# AN ANALYSIS OF TEACHERS' DIFFICULTIES IN TEACHING WRITING THROUGH E-LEARNING CLASSES AT SMK KIMIA FATHUL MUNA DURING COVID-19 OUTBREAK IN ACADEMIC YEAR 2021/2022

# THESIS



By:

**SUYAHMI**
NIM. **210917070**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**OCTOBER 2021**

# ABSTRACT

**Suyahmi. 2021.** *An Analysis of Teachers' difficulties in Teaching Writing Through E-learning Classes During Covid-19 Outbreak at SMK Kimia Fathul Muna.* Thesis, English Education Department, Tarbiyah and Teacher Training faculty, State Institute of Islamic Studies of Ponorogo. Advisor: Dr. Tintin Susilowati, M. Pd

**Keywords:** *English Teaching, Teachers' Difficulties, E-learning Classes.*

COVID-19 outbreak had spread rapidly all over the world, impacting on the education system. Teachers were to apply the e-learning in conducting the teaching and learning process had to create new method in supporting the school system. Definitely, some teachers have some difficulties in teaching through e-learning.

This research was aimed to investigate the teachers' difficulties in teaching writing through e-learning classes. It also aimed in describe the teachers' factor that hinder in their e-learning process at SMK Kimia Fathul Muna.

The approach of the research used qualitative descriptive as the research design. The data got from the English teachers' interview, students' questionnaire and documentation. Analysis of the data includes data reduction, data presentation, and taking conclusion, while to verify the data, the researcher used triangulation method. The participants of this research consist of 2 English teachers and 20 students of SMK Kimia Fathul Muna

The findings clarified that; 1) teachers' disability in accessing the technology, 2) teachers' lack of interacting with students, 3) teachers' difficulties in explaining the material 4) teachers' difficulties in evaluating students' result. The factors causing teachers' difficulties were: teachers in using various media, conducting ask and answer, in giving comprehension subject, overcome the students' problem in mastering subject, applying the goal of learning, awaken student motivation, difficulties to know students' understanding and arranging the time. In conclusion, it is suggested that in teaching writing in e-learning classes, the teachers should train gradually of information technology to be able their ability, could add an interesting activity in their teaching procedure, make variation teaching technique, give students motivation constantly, give an instruction that clearly to avoid students request for additional time and teachers should be better to manage the time.

## MINISTRY OF RELIGIOUS AFFAIR
## STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

### APPROVAL SHEET

This is certified that the Sarjana's thesis of:

Name : Suyahmi
Student number : 210917070
Faculty : Tarbiyah and Teacher Training
Department : English Education
Tittle : An Analysis of Teachers' difficulties in Teaching Writing Through E-learning Classes during Covid-19 at SMK Kimia Fathul Muna in Academic Year 2021/2022

Has been approved by the advisor and is recommended for approval and acceptance:

Advisor                                    Ponororgo, 28 September 2021

Dr. TINTIN SUSILOWATI, M. Pd.
NIP.197711162008012017

Acknowledge by
Head of English Education of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo

Dr. DHINUK PUSPITA KIRANA, M. Pd.
NIP. 198303272011012007

iii

**MINISTERY OF RELIGIOUS AFFAIR**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**RATIFICATION**

This is of certify of Sarjana's thesis of:

| | |
|---|---|
| Name | : **SUYAHMI** |
| Student Number | : 210917070 |
| Faculty | : Tarbiyah and Teacher Training |
| Department | : English Education |
| Title | : An Analysis of Teachers' Difficulties in Teaching Writing through E-learning Classes at SMK Kimia Fathul Muna during Covid-19 Outbreak |

Has been approved by the board of examiners on:

| | |
|---|---|
| Day | : Wednesday |
| Date | : 10th November 2021 |

And has been accepted as the requirement for the degree the Sarjana in English education on:

| | |
|---|---|
| Day | : Tuesday |
| Date | : 26th November 2021 |

Ponorogo, 26th November 2021

Certificate by

Dean of Tarbiyah and Teacher Training

State Institute of Islamic Studies

Ponorogo

Dr. H. Moh. Munir, Lc, M. Ag

NIP. 196807051999031001

**Board of Examiners**

1. Chaiman : Dr. Ahmadi, M. Ag ( )

2. Examiner I : Winantu K. S. A, M.Hum ( )

3. Examiner II : Dr. Tintin Susilowati, M. Pd ( )

iv

**SURAT PERSETUJUAN PUBLIKASI**

Saya yang bertanda tangan di bawah ini:

Nama                        : Suyahmi

NIM                         : 210917070

Fakultas                    : Tarbiyah dan Ilmu Keguruan

Program Strudy              : Tadris Bahasa Inggris

Judul Skripsi/Thesis   : An Analysis of Teachers' Difficulties in Teaching Writing through E-Lerning Classes at SMK Kimia Fathul Muna during Covid-19 Outbreak

Menyatakan bahwa naskah skripsi/thesis telah diperiksa dan disahkan oleh dosen pembimbig. Selanjutnya saya bersedia naskah tersebut di publikasikan oleh perpustakaan IAIN Ponororgo yang dapat di akses di **ethesis.iainponorogo.ac.id.** Adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 13 Desember 2021
Yang membuat pernyataan

**SUYAHMI**
**210917070**

PONOROGO

v

# PENYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama            : Suyahmi

NIM             : 210917070

Fakultas        : Tarbiyah dan Ilmu Keguruan

Program Strudy  : Tadris Bahasa Inggris

Judul Skripsi/Thesis  : An Analysis of Teachers' Difficulties in Teaching Writing through E-Lerning Classes at SMK Kimia Fathul Muna during Covid-19 Outbreak

Dengan  ini menyatakan dengan sebenar-benarnya bahwa skripsi yang saya tulis ini adalah hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapan dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 28 Oktober 2021
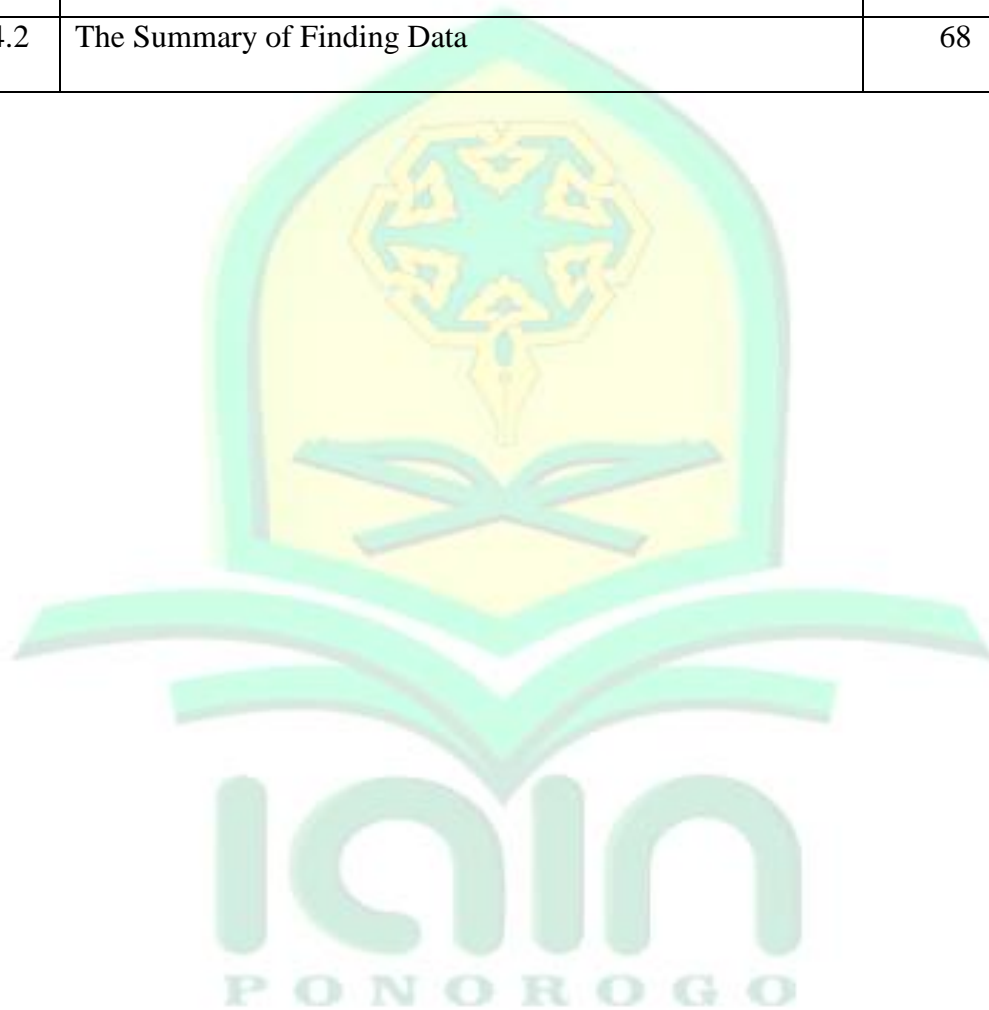
Yang Membuat Pernyataan

SUYAHMI
210917070

vi

# TABLE OF CONTEN

# LIST OF TABLES

# CHAPTER I

# INTRODUCTION

## A. Background of the Study

The COVID-19 outbreak has spread rapidly worldwide, giving effect on human life, including the education system. The Covid-19 epidemic has hit the earth, and Indonesia became one of the counties affected by the Covid-19 on March 2th 2020.[1] It is a challenge for all of the teachers because the education system in Indonesia has been changing. Teachers were to apply online classes in conducting the teaching and learning process.

Teaching-learning is not easy in the pandemic era; the teachers must use new strategies to learn the material. It is so that teachers can adapt to e-learning conditions without reducing the teaching needed by students. Therefore, the teachers need to manipulate several strategies to support the teaching and learning process. Plans can make learning "easier, faster, more enjoyable, more self-directed, more effective, and transferable to new situations."[2] Unfortunately, many problems and limitations arise in conducting the e-learning system during the COVID-19. One of them is teaching English.

Learning English is very important because it is an international language. Based on the curriculum, the students mustered four English learning abilities: listening skills, speaking skills, writing craft, and reading

---

[1] Yuliana, *Corona Virus Disease* (Covid-19); Sebuah tinjauan literatur, Wellness and Healthy Magazine, (February:2020), 2(1), 187.

[2] Wahyudin, A. Y. and Didi Sukyadi, *A Closer Look at the Implementation of the Curriculum 2013* (Indonesia: Should the RJES, 2015), 83.

skills.[3] Of the four skills, students must be active in learning by using the student's center learning. Classes that are still teachers-centered will lead to a passive student in the classroom and do not get the most out of the skill. One of them is teaching writing skills. The student must think about the topic of what will be written by them self. It is not only done in school but also can be done anywhere.

The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and the importance, writing as taught by teachers in its own right.[4] Harmer said that there are many reasons for getting students to write, both in and outside class. For example, in education, writing is one of skills that necessary for the students to master in determining their academic successfully. Writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. It allows them more language processing than thinking about the language, whether involved in study or activation. When thinking about writing, it is helpful to distinguish between writing for learning and paper for essays. In the former, writing is used as an aid demo or practice tool to help students practice and work with the language they have been studying.[5]

Moreover, Supiani states writing is a communication tool in a written form such as email, business letters, newspapers, diary, etc. This skill is an essential part of conveying our thoughts, ideas and organizing them into

---

[3] Ibid., 56-70.
[4] Harmer, Jeremy. *How to Teach English.* (Esex UK: Stenton Associates, 1998), 79.
[5] Ibid., 122.

sentences or paragraphs.[6] Harmer points out that writing skill has finally been recognized as a necessary skill for language learning. He emphasizes the importance of writing skills to English foreign language students, such as learning encouragement, language development, learning approach, and most importance, writing skills as a compulsory subject.[7] Therefore, writing becomes one of the necessary skills for preparing students to communicate and acquire knowledge in the era of information technology.

