. (Never use simple and common vocabulary)</i>	Participant	2	18	18	11	1	2.82	Neutral
	Percentage	4%	36%	36%	22%	2%		
<i>I do not have problem in spelling during writing process.</i>	Participant	6	13	16	9	6	2.92	Neutral
	Percentage	12%	26%	32%	18%	12%		

<i>I do not have punctuation and capitalization problem.</i>	Participant	3	19	13	11	4	2.88	Neutral
	Percentage	6%	38%	26%	22%	8%		
<i>Finding the idea for starting writing is easy for me.</i>	Participant	5	19	18	8	2	2.62	Neutral
	Percentage	10%	38%	36%	12%	4%		
<i>I do not need long time for starting writing process. I am fast in starting writing just a few times.</i>	Participant	4	19	17	9	1	2.68	Neutral
	Percentage	8%	38%	34%	18%	2%		
<i>I never run out of topic to be included in my text.</i>	Participant	3	22	17	7	1	2.62	Neutral
	Percentage	6%	44%	34%	14%	2%		
<i>I am sure that my sentences or paragraph have a good coherent with the whole text or the idea/topic.</i>	Participant	4	13	20	11	2	2.88	Neutral
	Percentage	8%	26%	40%	22%	4%		

Table 1.7 The Impact of Using Distance Learning with Its Feature for Helping to Minimize Writing Obstacle

		SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Description
<i>Distance learning (daring) through E-learning platform allows me to use many ICT tools and software which could reduce grammatical mistake in writing process, such as Grammarly.com.</i>	Participant	1	8	11	29	10	3.60	High
	Percentage	2%	16%	22%	40%	20%		
<i>Distance Learning (daring) through e-learning helps me improving vocabulary choices because I could find many alternative words and translations that could be used in my text on internet or online dictionary.</i>	Participant	1	7	12	24	6	3.54	High
	Percentage	2%	14%	24%	48%	6%		

<i>Distance Learning (daring) through e-learning gives me the change to use some tool, software, or peer review with other, so I could avoid incorrect spelling.</i>	Participant	1	8	12	22	7	3.52	High
	Percentage	2%	16%	24%	44%	14%		
<i>Distance learning or online learning allows me to use some tools or software that could analyze my text even I could do peer review easier. For example, I could use the software's feature which could suggest me to use capital font and give coma when it is needed.</i>	Participant	1	8	12	25	4	3.46	High
	Percentage	2%	16%	24%	50%	8%		
<i>Since distance learning through e-learning method is applied, it helps me to find many sources which could inspiring me to find idea for my writing task. I could use some web to find reference such as scientdirect.com or Google scholar.</i>	Participant	2	7	12	24	5	3.46	High
	Percentage	4%	14%	24%	48%	10%		
<i>I could find supporting content in internet which could support and match with my chosen topic for my paper.</i>	Participant	0	8	14	21	7	3.54	High
	Percentage	0%	16%	28%	42%	14%		
<i>E-learning supports me to find many journals on internet, so I could read and make it as guidance.</i>	Participant	2	7	11	23	7	3.52	High
	Percentage	4%	14%	22%	46%	14%		
<i>I could share my project to many friends as peer review since distance learning or online learning is applied in my learning method. Or it is easy for having</i>	Participant	0	10	16	18	6	3.40	Neutral
	Percentage	0%	20%	32%	36%	12%		

Below were 11 question of interview which followed with the 4 answers:

Q.1. What is your opinion about distance learning or online learning during pandemic?

P.1. “In my opinion. distance learning is not that great method but there are also some conditions which give me an advantage. I am not used to this flexible time. both lecturers and students sometimes start or join not on time. Then I also felt that in this 4th semester either in writing class or in other classes less explanations and material. so, I had to study a lot by myself and look here and there a lot to get suitable material. I felt that I did not get the material or complete explanation. but on the other hand, I can be more flexible in using the time even though it is only 10 minutes for other activities. even I can also do other things if **there is a live with no on cam. So. In** my opinion just so so or not good not bad.”

P.2. “I think this is a good method. I am happy because I can be more flexible in studying and doing other things. but I still feel there is something different when compared to face-to-face classes. sometimes direct discussion is easier to understand what and how it means than online discussions which are sometimes difficult to string words together in the chat column. but personally, I like this method even though not 100%.”

P.3. “I don't really like it because so hard to find a signal sir at home. So, sometimes bad signal makes me automatically exit live. and the problem is I also don't have a Wi-Fi network. I only use quota packages. If I am on campus, I can make photocopy the material even though I need to look for other references, but if I am in Malang, there are many wi-fi connection.”

P.4. “More flexible in time and place. Even though I need some adaptation in many parts as like environment, learning strategy and trying to be orderly and serious even though it is not seen by the lecturer.”

