

AN ANALYSIS OF TEACHING WRITING STRATEGY BY ONLINE DURING COVID-19 PANDEMIC AT SMK PGRI 2 GIRI BANYUWANGI

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ABSTRACT

This research aimed to know the strategies used and the problems faced by the teachers in teaching writing by online at SMK PGRI 2 Giri Banyuwangi. The scope of this study is to analyze teaching writing by online during covid-19 pandemic at SMK PGRI 2 Giri Banyuwangi and limit only to the strategy used in teaching writing by online during covid-19 pandemic. This study used qualitative research. The subjects of the research are three of English teachers at SMK PGRI 2 Giri Banyuwangi. The instruments used to collect the data is an interview. The technique of data analysis which used in this research is interactive model of analysis from Miles and Huberman. They are: reducing the data, display the data and drawing and verifying conclusion. The finding of the research showed the respondents use two teaching writing strategies during pandemic, those are teacher presentation and self-awareness exercises / tests (Large and Small Group Discussion). The teachers deliver the material using presentation by Zoom and then share and collect the task in Google Classroom. In certain condition, students can come to the school for doing small group discussion with the teachers directly. Therefore, there are three problems faced by teacher during teaching writing by online, there are internet connection, students' lack of interest and inappropriate teaching strategy.

Keyword: *Teaching Strategy, Writing*

A. INTRODUCTION

Education is important aspect in this life. In education, the people can improve knowledge, attitude and people can change people life to be better. Having an education is a vital part for being accepted by the environment. It is believed to make someone become useful part of society, and make to feel like a contributing member of society as well. For being part of the world society, it needs to take mastery of a language that acceptable and understandable which is English.

In Indonesian education system, English is one of required subject that must be mastered by students. It is requirement for students who want to graduate from junior and senior high school. English is also important for people who want to apply for a job because it is required in most of company. As we know, English has four skills, they are listening, reading, speaking, and writing. But, in the modern era the ability to speak and to write English property has been one of essential standard skills in the profession world (Clement & Murugave, 2018)

Writing is the manner in forming symbols, making marks on flat surface of some kind

(Byrne in Insani, 2019:3). Graphic symbols is included of the letter or combination that relate to the sound people when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and or paragraph. But actually writing skill is more than the production of graphic symbols.

Some people think that writing is very important. By writing they could share information for scientific purposes or just relaxation. Through writing, the students also can convey or express their ideas, imagination, and experiences into a paragraph and it can be explored to become histories.

Teaching English is not easy especially in teaching writing. Teaching is the shape in showing or helping someone in learning how to do something, giving instructions, guiding in study of something, providing with knowledge, causing to know or understand. In teaching process, teachers as a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor (Illic in Utami, 2020:1). Therefore, the most important thing in teaching, the teachers needs strategy in delivering the material to the students.

During pandemic, online learning is the best solution to deliver the material from the teachers to the students. As we know, online learning has advantage and disadvantage. One of the major advantage of online learning is the teachers can exploit the opportunity in sharing information easily. However, it has disadvantage such material equipment and internet connectivity. Even when the technology and facility is available, the ability to use this technology is lacking or on the contrary.

In last, Study from home is carried out by Nadiem Makariem as Indonesia Culture and Education Ministry. For supporting this program, many schools do online learning schools to avoid corona virus besides providing education for the students. This condition require all of the teachers thick creatively and change the strategy in delivering material.

According to the background of the study, the researcher which is also play a role as observer do observation at SMK PGRI 2 Giri Banyuwangi to reach the data. The data refer to teaching strategy in teaching writing by online. Then the researcher propose the thesis entitled “An Analysis of Teaching Writing Strategy by Online During Covid-19 Pandemic at SMK PGRI 2 Giri Banyuwangi”.

Teaching Writing

The term teaching is derived the word teach which means giving instruction to somebody, in order to know or able to do something. The word teacher has the widest use in formal and informal situation and at all level education. It relates to an academic subject or partial skill. According to Brown (in Insani, 2019:16) Teaching is “showing and helping someone to learn or to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand.”

Writing is frequently no longer time certain in the way dialog is. When writing, students often have extra time to assume than they do in oral activities. They can go through what key comprehend in their minds, and even seek advice from dictionaries, grammar books, or different reference fabric to help them. Writing encourages college students to focal point on correct language use and, due to the fact they think as they write, it might also well provoke language development as they get to the bottom of problems which the writing puts into their minds.