Thomy said that five types were writing of text that the students at Senior High School should learn. The following texts are a recount, narrative, procedure, descriptive, and exposition.[8] Recount text retells events that have occurred sequentially by using a clear adverb of time in the past. The narrative text involves telling a story chronologically though sometimes uses flashbacks. A procedure text is a text that clearly explains how to make or do something. Exposition text is providing factual information in a way that is educational and purposeful. The descriptive text describes a particular person, thing, or palace so that the reader can imagine as if what is being told is real. [9]

Istiqomah stated that descriptive writing is one of the writing pillars that the students have to master before learning another genre of writing. When a person starts writing, they have to understand the meaning of the text

---

[6] Supiani, *Teaching Writing Skill Through Collaborative Writing Technique from Theory to Practice,* (JEELS Journal: 1, (2). 2017), 37.

[7] Ibid, 39.

[8] Ahmad Thommy, *Writing Genre in English*, (Surakarta: PT. Era Pustaka Utama, 2008), 14.

[9] Dolar Yuwono, *Writing 1 from Practice to Theory: Getting smart and creative to write,* (Yogyakarta: Pustaka Felicha, 2015), 29-63

they want to write.[10] The description is one of the most common purposes of language. The student uses the report every day. The student might describe a place, thing, or person, or what you feel every day. Therefore, the students should master the descriptive writing as better as possible. As stated in curriculum, the students should be able to share their ideas in writing language terms of short functional text. It meant that teachers must be help students to write a descriptive text.

A teacher of English always faces a challenge to teach writing skills. Because it is the combination of the process and product, it involves mastery of grammar and vocabulary to present the message. It includes analysis of spelling words, adjectives, linking verbs, and grammatical features. It requires self-knowledge to express the thought process. It is felt a dry exercise only used to write the exam.[11] The writing process suggests that teachers can teach students how to write the coherence, an appropriate grammar structure, and acceptable spelling.

For the teachers, the covid-19 pandemic brings problems in teaching writing skills. Because teaching-learning activities are carried out with a system online, it realized a difficulty as a teacher in conveying English material.[12] This method acknowledged a difficulty as a teacher in sharing English material. Abaido stated that e-learning refers to using information and

---

[10]Istiqomah, Sri, *An Analysis of English Teachers' Strategies in Teaching Descriptive Writing at the Second grade of Junior Hight Scholl,* (Tegal: Teacher Training Faculty of University Pancasaki, 2019), 1.

[11] Ahmad Thommy, *Writing Genre in English*, (Surakarta: PT. Era Pustaka Utama, 2008), 16.

[12] Ibid., 192.

communication technologies to access online learning or teaching resources. A teacher confessed that she experienced a little difficulty in implementing e-learning classes because she rarely used them. With a short time and without training, the teachers must directly apply it. Here, the teachers require adaptation and also a strategy to teach English.[13]

With the implementation of distance learning, educators have a lot of problems with internet network access. For example, 1). Many areas have poor or non-smooth internet access, which is one of the obstacles to carrying out teaching and learning activities properly. 2) In addition, there are not a few teachers who do not get maximum teaching results. 3) Teachers have subdivision barriers like lack of adequate knowledge about the e-teaching environment and difficulty assessing different domain progress. 4) Teachers cannot give equal attention to each student. 5) And ambiguity in determining quality, resource, teaching process, evaluation.[14]

The thesis of Purnamawan's result described the difficulties teachers in using the e-learning system in conducting the teaching and learning process during this COVID-19 outbreak. The result showed that the teacher's disability in accessing technology is the first problem. The school facilities also gave a contributed to arising of the second problem in conducting e-learning. Third, the online system impacted the difficulty in explaining the materials. Forth,

---

[13] Arkorful, V., & Abaidoo, N., The Role of E-learning, The Advantages and Disadvantages of Its Adoption in Higher Education, *International Journal of Education and Research*, (Desember:2014), 2(12), 397-404.

[14] R. Lestiayawanati, A. Widyantoro, "Strategies and Problems Faced by Indonesian Teachers' in Conducting E-Learning System During COVID-19 Outbreak", Journal of Culture, Literature, Linguistics and English Teaching, (English Education Department: Universitas Sains Alqur'an, 2020).

the e-learning system was affected by the students' limitation in accessing the internet. And the last problem was the students' economically disadvantaged family background, which also contributed to the problems in the e-learning system.[15]

Teaching-learning writing is not an easy job. In the field of observation in April, the researcher found teachers faced some problems in teaching this skill at SMK Kimia Fathul Muna. One of the teachers has less ability in conducting the technology. Those were confused in managing the e-learning classes, and the last problem was difficult to handle the student's different learning styles. Some teachers' difficulties were from the student for example: 1) students lack of vocabulary, students' incapability in composing sentence and students' difficulty in using tenses. Meanwhile, some teachers at SMK Kimia Fathul Muna did not get the maximum teaching result. It means that they fail to perform better in the teaching. Actually, this teaching-learning process was first experience for both teachers and student.

The researcher focused in analyzing the descriptive text in teaching writing skill. Descriptive text is one of the texts that is required to record a series of detailed observation. It means that description is not what we actually saw, but what the readers need to see in order to imagine the objects correctly.[16] According to Oshima and Hogue, descriptive writing helps the readers to visualize and guess an event or person which is presented by the

---

[15] Ibid, 15.
[16] Dolar Yuwono, *Writing 1 from practice to Theory: Getting smart and creative to write,* (Yogyakarta: Pustaka Felicha, 2015), 29-63.

writer.[17] It can be summed up that descriptive text is about producing some sentences as clue to the readers which are expected to guess it directly. In this case, the researcher analyzed the teachers' results of teaching writing descriptive text through e-learning at SMK Kimia Fathul Muna to know their problems during teaching writing process.

Based on the explanations and problems above, the researcher want to analyzed the teachers' difficulties during teaching writing e-learning classes. The writer is interested in researching **"An Analysis of Teachers' Difficulties in Teaching Writing through E-learning Classes at SMK Kimia Fathul Muna During Covid-19 Outbreak"**.

## B. Research Focus

The researcher saw that many factors cause the teaching-learning problems through e-learning classes from the issues found in the field. So, it is impossible to research to elaborate on all those difficulties. This research focuses on a deep exploration of the difficulties in teaching writing descriptive text through e-learning classes at SMK Kimia Fathul Muna during the Covid-19 outbreak.

## C. Research Question

Based on the background above, the problems of the research designed to answer the questions are as follow:

---

[17] A. Oshima and A. Houge, *Writing Academic English*, (London: Longman, 1998), 61

1. What are the teachers' difficulties teaching writing through e-learning at SMK Kimia Fathul Muna during the Covid-19 outbreak?

2. What factors cause teachers' difficulties in teaching writing through e-learning at SMK Kimia Fathul Muna during the Covid-19 outbreak?

## D. Research Objective

The research has the following purpose:

1. Describe the teachers' difficulties in teaching text through e-learning at SMK Kimia Fathul Muna during the Covid-19 outbreak.

2. To know the factor, cause teachers' difficulties in teaching writing through e-learning at SMK Kimia Fathul Muna during the Covid-19 outbreak.

## E. Significance of the study

The finding of this research is an expected contribution given both theoretical and practical, those are;

1. Theoretical Significance

This research is expected to deliver literature on the problem of e-learning in teaching writing descriptive text. It will give good information about the teachers' strategies for handling education and learning writing difficulties through e-learning classes during the covid-19 pandemic. Also, this study provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a v facedaluable reference for the following analysis.

2. Practical Significance

   a. For the Teacher

      The researcher hopes that the result of this study will be helpful for the other teacher who has the related e-learning media in preparing and applying strategies for teaching writing descriptive text through the E-learning method. So, the teacher can improve teaching and learning English to become more active, effective, and efficient even through E-learning methods.

   b. For the student

      By using e-learning methods, the researcher hopes that students will get enjoyment in the learning process. 0-Students will not feel forced to write descriptive text but feel happy to learn since they are enjoyable.

   c. For the institution

      The institution can get a better learning model in every class in handling the e-learning class. The aim is to learn the students better after they do some activities learning online courses. The students can feel enjoy and comfortable in every aspect even though the teachers will always motivate them.

   d. For the reader

      The researcher hopes to contribute to readers, particularly students and teachers of SMK Kimia Fathul Muna, to enhance this model of e-learning in English achievement.

e.  For the researcher

This research can give good information for the researcher to do e-learning class action research to train teaching ability and be the graduating paper to get bachelor grade. Hopefully, the researcher will understand the teachers' difficulties in teaching writing through the e-learning method.  Knowing how essential media is an integral part, particularly in the online classroom applied in teaching-learning process. The researcher also obtained much experience and knowledge. He also learned many things about the teaching and learning process in the institute.

**F.  Organization of Paper**

This study contains six chapters: introduction, literature review, research methodology, research findings, data analysis, discussion, and closure.

1. Chapter I: Introduction

This chapter contains the background of the study, research focus, research question, research objective, the significance of the research, and organization of the graduating paper.

2. Chapter II: Literature Review

This chapter presents the theoretical analysis, which will be the basis of the research, and also consist of the previous research finding

3. Chapter III: Research Methodology

This chapter talks about the type of the study, research role, research setting, source of the data, data collection technique, data analysis technique, the validity of the data, and research procedure.

4. Chapter IV: Research Finding

This chapter describes common data and description of custom data about the teachers' strategies in teaching English with e-learning methods at SMK Kimia Fathul Muna.

5. Chapter V: Discussion

This chapter contains researchers' ideas relating to patterns, categories of the finding to previous findings, interpretation, and explanation of the result revealed from the field.

6. Chapter VI: Clouser

This chapter contains the conclusions of the study and suggestions.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Research Finding

In this study, the researcher took several journals and previous studies to support research on analysis teachers' difficulties in teaching descriptive writing through online classes, as follow:

1. Rochyani's journal and Arif: "*Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System during COVID-19 Outbreak (2020)*".

   They discussed strategies and also problems faced by teachers in conducting e-learning during this COVID-19 outbreak. This study was descriptive qualitative research. The subject of the study was 55 numbers of Junior and Senior High School teachers randomly selected to fill the online questionnaire. The data were analyzed by describing the data collected on the online questionnaire using Google forms and the interview result. The results of the study show that teachers' problems in conducting E-learning were: the teachers'' disability in accessing technology, school facilities in supporting e-learning, the difficulties in explaining the material, students' limitation in accessing the internet, students' economically disadvantaged family background, and parents' support system. Nevertheless, the teachers' expressed that the e-learning

system relieves their responsibility in conducting the teaching and learning process during this COVID-19 outbreak.

2. Aulia's thesis: *"Teachers' Problem in Teaching Writing Descriptive Text using online Class at SMPN 2 Kandangan (2020)".*

She analyzed the teachers' problem in using the online class in teaching writing descriptive text. This research was conducted at SMPN 2 Kandangan. It is applied quantitative analysis. The sample is two English teachers in the eighth grade of SMPN 2 Kandangan. The findings of this study are teachers have limited time in the English online class process. Therefore, they should be better at managing their time.

3. Anisa's thesis: *"Teachers' Difficulties in Teaching Writing Descriptive Text at SMA Pangkal Pinang (2013)."*

This study was conducted to investigate the teacher's difficulties in teaching writing descriptive text. The participants of the study were two English teachers at SMA Pangkal Pinang. The qualitative data were taken from the teacher's interviews and students' questionnaires. The study findings were related to the students, the teachers, the writing itself, and policy. Therefore, they need to manage the strategies in the school development programs.

Based on the previous related study, the importance of previous research is related to the similarities and differences of the study conducted in this research. First, previous research clarifies the teachers' difficulties in teaching writing through online class. So, the researcher can

get the point of previous research had been conducted that has similarity in analyzing the teachers' difficulties in teaching writing descriptive text' Meanwhile, the difference is this research is this study are the analysis of factor causing, place of the study and to get the data to solve the problems.

## B. Theoretical Background

In this research, the researcher uses some theories which are relevant to the theme of the discussion; the views are:

1. Teaching Strategies

In the study of educational technology, the strategy is included in the realm of learning design. Strategy development as a science has developed starting from the military world and then used in education. In warfare, strategy is needed to obtain victory. Likewise, educators must identify all those related to the learning process carried out with the learning process. Educators need to know their students, how different levels of intelligence, from what background they come from, how they are motivated, and so forth. Haidir and Salim state the word strategy is often interpreted by technique or method, which is a way to convey a message, in this case, subject matter, to students to achieve the stated learning goals.[18] Thus, the word strategy is related to the practice, tactics, or methods to do something.