As seen over, all of members seem get the remove learning in their learning handle. They said that they got adaptability in learning. Most of them too appear still not recognizable with the concept of learning that tended to person learning. The primary member said that it was troublesome to discover extra fabric or ponder exclusively. In the mean time, the moment member felt that it was not simple to talk about online. At that point, the fourth member, other than specifying adaptability, she specified the propensity of being efficient in online classes. This really alluded to the learning inspiration that was claimed. As complement, the analyst seem say that the members required to be recognizable with the person or self-learning strategy.

That was the resulting of the separate learning that given opportunity time and put for the client of this strategy. In basic word, everybody might make their claim plan based on the inclination, condition and require.

On the other hand, there were a few focuses that must be underlined. The third member said that there was a issue with the learning handle caused by the destitute web arrange at domestic. This was exceptionally complicated since having the arrangement of great reasonable and satisfactory web foundation may be a large scale perspective for a locale. The moment thing that must too be highlighted was the issue of efficient propensity. As expressed by the primary member that both the instructor and understudies now and then did not begin or go to the course agreeing to the plan that has been made. In spite of the fact that flexibility was fundamental, it did not cruel that everybody was permitted to form one-sided choices. It regularly happened in online classes by means of live cloud gatherings. The final thing that required to be highlighted was the issue of students' arrange. The fourth member specified that "serious indeed in spite of the fact that it isn't seen by the lecturer". It was an sign that in some cases the member might do something else whereas the learning process.

Q.2 What are the most main problems during distance learning or online learning?

P.1. "In my opinion there is no very vital problem. maybe the problem is just the connection (not really hard), and getting used to the new learning pattern."

P.2. "No, nothing specific problem for distance learning. even though, I see my friends have problem with their connection, but for me alhamdulillah no."

P.3. "Only internet connection, even though my devices hp and laptop not really high performant, I think if only for finding and reading journal or zoom or as like that I think still enough."

P.4. "In my opinion there is no main problem during distance learning. but maybe the often-happened problem is only about internet connection. It only happened if I move to another place for doing something while live class is on."

Based on their responses, three of them claimed there was no insanely dangerous issue, or that it was a rather common one. They were also on the same page when it came to the quality of their web accessibility. These findings were also linked to a previous instrument that was focused on web accessibility and its support. As a result, it looked that the members were experiencing some difficulties, particularly in terms of web fee and accessibility. On the other hand, there was a member who had no objection to the web association.

Q.3. What are the advantages and disadvantages of distance learning or online learning during pandemic based on your experience?

P.1. “The advantage that I feel most is I get a lot of flexibility. so, I can study while working. while the disadvantage is that I feel there is less pressure or motivation to learn than face-to-face classes even though in terms of time it is less flexible for productivity.”

P.2. “For advantage flexibility, and disadvantage actually noting, but I don not know about this sometimes I miss to meet with my friends.”

P.3. “Connection problem only for the weakness. For the positive, it is more efficient time.”

P.4. “Flexibility in time it is for the advantage. For the disadvantage, less real live interaction between me, lecturer and my friends. Then sometimes trouble connection. And sometimes I underestimate the task and the class.”

The participants were unanimous in their praise for the flexibility of distant learning via an online platform. They agreed that the benefit of taking an online class was the freedom it provided them during the learning process. In the meantime, the participants identified various downsides of remote learning, including lack of connection, reduced environmental pressure, and social relationships.

Q.4. What is your learning strategy during distance learning especially on writing process at 4th semester?

P.1. “I am not sure with it, but I only do as usual. I always use computer to do my daily task included writing. Maybe it refers to individual study with use ICT as main support.”

P.2. “Maybe more to learn online independently. because they rarely do direct interactions and online interactions sometimes have different feelings and pressures.”

P.3. “Yeah, just study as usual, there is no significant difference.”

P.4. “I often study on my own via the internet rather than having direct discussions as can be done in face-to-face classes.”

Based on the interview result over, the analyst may summarize that the members tended to utilize ICT instruments to back the errand in composing 4 course. As the highlight, the members frequently learn in person than bunch. The reason was not as it were almost the separate learning, but composing diary article clearly was an person errand.

Q.5 Do you use any ICT tool to improve your writing project?

P.1. “Yes of course I use it. I use Zotero in term of making correct citation. I use Grammarly.com as the main and critical tool to fix and make a good grammatical in my paper. For finding journal article I use google schooler and journal sinta. And I download it with sci-hub.”

P.2. “Yes, I personally use Grammarly.com, Scientdirrect.com, Google Translate, Kamusku, Mendeley, Quillbot.com, MS Word and Google Suites.”

P.3. “Yes, I use google to fine my journal article for my material and reference.”

P.4. “Yes, I do because all of thing now from internet. So I do many thing use computer.”