However, this quite separates from problems of writing manner and genre. Since right here college students are no longer writing to come to be higher writers, they are writing to

help them research better.

According to Harmer (in Insani, 2019:17) there are four reason for teaching writing to students of English as a foreign language. The detail explanations below:

1. Reinforcement

Some students acquire a language in a only oral/ aural way, however others benefit greatly from seeing the language written down. The visible demonstration of language building is precious for each their understanding of how it all fits together and as an aid to committing the new language shortly after they have studied it . In different words, writing enhance the grammatical structures, idioms and vocabulary that college students have learned.

2. Language Development

The actual process of writing helps students in acquiring a language because the manner needs them to think and select the sentences as nicely as words that they will use to categorical the ideas. This intellectual pastime that students go through in order to assemble suitable written texts is all section of ongoing learning experience. Thus, the relationship between writing and questioning makes writing a valuable phase of any language courses.

3. Learning Style

Some students are appropriate at selecting up language simply by searching and listening. Others want time to suppose and to produce a language in a slower way to reflect what they have realized.

4. Writing as a Skill

The most necessary cause for educating writing is that it is a simple language skill, simply as vital as speaking, listening and reading. Students need to be aware of how to write letter, how to put written reports together, they want to be aware of some of writing's exclusive convention such as punctuation, paragraph construction, and so on simply as the need to know how to pronounce spoken English appropriately.

It ought to be said that writing is an vital language skill. It is a productive talent that shows how skillful the pupil is in writing and discovers the gifted students in this field. In addition, writing is a way that students can express his ideas or ideas on the paper.

Online Learning in Teaching Writing

Online learning is a form of learning that is carried out using accessibility, connectivity, and internet network flexibility for learning interactions (Moore, et al, in Sadikin and Hamidah, 2020). It is teaching-learning system which is using long distance platform in order to provide learning service in a wider range and substitute face-to-face learning (Sofyana and Abdul in Handarini and Wulandari, 2020).

According to Hariyati (2020), online learning has several characteristics, there are as follows:

1. Students can learn anywhere and anytime.
2. Students can access information in form of textbooks and other printed media, but also digital information sources.
3. Teaching and learning process be enhanced by taking advantage of modern tool of online learning such as internet, computer or smartphone.
4. Electronic information are allowed to access in order to do students' task.
5. Students can use computers as library without limit.

6. Teachers can deliver the material to the student in online classrooms throughout the world.

Furthermore, Hariyati (2020) also mention about online learning advantages as follows:

- a. Students can access the learning process anytime and anywhere.
- b. Online learning process is a student-centered process.
- c. Minimize education costs.
- d. Teaching the students about independent in learning
- e. Professional online help.

In this pandemic era, online learning has skyrocketed to become the most widely used learning medium. There are some application that support teaching- learning process such as whatsapp, Edmodo, Zoom, Google Meet, etc. Besides that, Some online platform support online learning by providing free access for students and teachers such Google Indonesia, Sekolahmu, Smart Classes, Zenius, Quipper, and Microsoft (Abidah, et al, 2020).

Strategy Used in Teaching Writing

In teaching-learning process, teachers need to identify all those related to the teaching-learning process that will be carried out. They need to know their students' intelligence, background they come from, motivation, and so forth. Haidir and Salim (In Utami, 2020) states that the word strategy is often interpreted as a technique or method, which is a way to transfer knowledge to students to achieve the goals. Therefore, this word is related to the way to do something.

MacDonald (In Utami, 2020) defines strategy as the art of executing a plan skillfully. While Seels and Richey (In Utami, 2020) define strategy as specifications for selecting and sequencing the lesson. In line with this opinion, David (In Utami, 2020) strategy is a method, plan, or series of activities designed to achieve a particular educational goals.

In teaching writing, it is need a strategy that will be applied by teachers in order to deliver the material. Wherly and Nyquist (In Harisusmida, 2015) clasify some strategy which could be applied in teaching writing, those are:

1. Brainstorming

Brainstorming process for generating many ideas where when the maximum number of ideas has been generated, then a judgment will be made. By using this strategy, students are actively involved at a higher level of thinking. It also upholds peer learning, encourages synergy and critical thinking. This strategy will stimulate students to reach consensus.

2. Demonstration

Performing is a strategy in which students can observe how something is done in order to prepare students to transfer theory to practical application. Provide an opportunity for someone to learn from others who become models. It is also able to increase learner confidence and provide opportunities for target questions and answers.