---

[18] Haidir, & Salim, *Strategi Pembelajaran*. (Medan: Perdana Publishing, 2012), 99.

Meanwhile, if it is interpreted broadly, "the strategy includes, among others: 1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success".[19]

According to Djamarah and Zain writes there are four basic strategies in learning activities that include the following:[20]

a. Identify and determine the specifications and qualifications of the behavior and personality changes of students as expected.

b. The teachers should choose a teaching and learning approach system based on people's aspirations and views of life.

c. The teachers should choose and determine the procedures, methods, and learning techniques considered the most appropriate and effective to be used as a guide in carrying out their teaching activities.

d. The establishing norms and minimum limits of success or criteria and standards of success can be used as a guide by the teachers in conducting, evaluating the results of teaching and learning activities used as feedback to improve learning.

Teaching is a series of events experienced by a teacher to present and change students' behavior. It brings changes in thinking, feeling, and students' actions. It helps them to adapt to their environment.

Besides, teaching strategy is the education strategy used in the teaching-learning process as a planning method or teachers' activities

---

[19] Ibid, 100.

[20] Djamarah, & Zain, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta, 1997), 5.

designed to achieve the goal or objectives of the material brought. Procedures can be defined as developing a plan that contains order activities to achieve specific educational purposes.[21]

From some of the definitions above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students in the class. Teaching strategies have been designed before, and this is very necessary so that a learning goal can be achieved and the material can be delivered efficiently. The three terms are interrelated, namely, related to the teaching strategy: the teacher must prepare some plans before teaching in class to facilitate the students' understanding of learning.

2. Writing Skill

Writing is an activity to create information, ideas, or thoughts in written form; writing is also one of the abilities in English. In English, writing is considered one of the complex skills for most students. Students must determine following what students write; therefore, students must produce correct sentences and in the order of grammatical forms of words. Next is the definition of writing by several experts. According to Richard and Renandya, writing is the most challenging skill for learners to master. The difficulty lies in generating and organizing ideas and translating these

---

[21] Istiqomah, Sri, *An Analysis on the English Teachers' Strategies in Teaching Descriptive Writing at The Second Grade of Junior High School.* Graduating Paper was not published, (Tegal: English Language Teaching Education Department and Teacher Training Faculty of University Pancasakti, 2019),

ideas into readable Text. The skills involved in writing are highly complex.[22]

Fadziah stated that writing is one essential skill in learning English besides listening, speaking, and reading. To write means to communicate using written language. In writing, all information is delivered through Text. Writing means producing or creating a piece of Text.[23]

Therefore, the researcher concluded that writing makes the written results of information or ideas arranged using correct sentences.

3. Writing Process

Writing allows students to think about what students write. Then, students must pay attention to the elements that produce a piece of paper. As explained by Harmer, the writing process consisted of four main components, as follows:[24]

a. Planning

Experienced writers plan what students are going to write. Before starting to write or type, students try and decide how they are going to write efficiently. For some students, this may involve making detailed notes. For others, a few jotted words may be enough. Prepare what students need before, in writing, it is a piece of paper.

---

[22] Richard, J. C. & Renandya, W. A., *Methodology in Language Teaching an Anthology to Current Practice,* (UK: Cambridge University Pers, 2002), 303.

[23] Faidzah, Ainul, *How to improve students' writing skills at the eighth grade in mts Manba'us Sa'diyah Bandungan in the Academic Year of 2014/2015*, Graduating Paper was not published, (Salatiga: English Education Department Teacher Training Faculty State Institute for Islamic Studies (IAIN) Salatiga, 2015) 31.

[24] Harmer, Jeremy, *How to Teach English*, (Essex UK, 1998) 4-5.

Planning is anything students do before they write a draft of their document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information. When planning, student have to think about three main issues. The first is the purpose, the audience, and the content structure. How best to sequence the facts, ideas, and arguments they have decided to include.

b. Drafting

In this section, students can refer to the first version of writing as a draft. As the writing process proceeds into editing, several drafts may be produced on the way to the final version.

Drafting occurs when a student put their ideas into sentences and paragraphs. Here writers concentrate upon explaining and supporting their ideas fully and also begin to connect their ideas. Regardless of how much thinking and planning writers do, the purpose of putting writers' ideas in words changes them; often, the very words writers select evoke additional ideas or implications.

c. Editing

One of the students has produced a draft that usually read through what they have written to see where it works and where it does not. The order of the information is not clear. Because the way something is written is ambiguous or confusing.

Editing focuses on local concerns like clarity and sentence structure. After having a draft, the students should reflect and revise

the written through reading comprehension. Editing involves reading the Text closely to remove typos and ensure stylist consistency. When editing, students want to ensure their Text is clear, concise, and grammatically correct.

d. Final Version

Once the student has edited their draft, making the changes they consider to be necessary, they produce their final version. It looks considerably different from the original plan and the first draft because it has changed in the editing process. It is the last stage for the writer to send the written Text to its intended audience.

4. Teaching Strategies of Writing

Teaching students to be good writers was not an easy job. The students have no problem dealing with English. Teaching-learning writing in schools is not satisfactory yet because the students' writing ability is still low. Catalina stated, Making the students as good writers is not easy, especially for the teacher. A teacher, when teaching skills, must create a conductive class by designing a suitable learning method. Thus, it is expected that teaching students writing skills can make creative and critical students.

Based on Harmer for a long time, teaching writing only focuses on what the writing content is, not about the process of writing. The teacher

must consider several strategies below to understand the students' writing process, namely: [25]

a. The way the teacher gets students to plan.

Planning what to write is the first step students must do. When the students make a plan, the teacher can help them tell them what, how, and for whom the writing is.[26]

b. The way the teachers encourage the students to draft, reflect, and revise.

Writing is one way of developing students, drafts, reflections, and written revisions. They respond to each other and advise each other to produce good writing.[27]

c. The way the teacher responds to their student's writing.

The teacher can correct one by the results of the student's writing to find out their response and give the right advice.[28]

Therefore, good writing comes from solid feelings and life experience. The life experiences that writers know are the specific things they do every day and the unusual things that happened, maybe only once or twice in their lives. So, the writers chose only the best topics and are specific contents.[29]

---

[25] Ibid, 11.
[26] Ibid, 11.
[27] Ibid, 11.
[28] Ibid, 12.
[29] Peha, Steve, *The Writing Teachers' Strategy Guide*, (2010), 6, Teaching that makes sense. Inc. some right reserved. https://ttms.net/shared/static/ldpbe9jvhy.pdf.

From the explanation above, it can be explained that a writing teaching strategy is an effort made by the teacher to prepare student learning by using writing as an essential part of the learning process. Writing also requires a process of thinking, in which students must think of ideas idea to write.

5. Teaching Problems

Teaching refers to a form of interpersonal influence aimed at improving the learning of another person.[30] Teaching and learning are considered social activities in the classroom context that imply relationships between the teachers and their students and between these parties and materials, equipment, classroom environment, and curriculum.[31] Teaching encompasses what teachers do in helping their students learn and perform the tasks – listening, thinking, speaking, reading, writing, solving problems, answering questions, investigating, and so on, as prescribed, recommended, or suggested by teachers.

The challenge to effectively transfer what is taught in the face-to-face classroom to online continue to be a problem.

During teaching practicum, students and teachers experienced a unique learning situation different from school-based learning as they were called upon to respond to new circumstances. At the same time, they were required to be courageous and willing to use new methods and modes of doing things and needed to contend with their ideas associated with

---

[30] Gage, N. L. *A Conception of Teaching*, (USA: Springer Stanford University, 2009).
[31] Saricoban, A, "Problems encountered by Student-teachers during their practicum studies. Procedia Social and Behavioral Science", 2 (2010), 707-711.

becoming teachers.[32] In addition, they were faced with the intimidating task of integrating knowledge and understanding about teaching from a theoretical perspective into actual practice; they needed to be actively engaged in education to be professional and content knowledge teachers.[33] Although the practicum served as a bridge that would have provided the student teachers with the experience to develop their competence and professional identity as teachers, the practicum experience was also fraught with problems that might have influenced the development of student teachers.[34] Problem is seen as a difficulty that students and teachers encounter in their task performance, so the intended goals may be hindered.[35] The test is the quality or state or condition of being hard to do, deal with, or understand; the quality or state of being difficult.[36] In this study, teaching difficulty happens when teachers cannot handle any classroom situation or related to their field.

Limited time to teach many English lessons is a demanding task for student teachers in Indonesia. Time plays an essential role in studying. It is believed that the more time the student study, the more knowledge the student gets. The limited time of teaching and learning English becomes a challenge for student teachers to explain the materials comprehensively

[32] Goh, P. S., Matthews, B. "Listening to the concerns of student teachers' in Malaysia during teaching practice," *Australian Journal of Teachers Education*, (2011), 36 (3), 11-23, 1.

[33] Goh, P. S. Ibid. P. 54.

[34] Dobbins, R, "Student teacher's self-esteem in the practicum," *Australian Journal of Teachers Education*, 21 (1996), 2.

[35] Veenman, S. "*Perceived problems of beginning teachers,*" Review of educational research, 54(1984), 143-178.

[36] Difficulty, in merriamwebster.com Retrieved from https://www.merriamwebster.com/dictionary/difficulty (diakses pada tanggal 24 Januari 2018)

and maximally.[37]   In addition, the new program or application in the teaching-learning process can be an obstacle for teachers or learners. They could not handle or adapt to the unique situation.

Determining the problems or difficulties that student teachers encounter in the e-learning classroom, determining the quality of theoretical and practical education that candidates receive during their education, and analyzing the needs of candidates are essential concerning taking the necessary measures.

Knowledge of the problems students and teachers face in their teaching practice provides essential information for the improvement and (re)designing of pre-service programs. It made many studies has a problem in the teachers' education program.

6. E-learning

E-learning refers to information and communication technology that makes it possible to access online learning or teaching resources.[38] Udan and Weggen mention that e-learning is part of distance learning, whereas online learning is part of e-learning. Also, the term e-learning includes various applications and processes such as computer based-learning, web-based learning, virtual classroom, etc. Meanwhile, online learning is technology-based learning that utilizes the internet, intranet,

---

[37]Abrar, M., "*Teaching English Problems,*" An Analysis of Elf Primary School Teachers' In Kuala Tungkal, (2016).

[38] Wotto, M. (2018). *E-learning, M-learning and D-learning: Conceptual Definition and Comparative Analysis.* Research Gate, 15(4), 191-21

and extranet resources[39]. More specifically, Rosenberg defines e-learning as the utilization of internet technology for distributing learning material so that students can access anything.[40]

E-learning refers to delivering learning material to anyone, anywhere, and anytime using various technologies in an open learning environment, flexible and distributed. Furthermore, the terms of learning are open and relaxed and refer to students' freedom in terms of time, place, speed, content material, learning style, type of evaluation, collaborative or independent learning.[41] Niles stated Virtually teaching isn't a new concept, but teachers trained for in-person instruction need to know how to take their skills and apply them to the virtual world. Teachers need to be ready for that. But in some conditions, the teachers had a problem during e-learning classes.[42]

From some definitions above, it can be concluded that e-learning can be done anywhere and anytime using available technology so that learners can access anything they want to know

---

[39] Udan. T. A., & Weggen, C. C., *cooperative E-learning: Exploring a New Frontier,* 2000, 21. Retrieved 18th April 2021, from http://www.sprectrainteractive.com/pdfs/CorperateELearningHamrecht.pdf

[40] Rosenberg, M. J., *E-learning: Strategies for Delivering Knowledge in the Digital Age,* (New York: McGraw-Hill), 22

[41] Khan, B., *Managing E-learning: Design, Delivery, Implementation and Evaluation,* (Hershey: Information Science Publishing, 2005), 22.