The participants also came up with the same answer for this question. They stated that they employed an ICT tool to assist them in completing the work. For more information, they mentioned Grammarly, Zotero, Google Scholar, ScienceDirect, and Google search as online learning platforms. It was proven that the assumption regarding online learning, which provides some simple approaches in an educational context, was true, especially among the participants in this study.

Q.6 Does the distance learning or online learning during pandemic boost up and make it easier for you to do writing assignments?

P.1. “Yes of course help me so far. But it also depends on our intention to learn too.”

P.2. “Definitely yes, I think there are some conveniences as I said earlier, but it also depends on our seriousness and enthusiasm in doing the work. Whether online or not, if we can do hardly, we will be successful.”

P.3. “Actually, it certainly helps and makes it easier, but at home I have difficulty networking and I also have limitations related to operations if it is required to have a good network. so, I cannot really answer for this one.”

P.4. “I do not know it can be yes or no. I am not sure with that. In writing 4th I need more inspiration and thinking.”

The overall answer in this number indicated that distance learning aided the participants in some way. Despite this, the participants demonstrated that the most significant factor to examine was the participants' performance. Furthermore, the online class, with all of its advantages, served only as a supplement. In the end, the students' abilities remained the most important factor in their success. This instance was applicable to any learning approach. However, the fourth person brought up a comment that implied that there was no precise strategy in place.

Q.7. What is your strategy to avoid grammatical error in writing context during distance learning or online learning at pandemic time?

P.1. “So far, my strategy is only using ICT tool. I only use Grammarly.com to make sure my paper such as subject verb agreement and tenses etc. related with grammar points.”

P.2. “I just use Microsoft word grammatical correction, Grammarly.com (if long text validated) and I just waiting the feedback because this is writing article so it must has some feedback.”

P.3. “Depend on feedback only and my brain only. I do not use any software to help me.”

P.4. “I use Grammarly.com and I try some site that can help for it”

To conclude all of the reply, the members for the most part utilized fake cleverly within the shape of program that situated on instruction and office reason as the procedure. In detail, three of them clarify that they utilized Grammarly as the device to dodge linguistic botch when they were working with their paper. The moment member too utilize the Microsoft office highlight called as auto linguistic use checker.

Q.8. What is your strategy to improve word choices in writing context during distance learning or online learning at pandemic time?

P.1. “Just reading a lot not at all”

P.2. “Of course, reading article it could be form my friend review article from my exploration on internet, and I use some website such as quillbot.com and paraphrase-online.com. it related also with paraphrasing text.”

P.3. “I do no really care with vocabulary because my purpose only for getting score and then passed the class like common students.”

P.4. “Just reading many journals, listening music video and using synonym site which can suggest me for having alternative words.”

In here, mostly the strategies were just reading many sources. This way was also applied in face-to-face method. In detail, the second participant said that there were three sources which could be used to read and increase vocabulary mastery: reading web, reading the class journal review and using the web platform that could provide alternative translation including the synonym. The fourth participant also said that listening music and watching movie could be the strategy to improve vocabulary collection which needed to compose a great article.

Q.9. What are your strategies to fix spelling and punctuation mistake during distance learning or online learning at pandemic time?

P.1. "I use Grammarly.com"

P.2. "Microsoft Word and Gerammarly.com"

P.3. "I do not have it. Just believe myself."

P.4. "Gramarly.com and MS Word I think both of them can do that"

Because of the straightforward end, the responses to question number seven, which aimed to uncover a strategy for avoiding grammatical errors, were likely the same. It was a sign that technological advancements had made it possible to create a simple and uncomplicated procedure that did not require many steps to achieve the best results. As previously stated, the participants continue to use web-based and setup applications such as Grammarly and Microsoft Office Word with its word spelling correction.

Q.10. What are your strategies on distance learning or online learning during pandemic in term of getting resource data and idea for your writing content?

P.1. "I visit the library one, but I think it was not efficient for me. So, I use google scholar and I try to fine sinta article. My lecturer told me that we have to fine the article with much reference. It is the indicators for best article,"

P.2. "I use scientdirrect.com and google schooler to fine some journal publishing website such as researchgates.com academia.edu and so on.

P.3. Randomly search in google."

P.4. "Yeah, using internet just type what I am looking for and enjoy unlimited reading that make me so boring. As example I try to use google schooler and Mendeley desktop."

The participants preferred to find the needed content online or on the internet, as evidenced by the total number of responses in this category. They claimed that Google will provide a plethora of resources to choose from. Two of them, in particular, utilised another web source, such as ScienceDirect and the Sinta labeled journal publisher platform.

Q.11. What are your motivations which support you during writing proses through e-learning, and does distance learning increase your motivation or not?

P.1. "My motivations are graduation rapidly and get great score. To be honest, distance learning motivated me because of flexibility. And, I am happy because in distance learning my lecture is more friendly in giving score."