3. Game

This strategy is used to bring a learning atmosphere full of competition, participation, practice, and feedback to the learning experience as a motivator and an opportunity for principle application. This strategy involves students actively who are expected to foster learning motivation. It promotes team-based learning and collaborative skills. Besides that, it also provides challenges that can lead to confidence in knowing and disclosing material.

4. Teacher / Presentation

Presentation of information effectively to learners and often using audiovisual learning media as a tools of sending information. This strategy can be an effective strategy in providing new information and clarifying existing information to large study groups in a short time. It is also useful for covering underlying concepts, principles, and systems.

5. Self-Awareness Exercises / Tests (Large and Small Group Discussions)

This strategy gives students the opportunity to think, act, react, or "judge" about a particular topic. This strategy gives students the opportunity to provide personal relevance and change the pace that can create a high level of interest.

Problems Faced in Teaching Writing

In teaching writing, the problems faced are unavoidable. As the one of the most difficult skills to be learned, there are some problems that will be faced in teaching writing. It has rules and structure which have to remember through writing. There are several problems founded by previous 15 researchers, which is categorized into three points; teacher's incompetence, students' lack of interest and methodological inappropriacy (Widayanti, 2019). It will be explained more as follow:

1. Teacher's Incompetence

According to Brown (In Widayanti, 2019), English writing competence is include the students' competence of grammar, vocabulary, and a good English paragraph arrangement. In order to build the students understanding, the teachers are required master the lesson and be able to convey material well. Nevertheless, there are several problems related to the the teacher competence. In the research conducted by Ahmad, Khan & Munir (2013), the problem in teaching English is the lack of skill by the non-specialist teachers.

2. Students' Lack of Interest

Students have their own learning characteristics. There are students who actively follow teaching-learning activities well. However, there are passive students in classroom. Muslimah (In Widayant i, 2019) state that passive students are the one of the problems faced in teaching writing skill. They need a special treatment to encourage them become active in the classroom.

3. Methodological Inappropriacy

Deep thinking and broad insight into knowledge is what is needed in writing. Every student have difference learning style and level of knowledge. Ahmad, Khan & Munir (In Widayanti, 2019) has argued, Provincial school teachers do not have qualifications regarding English language teaching methodology. In addition, Hidayati (2018) states that the availability of teaching aids is the other issue that seems to be the challenge of teachers. At least ten teachers only use a piece of paper to write on, and use blackboard to explain everything. Some of them admit that they never use audio visual aids to teach writing although the school has provided. From the factors above, it can be concluded that teaching problems involve some condition such as from teachers, students, and school.

B. RESEARCH METHOD

The design of this research was descriptive qualitative research. Descriptive qualitative

method is also called naturalistic inquiry (Sugiyono, 2014). This method was chosen to provide an interpretive and natural understanding of the research subject. The research will focus only in teaching writing by online strategies during covid-19 pandemic at SMK PGRI 2 Giri Banyuwangi.

Data sources are all of the information that should be gotten by the research. There are two types of the resources; there are first, primary source is the main source as the basis of the research. It is reached by questionnaire. Secondary source is the supporting of primary data to be more clearly, detail, reliable and authentic. It is taken from books, journals and relevant theories.

Research area is a place for collecting the data of the research. The research area of this research in SMK PGRI 2 Giri Banyuwangi. This school located at JL. Mawar No.16, Penataban, Giri, Banyuwangi. The researcher choose this SMK PGRI 2 Giri Banyuwangi as a research area because SMK PGRI 2 Giri Banyuwangi is one of the private technical vocational schools in Banyuwangi in which most of the students do not like English, but students in SMK PGRI 2 Giri Banyuwangi are very enthusiasm to learninh English.

Data Collection Method

The technique of collecting data is the way the researcher do for collecting data in the research. In this research, the researcher uses interview method in collecting data which is adapted from Sugiyono (2017).

According to Sugiyono (In Nurhidayah, 2016) interview is exchanging information and idea through question and responses of two person. Interview do to clarify the information which are gotten. It is the list of questions that is used to get information needed for the research. Then, they are question that are asked to get information about speaking activities. By combining those methods the researcher can gain the detail information.

The researcher will do interview to get information of the teachers strategy in teaching writing during pandemic. The interview was conducted with English teachers of SMK PGRI 2 Giri. The interview was conducted in order to get a spoken respond from the participants. This interview was conducted to make sure that the data of observation are valid.