[42] Renell, Niles., *Excellent Online Teaching,* (Amplitudo Ltd, 2020), 8.

a. E-learning Model

E-learning implementation varies greatly, but all it is based on a principle the e-learning is host to disseminate information in the form of learning material through electronic or internet media to access it anytime and anywhere. The characteristic of e-learning is the creation of a flexible and distributed learning environment. Based on the definition, e-learning can be divided into four models, namely:

1) Web-Based Learning

Web-based learning is a remote learning system based on information technology and communication with the web interface.[43] In web-based learning, learners do online learning through a website. They can communicate with each other with colleagues or learners through the facilities provided by the website

2) Computer-Based Learning

Computer-based learning can be defined as a self-learning activity done by learners using a computer system. Rusman suggests that computer-based learning is a learning program used in the learning process using computer software containing titles, goals, learning materials, and learning evaluations.[44]

3) Virtual Education

Virtual education refers to a learning activity in a learning environment where teachers and learners are separated by distance

---

[43] Munir, *Pembelajaran Jarak Jauh: Berbasis Teknologi Informasi dan Komunikasi,* (Bandung: Alfabeta, 2005), 23.

[44] Rusman, *Managemen Kurikulum,* (Jakarta: PT Raya Grafindo Persada, 2009), 49.

and time. The teacher provides learning material through LMS applications, multimedia materials, internet utilization, or video conferencing. Learners receive the material and communication by utilizing the same technology.[45]

b. The Rules of Teacher in E-learning

The educators believe that anyone can teach e-learning or that it's easy; it takes a different skillset and practice to be a proficient e-learning instructor. Many profess that teaching e-learning makes them even better than face-to-face teachers.[46] But, regardless of the problem, this flexible job requires you to create an ideal virtual learning atmosphers and appear professional by following specific rules of etiquette for teaching online. For example. Having an e-learning class where there are:

1) Teachers are working with professionals to produce appropriate online content in the online classroom.

2) E-moderators are teaching assistants responsible for organizing course discussion forums, stimulating discussion, and carrying out learning activities based on teacher and reading material.

3) The Group facilitator works with small students on specified collaborative activities and maybe students on the path itself.

4) The teacher who establishes reasonable response time for answering student managers

---

[45] Ibid, 65.
[46] fry Heather, at. all., *Handbook: Teaching and Learning in Higher Enhancing Academic Practice,* (New York: Pshycology Press 2009), 93.

5) The teacher who creates an engaging teaching background.

6) Academic guests, who supply detailed information on the alley, may organize courses and give students a feeling of being part of a more significant faculty.

It sums, Interaction in an online English classroom was different from in a physical one. However, this environment still grants teachers the opportunity to connect with students, provide a forum to express their thoughts and in the most effective ways possible.

c. Advantages of E-learning

The advantages of e-learning are flexibility, interactivity, speed, and visualization through various media benefits.[47] According to Tjokro, e-learning has many advantages:[48]

1) It is easier to absorb, meaning it uses multimedia facilities in an image, Text, animation, sound, and video.

2) It is reduced financial costs. Online education is physical learning because online learning eliminates the cost point of students' transportation, meals, and, most importantly, real estate.

3) It is more concise, meaning that it does not contain a lot of class formality, directly into a subject, subjects that are suitable for needs.

---

[47] Sudjana, Nana., *Dasar Dasae Proses Belajar Mengajar,* (Bandung: Sinar Baru Algensindo, 2005), 253.

[48] Tjoko, Susanto., *Presentai yang Mencengkam,* (Jakarta: Elek Media, 2009), 187.

4) It is available 24 hours per day, meaning mastery in the material depends on the spirit, and the absorption of students can be monitored and tested with an e-test.

E-learning provides opportunities for teachers all over the world. Teachers in online classes can work together with students from various places to share material, diverse opinions and collaborate in solving problems. Other benefits of taking online are lower costs, time efficiency, and convenience to work around personal schedules. [49]

E-learning increases opportunities for smaller schools as well as for individuals to participate at home. E-learning is a multipurpose means of conveying information to teachers and learners around the world. E-learning sites may contain various media, including text, audio, graphics, animation, video, and downloadable software. Now, with the ability to connect to resources in the community and around the world, Teachers can access libraries and databases that are frequently updated daily. [50]

From some definitions above, the researchers conclude that e-learning opportunities continue to expand. More resources are available to students and teachers to enhance and broaden classroom activities. Teachers are no longer limited to their materials in their classrooms or the school media center. They can access resources from

---

[49] Blakey, L. (2010). The proliferation, pitfalls, and power of online education. Cases on Distance Delivery and Learning Outcomes: Emerging Trends and Programs. Ed. Deb Gearhart. Hershey, PA: Information Science Reference, 167-189.

[50]

around the world. They can provide students with experiences like WebQuest that help them learn to use the internet as a source of information.

d.  Disadvantages of E-learning

There are some significant drawbacks to e-learning, and these problems often get pushed aside in online discussions. Looking at the industry as a whole also reveals plenty of enthusiasm, with the statistic of the e-learning industry in 2020 showing massive growth. However, educators worldwide plaguing the sector[51] These are the disadvantages of e-learning by Nursalam:[52]

1)  The lack of Interaction between learners and also students was in the online classroom experience.

2)  These trends can ignore the academic aspects or social aspects and otherwise make business aspects or commercial growth.

3)  The teaching and learning process tends to be towards training from education itself.

4)  Changed in the role of learners from the beginning of mastering conventional learning techniques, it is now also required to know the learning techniques using ICT (information, communication, and technology).

---

[51] L. Gavrilova, Marina., *Computational Science and Its Application-ICCSA 2006:* 6th International Conference, Glasglow, (UK: Springer, 2006), 354.

[52] Nursalam & Ferry Efendi., *Pendidikan dalam Keperawatan,* (Jakarta: Salemba Medika, 2008), 140.

5) This information varies in quality and also accuracy so that the guide and the question features are needed.

The main disadvantages of online courses were the likelihood of procrastinating, not understanding content when not face-to-face with the instructor, and more self-discipline for reading and learning. Misunderstanding assignment directions, contacting the instructor for help, and technology issues were all reported as potentially frustrating and stressful disadvantages of online learning.[53]

Thus, it can be concluded that e-learning has various issues to overcome. Teachers indicated e-learning requires more time and commitment and may have limited communication with fellow students.

7. Teaching Difficulties Through E-learning

The era of globalization has brought rapid development in information and communication technology, including education. One of the information and communication technology products that are very interesting to learn is the internet. The internet has been used as a platform for accommodating the teaching and learning process. The use of the internet in the education system is becoming an essential part.

In dealing with the teaching-learning process in this pandemic era, media is essential because social media is a primary means of the students and teachers in giving and accessing information. The utilization of the

---

[53] Ivan Yuhanna, 2020, Journal Educational Verkenning, Under the license CC BY-SA 4.0;, 14.

media, particularly in the online classroom, takes creativity and mature instructional consideration. The use of the internet and supported applications contributing teaching and learning process is unavoidable. Unfortunately, many problems and limitations also arise in conducting the e-learning system during the COVID-19 outbreak.

Niles stated Virtually teaching isn't a new concept, but teachers trained for in-person instruction need to know how to take their skills and apply them to the virtual world. Teachers need to be ready for that. But in some conditions, the teachers had a problem during e-learning classes.[54] The challenge of effectively transferring what is taught in the face-to-face classroom to online is a problem. Anderson, Imdieke, and Standiford, 2011 stated that they saw one of the main challenges as the "disconnect between the way teachers were taught to teach" and how the course content must be delivered in an effective online classroom. Another challenge outlined by Anderson is the almost non-existence of institutional expectations for their online courses. These include the expectations of teachers, students, lessons, and staff. Without understandable guidelines and expectations for faculty members to follow, there is no way to assess the effectiveness of these online courses. Further, Anderson explained that the feedback they received from students seldom helped them adjust their teaching as they would in a face-to-face class.[55]

---

[54] Renell, Niles., *Excellent Online Teaching,* (Amplitudo Ltd, 2020), 8.
[55] Anderson, D., Imdieke, S., & Stander ford, N. S., *Feedback please: Studying self in the online classroom*, International Journal of Instruction, (2011*)*, 4, 3–15, 1.

Online classes are very similar to performing on a stage. Niles state that the teachers should be preparing and practicing the lesson plan and the performance session. They must be there to witness it. With online classes, instructors don't have to perform. They can write, rewrite, and then record and even re-record it until they have it the way they want it. They have various opportunities to make the material as effective as it needs to be.[56]

Teachers are doing online teaching work through the teaching materials and school at their own pace. The teachers and students were interacting with each other in online classes. An online teacher will act more like a facilitator who encourages their students to talk about the materials and interact. Some teachers saw this delay as slowing down their e-learning.[57] When the teachers present complex ideas in their class, teachers invite the student to respond to the material. They can ask any questions on discussion boards, but teachers have to wait for another student to respond.[58]

Additionally, the online delivery method varies from traditional face-to-face education. The interactions are between teachers and faculty, teachers and peers, teachers and technology.[59] Of course, this shift in the instructor's role must be supported by the technology and the curriculum developers, as illustrated.[60] Similarly, Coppola et al. described the role

---

[56] Renell, Niles., *Excellent Online Teaching,* (Amplitudo Ltd, 2020), 12-13.
[57] Ibid., 8.
[58] Ibid., 8.
[59] Ibid. p. 23-24, 1.
[60] Fein, A. D., & Logan, M. C., *Preparing instructors for online instruction*, New Direction for Adult and Continuing Education, (2003)., 100, 45–55.

change for instructors as an opportunity to facilitate interactions between teachers and their peers. Although the interactions vary among LMS, they should ensure the course's success.[61]

Though online classes e-learning can implement on some levels, it's not exactly. Many classroom challenges are often magnified through it. The teachers cannot assess understanding or deliver feedback when they observe students' results.[62] The teachers have a problem effectively monitoring student engagement or developing trusting relationships when they can only communicate on the screen. These challenges are difficult to surmount.[63]

Thus, it can be concluded that teaching English through e-learning has a lot of problems. Many teachers indicated that using the computer for other non-related course activities would be a drawback while working on the course. It comes as no surprise to teachers in traditional classrooms who continually remind students to get off media social.

8. Descriptive Text

Descriptive Text is the Text describing the characteristics of an object or something. As explained by Husna Descriptive Text, writing consists of descriptions, features, and definitions of something, object, or

---

[61] Crawley, F. E., Fewell, M. D., & Sugar, W. A., *Researcher and researched: The phenomenology of change from face-to-face to online instruction*, The Quarterly Review of Distance Education, (2009), 10, 165–176.

[62] Bass, Jossey., *Teachinf in the Online Classroom,* ( A Willey Imprint: 2020), 25.

[63] Ibid., 26.

something. Descriptive writing also involves putting across feelings, describing places, things, and objects.[64]

According to Bernhardt, Harisusmida stated, Descriptive Text presents the appearance of an object (whether it is a thing, person, country, etc.) which occupies space. It is also designed to describe the characteristics of an object. The object may be a person, an animal, or a place. The Text first introduces the thing that is described, called identification. Then, information explains the object that may concern the part, qualities, and characteristically called description.[65]

Descriptive text is a text that draws the shape of a person, place, animal or things obviously. According to Thommy, descriptive text is a kind of text that is used to describe a specific object by giving the reader some clues which are appropriated.[66] To create the clues acceptable by the reader, the writer should represent an object noticeable. It also requires to observe and reach specific detail that attractive to our readers' sense.

Descriptive writing is trying to visualize a picture using vivid words as clear as possible.[67] It means that writing descriptive text includes

---

[64] Husna, Lailatul, *An Analysis of Students' Writing Skill in Descriptive Text at grade XI IPA of MAN 2 Padang,* (ELT Journal, 2013), 1(2): 6-7.

[65] Harisusmida, Najmi, *Teacher's Strategies in Developing Students' Ability in Writing Descriptive Text at MTS Jambi Luar Kota*, Graduating Paper was not published, (Jambi: English Language Teaching Education Department and Teacher Training Faculty of University Jambi, 2015), 19

[66] Suparman and Sri Hartatik, *Understanding English Text Genres*, (Surakarta: PT Era Intermedia 2008), 30.