P.2. “My motivations are just getting experience and knowledge. It is also about family dignity. It is always the same whether online or not.”

P.3. “I just want to graduate quickly and be able to earn money. Actually, distance learning does not increase my motivation.”

P.4. “Running out with enough score as quick as possible. And I cannot feel improving motivation in here.”

As previously stated, there are two sorts of motivation: internal and external incentive. The first person appeared to have external incentive, as evidenced by the four replies above. It was demonstrated by the statement, which included comments about graduating fast and with a high grade. The participant went on to say that the lecturer gave him a higher grade during distance learning. It was also an indication that influenced the motivation of the first participant. The second individual was observed to be motivated in a balanced manner. The strategy reflected the internal motivation, which preferred to gain information and experience, while the external drive was demonstrated by social pressure.

The third participant made no mention of the possibility of increased motivation through online learning. The participant, on the other hand, tended to be motivated by external factors. It was demonstrated by a remark indicating a desire to graduate as soon as possible. That condition was also shared by the fourth participant, who stated that remote learning had no effect on improving learning motivation. Following that, the participant claimed to have external motivation, which was demonstrated by the comment about obtaining a high score.

DISCUSSION

As previously stated, in the Covid-19 era, the availability of enabling gadgets for remote learning that were owned by participants was quite good. The preparedness of supporting tools for conducting distant learning was at a high or good level, as demonstrated by the mean score in table 4.0. However, the study discovered that a small fraction of individuals were at or below the required level. Furthermore, the competitors who scored very high or were in ideal technical shape scored very low for the amount. More specifically, several participants stated that while they had no issues with the availability of distance learning support resources, they did have some issues with the state of the internet connection in their location. They said that there were numerous connectivity holes in various locations.

The expenditures that participants must incur in doing online learning could be the next topic of discussion. This was a critical issue with a dynamic impact, given that distance learning is currently being impacted by Covid-19, which has an impact on both the national and

individual economic sectors. Putro et al., (2020) also clarified that a few issues which happened in Indonesian understudies related to the remove learning as the unused slant were arrange quality-availability, unsustainable electrical control and monetary family condition.

When it came to the actual writing process, the majority of the participants reported that they were at an intermediate level. More specifically, the results revealed that the participants did not believe they had problems with the application of grammar in texts, the choice of vocabulary variations, and mechanisms in writing such as letter capitalization-punctuation, and that they were also at a medium level in terms of cognitive, which included processing information or ideas, determining the content of their journals, and ensuring the relevance between all parts of the text. It also the same with Habibi et al., (2017) who utilized the college level understudies working on composing diary article errand as the subject of his think about. In detail, he pointed that his members were on medium level toward destitute organization/illogical sequencing, word choice issues, syntactic blunders, spelling issues, supporting thought disarrays, accentuation issues, and capitalization issues in composing diary article extend.

Following that, the participants' motivation and interest in learning to the writing course and also the online learning technique were on a medium average or at a really low level. , the study's participants stated that they experienced a lack of motivation and passion for learning at times because they felt less pressure from their professors during writing classes or even other classes. "I don't feel as if there is as much pressure or drive to learn as there is in face-to-face classes." They were also unable to concentrate on their work. As a result, people likely to respond that they were neutral on the majority of the measurement aspects in this study. In other words, they frequently overestimated their own assignment or simply completed it without checking the quality of their output, and they were unsure of their degree of competence. This occurred as a result of the fact that they had less real interaction. Winata (2021) also appeared that his members got medium level in learning inspiration since remove learning was connected.

CONCLUSION

The analyst may conclude that the larger part of the members in this consider who were anticipated to be operators of the lion's share of composing understudies in 4th semester had no noteworthy challenges or obstructions in their learning administration, strikingly within the 4th semester composing lesson. The current state was medium, or halfway between extraordinary and strong. It was surveyed utilizing three criteria: specialized accessibility, non-

technical status, and phonetic capability in composing. The level of phonetic utilize, component in composing, and level of comprehension or cognitive capacity were all considered. All of the scenarios were completed in Composition 4, which was the ultimate level of fundamental composing instruction. In expansion, the subject held a solid position in terms of innovative application. It was very straightforward in farther learning, because it was greatly near to the web and computer-based learning.

The analyst also came to the conclusion that the participants preferred to learn on their own rather than in groups or in collaboration. One of the most important factors that made this possible was the widespread use of removal learning methodologies. The analyst also predicted that the 4th semester composing course's learning technique would be more likely to work independently than in groups. Furthermore, they were allowed to apply ICT in the form of maximizing the use of computer programs and websites where there was a method or procedure that could be used in their writing handle or assignments. Because the majority of the members in this study have access to both equipment and program or learning stages, the use of offices or features based on the web or innovation is possible.

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