The researcher choose interview method because it can help to explain and explore the research subject opinion effectively and provide better understanding. This instrument is made in form of open-ended question for getting the depth information.

Data Analysis Method

After collecting the data, the data will be analyzed based on Miles and Huberman theory frame work (1992) for qualitative data analysis by three components, as data reduction data display, drawing or verifying conclusion.

1. Data reduction

Data reduction is aimed at selecting, focusing, simplifying, abstracting the data from the field note conducted to get simple and valid information in order to make conclusion. In short, the data reduction is part of data analyses, which emphasize, make the data shorter, makes the theme focused, and arranges the data in appropriate order. The researcher chooses, eliminate, and summarize the data. Then, the researcher only focuses on the data about an analysis of teaching writing method used by the teachers in class. Here, the data written data taken from observation and interview.

2. Data Display

The second is the data display. Generally, a display is an organized, assembly of information that permits conclusion drawing and action. Looking at displays help us to understand what is happening and to do something-either analyze further or take action-based on that understanding. Display of the data is description of the data. Data display is a set of information which has been classify and organized based on the data reduction which lead conclusion (Miles and Huberman,1992:17). This technique is used in arranging information description or narration in order to draw the conclusion.

After selected and took the data based on some criteria, the researcher presented and described the data. Data display refers to show data that have been reduced in the form patterns. It benefits to help the researcher in understanding the data.

3. Drawing and verifying conclusion

The third is conclusion and verification. In this research, conclusions are drawn continuously through the course of the study. The researcher takes conclusions after presenting and analyzing the data. The step of conclusion and verification involve the researcher herself. So, when the data has summarized, clustered, selected, and synchronize each other, we can do transformation data.

C. FINDING AND DISCUSSION

The findings presented in this chapter were based on the research problem which focus on the strategies used and the problems faced by teacher in teaching writing by online. The interviews were done with three English teachers of an analysis of teaching writing strategy by online during covid-19 pandemic at SMK PGRI 2 Giri Banyuwangi which has chosen purposively as the respondents of this research. In addition, the interview questions and the answers received are available in the Appendixes.

The finding of the teachers' strategy and teachers' problem in teaching writing by online were obtained based on the interview answer with the three English teachers as respondents. The findings of this research provided as follow:

- a) The opinion of the teacher in teaching writing by online
- b) The difference between teaching writing by online and face-to-face learning.
- c) The syllabus is different than before pandemic.
- d) The kind of the text will be taught by teachers to the students.
- e) The students can understand the material during online learning.
- f) The teacher preparation before learning activity
- g) The teacher strategy in giving writing material.
- h) The teachers provide students a space to ask question during online learning.
- i) The teacher method in giving the assignments to the students
- j) The teacher do correcting and reflecting in teaching writing.
- k) The teachers involve the students in correction and reflection activities.
- l) The teachers know the level of students understanding during online learning.
- m) The teachers do when the students get bad score.
- n) The teachers problems or obstacles in teaching writing by online.
- o) The teacher solve all of the problems or obstacles.

The Strategy Used by Teachers in Teaching Writing

Based on the interviews, all of respondent have their own strategies. In preparation, they may prepared the module, live schedule, and all things related to the material. In holding class, the teachers do a similar stage, such giving explanation at first, after that giving example or also the task. Most of respondents are using Google Classroom as teaching learning media. Google classroom is used for giving material and also task. If the students faced a difficulty with the material, most of teachers provide Whatsapp messenger for consultation.

In last the teachers also do correction and reflection. Although, it does not involve students in the correction process, they still provides feedback for students in the classroom. Therefore, in reflection stage, they motivate students to encourage their writing skill. They also provide remedial for students who have a low score. The R1 provide the remedial test by google classroom. R3 provides the remedial test in different question but equal quality.

Finally, In teaching and learning process, teachers have to identify all those related to the teaching-learning process that will be carried out. They have to know the students' intelligence, students' background, motivation, and so on. In teaching writing, it is need a strategy that will be applied by teachers in order to deliver the material. Wherly and Nyquist (In Harisusmida, 2015) clasify some strategy which could be applied in teaching writing, those are brainstorming, demonstration, game, teacher / presentation and self-awareness exercises / tests (large and small group discussions).