[67] G. E. Tomkins, Teaching Writing: Balancing process and product, (New York: Macmillan, 1994), 111.

describing, explaining, drawing and visualizing some participants into written form. It is expected able to be accepted by the reader

9. Generic Structure of descriptive text

Generic structure can be meant as the way in which the elements of a text are organized to conform its purpose. As stated by Shiahaan and Shinoda, the generic structure of descriptive text is defined as below:[68]

a. Identification

It contains information of the subject that is being explained. The information includes the introduction of the subject.

b. Description

Meanwhile, this part describes parts, qualities, and characteristic of thing. In other words, this part focuses on explaining the subject look like.

Based on the explanation above, it shows that descriptive text has two generic structures, they are identification and description. Identification part discusses the introduction of the subject whereas description part draws the subject apparently. Those structures help the readers determine inside each paragraph's purpose.

10. Language Features

In descriptive text, the language features are contained four mainly features. It also stated by Knapp and Watkins, the grammatical features of descriptive text are composed into four parts, such as follow:[69]

---

[68] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), 89.

a.  Focus on specific participants

It means that descriptive text should be focused in describing a current participant, such as "My English Teacher", "My Cat", "My favorite place" and so on. It is suggested to make the text easy to conclude. It also helps the reader to focus in one subject liberally.

b.  Simple present tense

Simple present tense is one of tenses that is usually used in writing descriptive text. This tense describes the habitual activities. It is also used to explain general statements of fact action. Azar states there are some forms of the simple present tense and the present progressive, such as:[70]

c.  The use of noun phrase

It means in visualizing the characteristics of the subject or object, the writer should arrange noun phrase currently, such as "My teacher has beautiful hair". From an example before, it shows that beautiful indicates as an adjective whereas hair indicates as noun than a noun word is followed with an adjective can be called adjective phrase.

d.  The use of attributive and identifying process

It contains the use of the ownership like has or have. Each subject uses the differential ownership, has is belong to she, he, it while have is belong to I, you, they, we. For the example: "Roni has a big house"

---

[69] Peter Knapp and Megan Watkins, *Genre Grammar*, (Sidney: University of New South Wales, 2005), 98.

[70] Azar, *Fundamental of English Grammar*, 3rd Edition, (America: Longman, 2003), 4.

Meanwhile, Indriastuti stated that Descriptive Text is a type of Text widely used in daily life describing objects, places, humans, animals, etc. Descriptive Text is used to explain what kind of objects or living things we are telling, both in appearance, smell, sound, or texture of the object or these living things. The communicative Objectives of Descriptive Text describe and express the characteristics of objects, places, or particular creatures in general, without research or in-depth research.[71]

It sums, Descriptive Text is a type of Text that is widely used in daily life in describing objects, places, humans, animals, and so on. Descriptive Text is an English text to explain what kind of objects or living things we are describing, both in appearance, smell, sound, or texture of the object or these living things

11. Covid-19 outbreak

Corona virus disease 2019 (COVID-19) is a type of virus (SARS-CoV2) known to originate from Wuhan, China, and was discovered at the end of December 2019. At first, the transmission of this virus could not be determined whether it could be through between humans. The number of cases continues to increase over time. Finally confirmed that the transmission of pneumonia could spread from human to human.[72] Until

---

[71] Indriastuti, Atiek, *Improving the Descriptive Text Writing Skill Using Magic Card in English Class in 10th Grade*. (Unimus Journal, 2018), 8(1): 59-60.

[72] Yuliana, *Corona Virus Disease* (Covid-19); Sebuah tinjauan literatur, Wellness and Healthy Magazine, (February:2020), 2(1), 187-192.

now, this virus is quickly spreading, still mysterious, and research is still ongoing.

The Covid-19 outbreak has hit the world, and Indonesia became one of the counties affected by the Covid-19 on March 2th 2020. With this pandemic, the Minister of Education and Culture Nadiem Makarim issued circular handling of the COVID-19 outbreak. The handling instruction was aimed at the Department of Education at the provincial, district, and city levels, higher education institutions, higher education leaders, and principals through SE Number 3 of 2020 concerning prevention of COVID-19 on the education unit.[73]

It refers that the COVID-19 outbreak has spread rapidly worldwide, giving effect in various fields, including economic, social, tourism, and education. At the same time, quarantine is a system of separating and limiting the movement of people for some time to prevent transmission of disease. It lasts long enough to ensure the person has not contracted an infectious disease. It is a challenge for all of the human, cause the implementation of activities in Indonesia during the covid-19 pandemic experience several visible changes. Of course, here the human requires adaptation and also makes a new strategy to their actions.

---

[73] Update Corona 5 Maret 2021, Retrieved from CNN Indonesia ( https://m.cnnindonesia.com accessed April 12 2021).

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Data Approach Design

In this research, the researcher used descriptive qualitative research that focuses on the difficulties of English teachers in teaching through e-learning classes. Qualitative research tells and analyses the abilities, forms, uniqueness, and variations of words produced by teachers in e-learning classes.

Leavy (2014) argues that:

"Qualitative research is generally characterized by inductive approaches to knowledge building aimed at generating meaning. Researchers use this approach to explore; robustly investigate, and learn about the social phenomena; to unpack the meanings people ascribe to activities, situations, events, or artifacts; or to build a depth of understanding about some dimension of social life".[74]

The values underlying qualitative research include the importance of people's subjective experiences and meaning-making processes and acquiring a depth of understanding (i.e., detailed information from a small sample). Qualitative research is generally appropriate when your primary purpose is to explore, describe, or explain.[75]

So, it can be concluded that descriptive qualitative tries to describe a social phenomenon in words. The primary purpose of descriptive research is to describe the state of view as it exists today. Simply Stated, this is a fact-

---

[74] L Freeman, D & Aderson, M., *Techniques & Principles in Language Teaching,* (Oxford University Pers, 2011), 18.
[75] Ibid., 23.

39

finding investigation. Conclusions can indeed be accepted in the descriptive analysis, but it doesn't build a cause-and-effect relationship.

The researcher applied a qualitative approach by observing indirect locations at school, observing teachers and students in the teaching-learning process, and naturally catching information from several interviewers within its real-life context. Using this method, the researcher intended to examine the implementation of English teachers in writing through the online class.

## B. Research's Roles

Participant observation enables researchers to learn about the activities of the people understudy in the natural setting through observing and participating in those activities.[76] The researcher was an instrument of the research. The researcher had to be an interviewer and a collector of data. DeMunck stated that the researcher is the primary data collection and analysis instrument that collected, coded, and analyzed the data.[77] In other words, the researcher is a participant in the research. The research conducts the study in the natural setting through analyzing and collecting the data.

It can be described that the researcher's roles were as an interviewer who asks some questions about the teachers' difficulties in teaching writing. And as a collector that collected some data related to e-learning in the online classroom at SMK Kimia Fathul Muna.

---

[76]www.qualitative-research.net
[77] John W. Creswell, Qualitative Inquiry and Research design: Choosing among five approaches (2nd edition), (CA: Sage Publications, 2007), 37..

## C. Research Setting

1. Research Place

    The research location was the coverage area on which the research is based. In this study, because of COVID-19, which requires learning activities to be online learning, the researcher conducted this research in terms of the teaching strategies of English teachers at SMK Kimia Fathul Muna with the e-learning method. It is located at Street Tanggulangin No. 20 A Mlandangan, Sambit, Ponorogo.

    The researcher's reason for choosing the school is to know the teachers' difficulties in teaching English writing in the actual learning target. Therefore, the researcher already knew the teachers' problems in teaching through e-learning and wanted to deeply analyze the teachers' results of teaching writing in descriptive text.

2. Research Time

    This research was conducted from the beginning to the end of July 2020. With the enactment of WFH (Work From Home), so researcher conducted this research online. The researcher also conducted direct interviews from July 16th until August 25th, 2021.

3. Research Subjects

    The selection of the subject is based on the uniqueness of the case. In this study, the researcher analyzed the teachers' difficulties in English writing skills; obviously, the issue taken is English teachers. In this study,

the problems were two English teachers and 20 students of SMK Kimia

Fathul Muna

## D. Data Source

Typically, data are structured but do not cover any information that is used in specific contexts.[78] Conducting the primary data of this study, the researcher presents several descriptions of sources like observation, interview, and documentation. Data is an essential aspect of conducting qualitative descriptive research. The researcher can get original information about the teachers' implementation and difficulties teaching writing through E-learning classes at SMK Kimia Fathul Muna.

A data source is a person, something, or a place that provides information related to research. The primary data sources in qualitative research are words and actions. More than that is additional data such as documents and others.[79] On this part, the researcher gets the data from several sources such as English teachers' interviews and students' questionnaires, documentation of WhatsApp chat, in the form of the written text in the field notes, and interview transcripts from English teachers at SMK Kimia Fathul Muna.

---

[78]Mohajar, H. K., *Research Methodology, Bangladesh*: Munich Personal RePEc Archieve, Retrieved from https://mpra.ub.uni-muenchen.de/83457/, 1, (diakses pada tanggal 26 Januari 2021).

[79] Mohajar, H. K. Ibid. p, 2.

## E.  Data Collection Technique

In this research, the researcher used some techniques in collecting the data. It aims to get valid information about the teachers' implementation and difficulties in teaching English E-learning classes. These are the instruments that are used to collect the data:

1.  Questionnaire

A questionnaire is a research instrument consisting of series of questions to gather information from respondents.[80] The set of questions should be understandable and possible to help the researcher for getting information.

In this research, the researcher gave the questionnaire sheet to the student. The questionnaire contains some questions about the use of e-learning in learning English writing. Then, the researcher analyzed and concluded the questionnaire result of twenty students at SMK Kimia Fathul Muna. It ended with ten students of tenth grade, and half of them are eleventh grade.

2.  Interview

The use of interviewing as a research methodology is second in importance to direct observation in qualitative research.[81] In this study, the researcher prepares the questions and engages in conversation to get precise information and valid data. The researcher interviewed the teachers of SMK Kimia Ftahul Muna by giving several questions. The questions

---

[80] https://en.m.wikipedia.org/wiki/questionnaire

[81] Eisner, *The Use of Interviewing*, 1991, 183.

about how the teacher conducts the E-learning class in teaching English and the problem when teaching English using the E-learning method.

Those questions are present clearly in this research within description form, which is like the researcher's field note after observing and analyzing the activity of the e-learning class given by the teacher in teaching English at SMK Kimia Fathul Muna.

In this case, the researcher used structured interviews with English teachers at SMK Kimia Fathul Muna. Interviews are conducted to obtain accurate responses and information about teachers' difficulty teaching writing through E-learning classes. The function of the discussion in this study is to check the data and ensure that the data is genuinely valid.

3. Documentation

Documentation is the combining collection of the data. Documentation is derived from the process of observation, interview, field notes, and files from the institution. According to Ary, documentation refers to a wide range of written, physical, and visual materials, including other researchers' term artifacts.[82] In this case, the researcher made a note, took photographs, and took a screenshot chat to prove teaching-learning activity.

---

82 Donald Ary, Lucy Cheser Jacobs, Chis Sorensen, and Asghar Razavieh, *Introduction to Research in Education 8th Edition*, (Canada: Thomson Wadsworth, 2010), 481.

## F. Data Analysis Technique

This study used qualitative data analysis techniques. "In qualitative research, all investigators or researchers focus on the problems studied, guided by the conceptual or theoretical framework."[83] Data analysis in qualitative research is often carried out simultaneously or together with data collection. Then, the data analysis in this study included several steps or stages; coding, data reduction, data display, and make conclusions or interpretations:[84]

1. Coding

In qualitative research, data coding plays an essential role in data analysis and determining the quality of data abstraction of research results. Codes in qualitative research are short words or phrases that symbolically summarize, highlighting the message, capturing the essence of a portion of data; this encoding can be based on language or visual data. With more straightforward language, codes are short words or phrases that contain the essence of a data segment.

In research, the researcher can analyze some data coded such as meaning statements, behavior, events, feelings, the informant's action, and others depending on what is contained in the data segment faced. After obtaining data, the researcher collected data by placing all units with the same code, making the researcher easier in reading the data. In short, with this coding, the researcher could be important underlying data appropriate to the research topic. The coding was described as follow:

---

[83] Shi, H., *Learning Strategies and Classification in Education. Institute for Learning Styles Journal*, (2017), 1, 24-36.

[84] Arikunto, Suharsimi., *Penelitian Tindakan Kelas*, (Jakarta: BumiAksara, 2006), 211.

**Table 3.1 The coding of Teacher and Strategy**

| No | Source | Coding |
|----|--------|--------|
| 1 | Teacher 1 | T1 |
| 2 | Teacher 2 | T2 |
| 3 | Kimia | KI |

2. Data Reduction

The first step is analyzing qualitative data involves data condensation or reduction. Data condensation means the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written field notes, interview transcripts, documents and other empirical materials.[85] In this step, the researcher collected the data of using language features in writing descriptive through questionnaire, interview and documentation. The researcher, then transcribed the data. The irrelevant data which are not related to research questions were discarded. Meanwhile, the relevant data are collected and displayed in the form of descriptive.

Reducing data means summarizing, choosing the main thing, focusing on the essential items, and seeking theme and pattern. Thus, the reduced data provide a clearer view and make it easier for researchers to conduct further data collection and look for it if necessary. Data reduction can be assisted with equipment, such as computers, notebooks, and so on.

---

[85] Sugiyono, *Metode Penelitian, Kualitatif kuantitatif dan R&D*, (Bandung: Alfabeta, 2017), 246-253.

In this stage, the researcher obtained data from interviews with the teacher, which shows the teachers' difficulties in English e-learning classes. In this step, the required data is entered while irrelevant information is not used.

3. Data Display

The second step is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.[86] It presents a set of organized information that gives possible withdrawal of conclusions. The process of displaying data was based on the formulation of the research problems. The first research problem is to explore the teachers' difficulties in using e-learning classes in teaching writing. The second research problem focuses on finding the factor causing teachers' difficulties in using e-learning classes.

In this step, the researcher presented a set of information that was found in the field. The researcher displayed the data about the analysis of language features in writing descriptive text at tenth-grade students in the descriptive text—the data derived from the questionnaire, interview, and documentation.

4. Conclusion and verifications data

The conclusion is the final stage of data analysis. The judgment in qualitative research is new findings that have never before existed. Results can be in the form of a description or description of an object before still

---

[86]Arianto, Suharsimi, *Dasar-dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 2003), 172.

dim or even dark, so after being investigated becomes clear. This conclusion can be either a causal relationship or an interactive and a hypothesis or theory. In the conclusion stage, the researcher began to see and examine all data then tell the story by making a relationship between the story so that the researcher got the results and conclusions from the study. Meanwhile, verification means testing the provisional decision for its validity.

In this research, the researcher derived the conclusion after displaying data. The ending summarizes the teachers' difficulties in teaching through e-learning and the factors causing teachers' challenges in teaching English in writing descriptive text. The researcher got a final and perfect conclusion as the answer to research problems. The process was described as follow:

## G. Checking Validity of Finding

Validity refers to the ability of data collection instruments to measure what has to be measured, to get data relevant to what is being measured.[87] In other words, an instrument is considered to have high validity if the instrument can be used as a tool to measure something precisely. Validity is a characteristic of the measurement instrument, and it is directly related to whether the data can be trusted or not. In this study, the researcher tried to acquire data validity. The researcher chose triangulation to check the validity.

---

[87] Arikunto, Suharsimi., Penelitian *Tindakan Kelas*, (Jakarta: BumiAksara, 2006), 201. 1.3(79)

Triangulation is interpreted as a data collection technique that combines various data collection techniques and existing data sources.[88]

According to Patton on stated that there were three triangulation techniques, namely:[89]

1. Triangulation of data is the same or similar data. It is steadier than the truth when excavated from several different data sources.

2. Triangulation researchers are the research results; both data and conclusions about specific parts or as a whole can be tested for validity from several researchers.

3. A researcher carries out a triangulation methodology by collecting similar data and using different techniques or data collection methods.

In this research, the researcher used methodological triangulation to get the validity of the data. Besides, the researcher collected the data by questionnaire sheet, official records from the interview, and pictures of the student documentation. The researcher used triangulation to verify the collected data from an interview with an English teacher, a questionnaire, and the study's documentation.

---

[88] Sugiyono, *Memahami Penelitian Kualitatif* (Jakarta: PT Gramedia Pustaka Utama, 2012), 4(83).

[89] H. B. Sutopo. *Pengantar Penelitian Kualitatif.* (Surakarta: Universitas Sebelas Maret Press, 2002), 78-82.

# CHAPTER IV

# DATA DESCRIPTION

## A. General Data

1. Background of the School

SMK KI Fathul Muna is located at Tanggulangin Street 20A, Mlandangan, Campurejo, Sambit, Ponorogo. Before the school was established, there was already an Islamic boarding school that took care of K. Syahrifin Santoso, S.Ag. Then on 10 August 2004 was based SMK Kimia Industri was with the headmaster was Drs. Winarto.

The area of SMK KI Fathul Muna Sambit was 1646 m². It consisted of buildings, a sports area, yard, library, and laboratory. The facilities were good, and they supported in teaching and learning process. SMK Kimia Industri Fathul Muna had 108 students and 16 teachers.

2. Geographical Location

SMK Kimia Industri Fathul Muna located on Mlandangan village Sambit Ponorogo. SMK Kimia Industri Fathul Muna complex is south of center Ponorogo at north center Sambit government office.

3. Vision and Mission

   a) Vision

To become an educational institution that can prepare its graduates to compete in the world community in the era of free competition, with good character and the spirit of nationalism.

b) Mission

1) Educate students to have knowledge and attitudes so that they become graduates who have spiritual and emotional intelligence

2) Train and develop students to acquire competence in their field professionally according to their needs and be able to compete competitively

3) Developing the institution into an integrated institution that functions as a training center and testing center

4) Improving the welfare of school residents so that harmony is realized for all school members.

5) Educate students to have a spirit of nationalism.

4. School Organization Structure

School organization at SMK Kimia Industri Fathul Muna contains School committee, Headmaster, Vice of Headmaster, Administration Staff, Vice of Curriculum, Vice of Student, Vice of Infrastructure, Vice of Public Relation, Guardianship, Teacher, Student, and Community.

B. **Research Findings in Teaching Witing Throuhgh E-learning Classes at SMK Kimia Industri Fathul Muna**

1. The Research Findings from an English Teacher's Interview

This research is conducted to analyze some teachers' difficulties in teaching English e-learning classes. It involves the two teachers in SMK Kimia Industri Fathul Muna. The researcher finished the research

procedure interview on Monday, 28 August 2021. The English teachers had been asked twenty questions about the application of e-learning in teaching English. The researcher focused on a general question about the difficulty of e-learning in teaching writing.

Teaching English e-learning classes is not easy. With different skill levels in each class, teachers must use effective strategies to learn the material. Although e-learning was helpful, many teachers often argued that e-learning classes are the complicated method that needs more application. The English teachers also stated that e-learning classes are the problematic methods, such as below:

> T1: "In my opinion, e-learning is a learning system that can be used wherever we are. With the help of applications and the internet, we can reach various information from various sources. And this e-learning is also beneficial in the teaching and learning process during this pandemic."[90]

> T2: "E-learning, in my opinion, is reasonably broad learning for teachers and students. The scope is comprehensive, and both teachers and students can access material or references from anywhere. But yes, in my opinion, learning in class is much easier because we can interact directly with students and can clearly understand students' understanding."[91]

Based on the statement above, e-learning has both positive and negative sides. Both depend on how teachers can teach their students and also deal with the situation. But, learning in the classroom is felt much more effortless than in e-learning classes.

---

[90] Teachers' interview Result, see appendix 2
[91] Teachers' interview Result, see appendix 2

In practicing e-learning classes, the teachers had strategies to communicate with their students. It can be solved by conducting the e-learning class of understanding language. It was necessary for the teachers to facilitate students with convenience to interact and communicate each other. When both teachers teach their students, they guided them with two languages by using Bahasa and English. It can be confirmed as below:

> T1: "Sometimes I use Bahasa, and I speak English because students will understand better if that's the case, rather than just using English."[92]

> T2: "I usually teach my material using two languages, English and Bahasa. I do this so that students have a better understanding of the learning material."[93]

Besides them, many students were still bored with e-learning classes. In conducting the students' learning, the teachers gave motivation and paid attention to students who did not join in e-learning classes. The teachers were supposed to elicit how they can help their students. The teachers facilitated students to improve their motivation and created a good strategy in e-learning to help the teachers gather students' backgrounds. They clarified them as below:

> T1: "Yes, this is inconceivable. Many students often do not participate in my lessons. But I always motivate them, and usually, I call them one by one first, so they are notified with me."[94]

> T2: "By giving them what they like, it means to do what they want. For example, if students wish to negotiate assignments or class hours with me, I usually obey them if

---

[92] Teachers' interview Result, see appendix 2
[93] Teachers' interview Result, see appendix 2
[94] Teachers' interview Result, see appendix 2

they still follow my learning goals. That way, the students will be more obedient and interested in my learning system."

In teaching descriptive text, English teachers had some strategies to improve students' writing ability. It was solved by conducting and showing the e-learning classes using WhatsApp chat, YouTube video, PowerPoint, transcript text from various sources, pictures, etc. In implementing descriptive writing through an e-learning class, the teachers had several ways to explain. It can be confirmed as below:

> T1: "The strategy I use is to give a module (summary) of a descriptive topic and an example, then provide a video about the descriptive text. In addition, I use text details and mind map methods."[95]

> T2: "I usually teach using PowerPoint, and for more details, I give a YouTube video in the form of a link to better understand the descriptive text material. In addition, I also often provide examples of descriptive paragraphs in the form of pdfs and pictures."[96]

The teachers used media to help and facilitate in teaching descriptive text. Using online chat is one of the most appropriate strategies. In teaching English, the teachers and students used WhatsApp groups to discuss the material whenever they wanted to give an opinion and ask a question that they think is unclear. The teachers also used PowerPoint to summarize and explain the material and did not forget to use YouTube videos to clarified the material's understanding. Another strategy used the example of descriptive text and pictures to teach the students. It is the strategy to help the students

---

[95] Teachers' interview Result, see appendix 2
[96] Teachers' interview Result, see appendix 2

recognize the material. Moreover, in applying descriptive writing strategy through classroom e-learning, they gave an assignment and exams. It can be confirmed as below:

> T1: "With the habit of practicing assignments and exams, students will be responsible for learning descriptive text material and applying it."[97]

> T2: "With the habit of practicing assignments and exams, students will be responsible for learning descriptive text material and applying it."[98]

In practicing the students' learning, the teacher gave them some assignments. In teaching writing descriptive text, the teachers provided some examples of descriptive text. It helped the students habitually with the sentence and paragraphs of descriptive text correctly. However, the students were still confused the material. The teachers explained the form of a voice note. It was confirmed as below:

> T1: "If students ask, I will answer using voice messages or video links from various sources. But most students are silent about this material. So, I'm also confused. The students have understood it or not."[99]

> T2: "Usually, I give a summary, or I explain using voice messages. That way, the students will understand more about the material."[100]

The teachers used voice notes and guided the students to watch the video to understand descriptive text deeply.