Based on those strategy, the researcher found that the teachers use two of five strategy by Wherly and Nyquist those are teacher / presentation and self-awareness exercises / tests (large and small group discussions). A good strategy in teaching writing is needed to provide good quality teaching learning process especially in pandemic era, one of the strategy which is chosen by teachers is presentation. According to Wherly and Nyquist (In Harisusmida, 2015) Presentation of information effectively to learners and often using audiovisual learning media as a tools of sending information. This strategy can be an effective strategy in providing new information and clarifying existing information to large study groups in a short time. It is also useful for covering underlying concepts, principles, and systems.

First strategy is teacher / presentation, the teachers of SMK PGRI 2 Giri presented the material of writing by Zoom. They create their slide of powerpoint then presented the powerpoint such in conventional class but in this case, they explain to the students virtually by using the video conference application that is zoom. The students which are attending the virtual class is paying attention to the teacher's explanation.

The second strategy of the teacher's is self-awareness / tests. The teacher give the assignment to the students by using google clashroom. In this case, the teachers of SMK PGRI 2 Giri force the students to complete the assigned in the certain time. Discussing with friends in Whatsapp group or asking to the teacher by Whatsapp. If there any problems in certain topic that cannot be solved by virtual explanation, they can to do study group with classmate or come to school to do a conventional class in a small group discussion.

The The Problem Faced by Teacher in Teaching Writing

In teaching-learning process during pandemic, there was faced unavoidable problems, including in teaching writing by online. As the one of the most difficult skills to be learned, there are some problems that will be faced in teaching writing. It has rules and structure which have to remember through writing. Widayanti in 2019 provides three problems faced

by teachers those are; teacher's incompetence, students' lack of interest and methodological inappropriacy.

In reality, after doing the interviews, the researcher found that there is a big problem that the teachers faced during teaching writing online. All of respondent agreed that internet access is the main problem in teaching online. R2 stated that the problem is in the students self. It is because they are constrained regarding to the internet access. It is undeniable that in online learning, the internet is the main tool for teaching and learning activities. But in reality, not all students have a good of internet connection. It is because they live in areas that are not covered by internet signal or have a poor connection. Furthermore, the internet providers which has a good signal have high cost of data package. So, the student choose a provider which provide cheaper internet cost but has a poor signal, this causes them to has difficulty in online learning activity, such as lagging during video conference such zoom or failing to download and upload assignments. The problem of internet connection is required the teachers to find out the new methodology of teaching. Some teachers decide to do a small group discussion in class for some students which found some problems in their process of learning

Another problem is students' lack of interest, there are two characteristic of students in class, active students and passive students. Active students is needed to make sure that students follow the lesson. However, there are passive students in classroom. Muslimah (In Widayanti, 2019) state that passive students are the one of the problems faced in teaching writing skill. They need a special treatment to encourage them become active in the classroom. In those online classes, teachers need more effort to attract the students for learning, because the teachers cannot keep an eye on what every single student do during class online. That has a lot of possibilities for the students to open another apps which has nothing relation to the lesson.

Not only that, methodological inappropriacy is also becomed one of problems faced by teachers. Every students has difference learning style and level of knowledge. Ahmad, Khan & Munir (In Widayanti, 2019) has argued, Provincial school teachers do not have qualifications regarding English language teaching methodology. In addition, Hidayati (2018) states that the availability of teaching aids is the other issue that seems to be the challenge of teachers. In this pandemic, the teachers required to be more creative to find a suitable teaching method.

The teachers of SMK PGRI 2 Giri always make a change to find out the best strategy in the new teaching learning method in this pandemic. The strategies that are not effective will be replaced or refined so that the teaching learning activity by online can be run well. The obstacle such as supporting media in the teaching methods used like Internet access is also continue to seek solutions including doing limited face-to-face or small group discussion.

This pandemic force not only students but also the teachers to make changes and adjustments. This pandemic changes many aspect in teaching learning activities which will influence those three problems or also create the new problems in teaching learning activities.

D. CONCLUSIONS

Based on the finding and discussion, the researcher concludes that the respondents use two teaching writing strategies during pandemic, those are teacher presentation and self-awareness exercises / tests (Large and Small Group Discussion). The teachers deliver the material using presentation by Zoom and then share and collect the task in Google Classroom.

In certain condition, students can come to the school for doing small group discussion with the teachers directly.

Therefore, there are three problems faced by teacher during teaching writing by online, there are internet connection, students' lack of interest and inappropriate teaching strategy.

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