---

[97] Teachers' interview Result, see appendix 2
[98] Teachers' interview Result, see appendix 2
[99] Teachers' interview Result, see appendix 2
[100] Teachers' interview Result, see appendix 2

As a result, in conducting e-learning, the teachers did not get maximum teaching results. Teachers had subdivision barriers like lack of adequate knowledge about e-learning environment, the difficulty for assessment of different domain progress. Some of the lessons had to be explained very clearly during the regular meeting. It was confirmed as follow:

> T1: "I have experienced many difficulties during e-learning. One of them is in the operation of the technology. Besides that, it also conditions their students. Because many students do not attend my class, I cannot give full attention to all students. It makes it difficult for me to determine students' understanding of my material."[101]

> T2: "There must be many difficulties when teaching distance, whether it is from the outside or the inside. The teacher can't feel the chemistry of the interaction between teachers and students, then in the explanation of the material, and assignments to students are also often constrained because students often don't make appointments. Sometimes students fill in attendance and then go offline from learning hours. It makes it very difficult for me to provide feedback or an assessment of each student."[102]

Some teachers were confused and had a difficulty in applying e-learning classes. The difficulties had by the two teachers in assessing the technology and explaining the materials. The teachers had less ability to deal with technology. It can be confirmed as follow:

> T1: "I think this is my first experience in teaching using e-learning, and I'm also quite old. So, for the latest update of e-learning, I don't follow it, and sometimes I'm still confused about its operation. In terms of learning, maybe because the material is also descriptive and requires

---

[101] Teachers' interview Result, see appendix 2
[102] Teachers' interview Result, see appendix 2

language feature rules. And if I explain grammar online, it's difficult; I'm afraid the child will misunderstand and don't understand the summary of the material or my explanation. What is certain is that distance teaching is difficult because apart from the lack of interaction, I can't ensure students' understanding of descriptive material."[103]

T2: "From the several factors above, in my opinion, the most effective learning system in e-learning is the teacher-student interaction relationship. The difficulties is that the child is lazy to follow my learning, and maybe I am the one who is not motivating them. Initially, I was very confused by this condition. I have reprimanded my child, but the response is the same. And for their assignments, students often copy and paste from the teacher. Sometimes even the answer is the same as other students. It makes me confused in determining students' understanding of descriptive material. Then for the problem of descriptive material, students must understand more about the language feature. But here, the students don't want to listen to the material but immediately spell out the task I gave, so the results are like Indonesian translated and didn't use the language rules."[104]

Teachers' difficulties also came from students understanding the material. Some students were confused and lazy in understanding the material. In did the assignment, they preferred to look at references from Google and copying friends' works rather than understanding the material from their teachers. This proves that the students' lack vocabulary, students' incapability in composing the sentence, students' difficulties in using the tenses, level or capability different of students) and the time to do the task is limited. However, e-learning had positive and negative sides. It is stated by their English teacher, such as below:

---

[103] Teachers' interview Result, see appendix 2
[104] Teachers' interview Result, see appendix 2

T1: "Of course there are the advantages and disadvantages of e-learning. I think e-learning has helped me in online learning so far. I can also teach wherever I am and set the schedule. If you are at home, you must have a lot of work. The students are also not very active in learning time, so the interaction is also less. If the drawback is that by teaching through e-learning, I cannot maximize my time and learning materials. Then the final result, in my opinion, is also less effective because I don't know for sure with students who are serious about learning or vice versa. Because we don't have direct contact with them, it is difficult for me to assess each student."[105]

T2: "Everything has its positives and negatives. In my opinion, the positives of e-learning are that it helps me teach in this condition. But in my opinion, the negative is more dominant. Because e-learning is more complicated than face-to-face learning, whether it's a difficult of damaged or inadequate technology, the internet is not smooth, or sometimes there is trouble. The interaction with students is not optimal, also in assignments and assessments of students that make me a little doubtful about the results of my learning, especially on its effectiveness. Because here, I cannot maximize my learning outcomes. Most of the students were often indifferent to my material, and when I scolded them, they only replied once or twice and then off again. Yes, the point is that during this covid-19 pandemic, the learning method has changed almost 90%, right. So maybe the students and I are still adapting too."[106]

In rate the students' learning, the teachers gave them some assignments. This method helped the teachers know students' ability in the teaching and learning process, students' responses and feedback during learning, and what things are essential to improve and increase. In addition, the teachers also evaluate from the activities students in giving their opinion or feedback and students' attitude during e-learning classes. It can be clarified as follow:

---

[105] Teachers' interview Result, see appendix 2
[106] Teachers' interview Result, see appendix 2

T1: "I rate students based on their habits and activities in the e-learning class. Usually, when I give the material, I see who responds or asks questions about my material. Then, with their questions, I gave assignments according to the students' abilities. So, I saw them directly during the learning process. Because if I only see the results of their work, I don't believe it. So, in conditions like this, I think my assessment is not optimal for each student."[107]

T2: "I usually judge students based on their habits and behavior when e-learning takes place. And also, from the time of collection of tasks. I automatically see from how students submit assignments on time. The difficulty is tricky because e-learning is not face-to-face, so I don't know which students are sincere in their tasks and which ones are not. It also makes it difficult for me to provide feedback on his learning."[108]

From the statement above, it was defined that they see the major wrongly on the students' assignment sheet. Whenever many students steadfastly maintained their effort in e-learning classes. Moreover, evaluation is still lacking. It is stated by their English teacher, such as below:

T1: "In my opinion, it helped me in teaching descriptively through e-learning. But on the other hand, evaluating e-learning classes for students is still very low or not optimal. For example, in the learning strategy that I made, I don't know whether the students completed it honestly or not."[109]

T2: "it is still confusing, but I evaluate the student from their result and student performance during the learning process."[110]

Based on the interview results above, it can be seen that the teachers were helped in teaching English through e-learning classes.

---

[107] Teachers' interview Result, see appendix 2
[108] Teachers' interview Result, see appendix 2
[109] Teachers' interview Result, see appendix 2
[110] Teachers' interview Result, see appendix 2

The teachers explained and conducted an online discussion with the students. In conducting the online courses, the teachers applied several applications in supporting the online teaching and learning process. Some of the difficulties also arose during e-learning. The arisen teaching difficulties were: the teachers' disability in accessing technology, school facilities supporting e-learning, the difficulties in explaining the material, etc. Nevertheless, the teachers expressed that the e-learning system relieves their responsibility in conducting the teaching and learning process during this COVID-19 outbreak.

2. The Result Finding from Students' Questionnaire

To know about the teachers' difficulties in English e-learning classes at SMK Kimia Industri Fathul Muna, the researcher used a qualitative method based on how many students answer each item in the questionnaire. The students' questionnaire already has the transcription based on the questionnaire sheet. This questionnaire had been filled on Thursday, 2 September 2021 by the students of SMK Kimia Industri Fathul Muna which consists of 20 students. The result used to support data to strengthen the teachers' interview results. Those results can be clarified as below:

The first result defined those students who strongly disagreed about the statement "The e-learning system provides complete, useful, up-to-date and appropriate content". It can be confirmed that 3 students disagreed with that statement. The next result concludes that many

students disagree about the statement "The operation of the e-learning system is stable, smooth and easy to use." There are 17 students who disagreed and 2 students strongly disagree with the statement. 11 students disagreed and 9 students strongly disagree with this statement "My application was responded to by e-learning quickly and accurately". The statement "The e-learning system is very helpful in my learning from home" reaches 1 student disagreed and 1 student strongly disagree with the statement.[111]

There are 12 students disagreed and 1 student strongly disagree with the statement "Learning through e-learning makes it easier for me to learn the material given by the teacher." The next result is many students disagreed with the statement "Learning through e-learning makes it is easier for me to do assignments from the teacher." 15 students agreed and 4 students disagree with that statement. The next result is 9 students disagreed and 9 students strongly disagree with the statement "Learning through e-learning makes it easier for me to think and interact with teachers and friends." The statement "Learning through e-learning makes it easier for me to know the results quickly" reaches 15 students who disagreed and 5 students who strongly disagree with the statement.[112]

There are 7 students disagreed with the statement "The e-learning system provides a secure learning and testing environment." The next result is many students disagreed with the statement "The method of

---

[111] Look at research questionnaire sheet, see Appendix 3
[112] Look at research questionnaire sheet, see Appendix 3

testing assignments and assessments through e-learning is fair and equitable." 10 students disagreed and 1 student disagree with that statement. The next result is 10 students disagreed and 9 students strongly disagree with the statement "The evaluation method through e-learning is very easy to understand" statement "The e-learning learning method records the performance of the progress and learning activities that I participate in" reaches 9 students disagreed and 8 students strongly disagree with the statement.[113]

There are 15 students disagreed with the statement "Interactivity of learning through the e-learning system helps me in mastering the material." The next result is many students disagreed with the statement "Interactivity of learning through the e-learning system increases my motivation and enthusiasm for learning." 19 students agreed and 1 student disagrees with that statement. The next result is 8 students disagreed and 12 students strongly disagree with the statement "Interactivity of learning through e-learning provides a sense of comfort and closeness between teachers and students." The statement "Interactivity of learning through e-learning gives a sense of pleasure and satisfaction" reaches 10 students who disagreed and 8 students who strongly disagree with the statement. Those results can be clarified as below:

---

[113] Look at research questionnaire sheet, see Appendix 3

**Table 4.1**
**The Result of Teacher's Questionnaire**

| No | Brief Statement | Frequency | | | |
|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | The e-learning system provides appropriate content | 1 | 16 | - | 3 |
| 2. | The e-learning system is easy to use | 1 | - | 17 | 2 |
| 3. | The e-learning give quickly and accurately responded | - | - | 11 | 9 |
| 4. | The e-learning system is very helpful | 1 | 17 | 1 | 1 |
| 5. | Learning through e-learning makes me easier learn the material | - | 7 | 12 | 1 |
| 6. | Learning through e-learning makes me easier to do assignments | - | 1 | 15 | 4 |
| 7. | Learning through e-learning makes me easier to think and interact | - | 2 | 9 | 9 |
| 8. | Learning through e-learning makes me easier to know the results | - | - | 15 | 5 |
| 9. | The e-learning system provides a secure learning and testing | - | 13 | 7 | - |
| 10. | The method of testing assignments through e-learning is fair and equitable | - | 9 | 10 | 1 |
| 11. | The evaluation method through e-learning is very easy to understand | - | 1 | 10 | 9 |
| 12. | The e-learning method records the performance of the progress | - | 3 | 9 | 8 |
| 13. | The interactivity of e-learning system helps me in mastering the material | - | 15 | 5 | - |
| 14. | The interactivity of e-learning system increases motivation | - | - | 19 | 1 |
| 15. | The interactivity of e-learning provides a sense of comfort | - | - | 8 | 12 |
| 16. | The interactivity through e-learning gives a sense of pleasure and satisfaction | - | 2 | 10 | 8 |

**C. The Data Description of the Teacher' Difficulties in Teaching Writing Through E-learning Classes**

1. Description of Finding

The aim of analyzing the teachers' results in teaching writing descriptive text through e-learning is to operate the technology and difficulties in handle the students. The researcher analyzed some difficulties that arose in the e-learning process such as, the use of media, in interacting with the students, in explaining the material. Then, in evaluating the student result. The teachers' difficulties in teaching writing through e-learning was classified as follow:

The first difficulties are the use of technology. This difficulty had become the main weakness of the teachers of SMK Kimia Industri Fathul Muna. The teachers had less ability to deal with technology. They confused about operating the application and how to maximize its use. They lack knowledge about the upgrade of media. They also made mistakes in input the data. Moreover, they felt uncomfortable following the learning process.

Secondly, they were difficult to interact with students. Interaction is one of the important things in the learning process. But they were very rarely doing in e-learning process. The students often did not join the e-learning class. And The teachers got frustrated in motivate them in joining

online courses, for it was not easy to make sure that the students were interested in the e-learning process.

Thirdly, they had a difficulty explaining the subject of the study. Explaining the material is the way to achieve success in the learning process. They cannot build chemistry, physics, and others with the students. Some of the lessons had to be explained very clearly during the normal meeting. They got frustrated in explaining them online for it was not easy to make sure that the students understood the explained materials.

Fourthly, they were difficult in evaluating the student result. They cannot assess understanding or deliver feedback when they observed students' results. The teachers had a difficulty effectively monitoring student engagement or developing trusting relationships when they can only communicate on the screen. In teaching writing the teachers must make sure that students can understand with languages feature of descriptive text. But some conditions made teachers confuse about the students' results. Most results of the students' work were just copied from Google or imitated their friend's work. Hence, the teachers confused in gave rates to each student.

Furthermore, the researcher made the students' questionnaire sheet which consists of sixteen statements. The result of the students' questionnaire sheet was some students agreed that they had also difficulty dealing with the technology. The students' questionnaire proved that the cause of those difficulties is they did not conduct e-learning classes and

cannot maximize an e-learning process. They were hard to understood the material in an e-learning class. In other words, they felt uncomfortable learning in e-learning classes.

2. Summary of Finding

   a. The Interview with the English Teachers

      From the interview with the English Teacher, it was inferred that the teachers' difficulties in assessing the technology. They often made mistakes in input and operating the media. The teachers were difficulty to interact with the student. It can be seen by the teacher's observation during the teaching-learning process. Then, the teachers' difficulty to explain the material. They confused about students' understanding of the material. And the last, teachers' difficulty in evaluating the student's rate.

   b. The Students' Questionnaire

      In this section, the researcher tried to sum up the finding data of the students' questionnaire result. It is used to know the percentage of the students' opinion and their major difficulty in using the e-learning classes. The summary was drawn as below:

**Table 4.2**
**The Summary of Finding Data**

| No | Difficulty | Percentage (%) | | | |
|----|-----------|---------------|-------|----------|-------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | The difficulties in accessing the technology | 3.75 | 41.25 | 35 | 20 |
| 2. | The difficulties in interacting in e-learning classes | - | 8.75 | 65 | 26.25 |
| 3. | The difficulties in learning material | - | 12.5 | 63.75 | 23.75 |
| 4. | The difficulties in evaluating the result of study | - | 2.25 | 45 | 22.5 |

Focusing on the difficulties faced by teachers, the above table showed detailed appeared difficulties by support data from students' questionnaire. The other aspects of the findings were elaborated on the following discussions. They were based on the questionnaire responses and also online interviews.

The findings implied that 3.75% and 41.25% strongly agreed and agree, meaning that 44.95% of the teachers had less ability to deal with technology. However, 35% and 20% of them, a total of 53% indicated that they had no difficulty related to the ability in accessing technology. Secondly, there were 65% and 26.25%, a total of 91.25% indicated of the students had difficulties in learning material through e-learning classes. It is support of the statement "Teachers' difficulties in interacting with student". Thirdly, there were 63.75% and 23.75%

strongly disagreed and disagreed, meaning that 87.5% of the student's difficulty in learning material. Some of the lessons had to be understandable very clearly during the normal meeting. The last, there were 45% and 22.5%, a total of 67.5% of the students support the statement of "Teachers' difficulties in evaluating the student result".[114]

Based on the statement above, students' questionnaire result supports that e-learning is a new method and the teachers and students were difficulty to adapt the technology. They difficulty to interact with within e-learning classes, and the conducting questions and answers in e-learning classes did not effective. The cause of those difficulties is the students less practice to write descriptive text in their leisure time. Therefore, they also agreed that their writing ability should be developed anymore with e-learning technology. Those old teachers, then, chose to turn over the assignment to the homeroom teacher.

---

114 Look at research questionnaire sheet, see Appendix 3

**CHAPTER V**

**DISCUSSION**

This chapter described the result's observation based on the statement of the difficulty in this study. Conclusion: there is such description of the teachers' interview, description of students' questionnaire, and the description of the accurate documentation concluded from the result of the previous chapter. The researcher interviewed the teachers' difficulties in English e-learning classes at SMK Kimia Industri Fathul Muna. The discussion was explained as follows:

A. **The difficulties of Teachers in Teaching writing in English E-learning Classes at the SMK Kimia Industri Fathul Muna**

Writing is a way to share personal meanings. It means that writing is the way to express feelings and thought to other people that have a purpose. Writing can help people to communicate.[115] Writing is a language skill that is difficult to acquire. Furthermore, in writing, one in which relatively few people are required to be experts.[116] It means writing is complex because the writer needs skills on how to write words correctly and how to put and arrange those words into sentences that are supposed to be meaningful according to grammatical rules. Moreover, writing can arise difficulties for some students because it is a complex skill involving multiple processes and abilities.

---

[115]Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), 09.

[116] Christoper Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), 3.

69

The Indonesian Curriculum states that the teacher of Senior High School should be taught three kinds of writing text: recount text, descriptive text, and narrative text. Descriptive text is the text describing the characteristics of an object or something.[117] The researcher described the teachers' difficulties in teaching descriptive writing. A teacher of English always faces a challenge to teach descriptive writing skills. Because they must analyze spelling words, adjectives, linking verbs, and grammatical features,[118] teachers must teach students how to write the correct grammar and acceptable spelling.

Aside from the difficulties above, the covid-19 pandemic also brings difficulties in teaching writing skills for the teachers. Because teaching-learning activities are carried out with a system online, it realized a difficulty as a teacher conveying writings material.[119] Crawley at. All state, the interactions may vary among LMSs; they must take place to assure the success of the course. Many instructors struggle with delivering content and engagement a lack of visual and face-to-face contact with students.[120] It means feeling less control over how to adjust their classes.

In this research, the researcher focused on the difficulties of English teachers in teaching writing descriptive text through an e-learning class.

---

[117] Ibid., 12.

[118] Ahmad Thommy, *Writing Genre in English*, (Surakarta: PT. Era Pustaka Utama, 2008), 16.

[119] Ibid., 192.

[120] Crawley, F. E., Fewell, M. D., & Sugar, W. A., *Researcher and researched: The phenomenology of change from face-to-face to online instruction*, (The Quarterly Review of Distance Education, 2009), 10, 165–176.

Based on the analysis of the teachers' difficulties in teaching writing through e-learning, the researcher found some difficulties. The first difficulties faced by teachers was related to the teachers' disability in accessing technology—the second, teachers' difficulties interacting with the students. Third, teachers' challenges in explaining the material. And the last was teachers' difficulties in evaluating the student result. They were based on the questionnaire responses and also interviews. Those results can be discussed as below:

1.  Teachers Disability in Accessing the Technology

    To reach the teaching and learning process's goal, especially in the descriptive text writing through an online class, the teacher must provide suitable methods to students.[121] Haidir and Salim state the word strategy is often interpreted by technique or method, which is a way to convey a message, in this case, subject matter, to students to achieve the stated learning goals.[122] Niles stated Virtually teaching isn't a new concept, but teachers trained for in-person instruction need to know how to take their skills and apply them to the virtual world. Teachers need to be ready for that. But in some conditions, the teachers had a difficulties during e-learning classes.[123] Hence, the teachers had less ability to deal with technology. They were confused about operating the application and how

---

[121] Rochyani, & Ari, Widianto., CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching) Vol.2, No. 1, Mei 2020.

[122] Haidir, & Salim, *Strategi Pembelajaran.* (Medan: Perdana Publishing, 2012), 99.

[123] Renell, Niles., *Excellent Online Teaching,* (Amplitudo Ltd, 2020), 8.

to maximize its use. So, they feel uncomfortable following the learning process.

The teachers made a mistake in input the data because it is their first experience. Then, according to the online interview, one of the teachers was categorized as an old teacher, impacting their less ability to struggle with e-learning technology. Those senior teachers then chose to turn over the assignment to the homeroom teacher. It is supported by 44.95 % of students' questionnaire results indicating that they had less ability to deal with the media.

2. Teachers' Difficulties in Interacting with Students

Teachers are doing online teaching work through the teaching materials and school at their own pace. The teachers and students were interacting with each other in online classes.[124] An online teacher will act more like a facilitator who encourages their students to talk about the materials and interact. Some teachers saw this delay as slowing down their e-learning.[125] When the teachers present complex ideas in their class, teachers invite the student to respond to the material. They can ask any questions on discussion boards, but teachers have to wait for another student to respond.[126] Hence, they have difficulties interacting with the students.

---

[124] Rochyani, & Ari, Widianto., CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching) Vol.2, No. 1, Mei 2020.

[125] Ibid., 8.

[126] Ibid., 8.

The factor of teachers' difficulties in conducting the e-learning classes, because they had a difficulties in bearing questions and answer in the online courses. The teachers' interview and 91.25% of the students' questionnaire indicated that most students were monotonous in interacting in the online class. Students rarely respond to learning materials. It made the online classes is very dull and not attractive.

The teachers' difficulties awaken students' motivation. The teachers were complaining about the way they had to motivate the students' online classes. The teachers got frustrated in supporting them in joining online courses, for it was not easy to make sure that the students were interested in the e-learning process.

3. Teachers' Challenges in Explaining the Material

Online classes are very similar to performing on a stage.[127] Niles state that the teachers should be preparing and practicing the lesson plan and the performance session. They must be there to witness it. With online classes, instructors don't have to perform. They can write, rewrite, and then record and even re-record it until they have it the way they want it. They have various opportunities to make the material as effective as it needs to be.[128] But in multiple conditions, it needs the extra time to make it as straightforward as possible. The teacher has to make sure all their

---

[127] Udan. T. A., & Weggen, C. C., *cooperative E-learning: Exploring a New Frontier,* 2000, 21. Retrived 18th April 2021, from http://www.sprectrainteractive.com/pdfs/CorperateELearningHamrecht.pdf

[128] Renell, Niles., *Excellent Online Teaching,* (Amplitudo Ltd, 2020), 12-13.

students know what is expected of them.[129] Hence, the teachers had a difficulty in planning and explaining the subject of the study. Some of the lessons had to be explained very clearly during the normal meeting. The teachers got frustrated in explaining them online for it was not easy to make sure that the students understood the explained materials. We could take the examples of chemistry, physics, and other numerical lessons which were not easy to be explained and understood by the students. Because of the material less attention from each student.

Based on students result, there were some teachers' difficulties in teaching writing descriptive text at SMK Kimia Fathul Muna they were from the students. For example, students' lack vocabulary, students' incapability in composing the sentence, students' difficulties in using the tenses, level or capability different of students) and the time to do the task is limited.

4. Teachers' Difficulties in Evaluating the Students Result

Though online classes e-learning can implement on some levels, it's not exactly. Many classroom challenges are often magnified through it. The teachers cannot assess understanding or deliver feedback when they observe students' results.[130] The teachers have a difficulty effectively monitoring student engagement or developing trusting relationships when they can only communicate on the screen. These challenges are difficult to

---

[129] Rochyani, & Ari, Widianto., CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching) Vol.2, No. 1, Mei 2020.

[130] Bass, Jossey., *Teachinf in the Online Classroom*, ( A Willey Imprint: 2020), 25.

surmount.[131] It makes teachers cannot give maximal attention to each student. Desperate impact with struggling students suffering in more screen. Less connection and less accountability[132]. Hence, the teachers' difficulties in evaluating the student result.

The factor is teachers' difficulties in knowing the students mastering of subject. In teaching writing descriptive text, the teachers must make sure that students can understand with languages feature of descriptive text. But some conditions made teachers confuse about the students' results. Most results of the students' work are just copying from google or imitated their friend's work. Hence, the teachers cannot ensure the development of students' understanding of the learning subject it makes the teachers confused in giving rates to each student.

Not only confirmed by the teachers' results in an interview but also students' questionnaire confirms the teachers' difficulties. The students' questionnaire proved that the cause of those difficulties is they do not conduct e-learning classes and cannot maximize an e-learning process.

The above-summarized data were obtained from the questionnaire and online interviews related to the difficulties and the factor difficulties s faced in conducting e-learning during the COVID-19 outbreak. The teachers felt it was not as easy as showing the teaching and learning process in the regular class. Beyond the existing limita.tions, all of the

---

[131] Ibid., 26.
[132] Rochyani, & Ari, Widianto., CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching) Vol.2, No. 1, Mei 2020.

respondent teachers declared that e-learning help in conducting courses in this COVID19 outbreak.

# CHAPTER VI

# CLOSING

In the previous chapter, the researcher has discussed the analysis result of teachers' difficulties in using e-learning in teaching writing descriptive text. In this chapter, the researcher is going to conclude the results of the research to make the readers having more understanding of teachers' difficulties in e-learning classes. The researcher also gives some suggestions for the school, the English teacher, and the students. They are stated as below:

## A. Conclusion

Based on the data were described previously, the researcher concludes that teachers' disability in accessing technology includes using the media of application, operating the computer and internet connection difficulties. The next difficulty was the teachers' difficulties interacting with the student likes cannot awaken students' motivation and that most students were monotonous in interacting in the online class. The difficulties of the teachers in explaining the materials also appeared as the impact of e-learning includes bearing questions and answer in the online courses and lack of chemistry, physics, and other numerical lessons. This proves that the students' lack vocabulary, students' incapability in composing the sentence, students' difficulties in using the tenses, level or capability different of students and the time to do the task is limited. The last difficulty was the teachers' difficulties in evaluating students' results. The learning process is not maximal, because some students

just only cheat task, and find some similarities in their assignments, then some students do not submit an assignment on time. Overall, the teachers had tried their best in applying strategies and facing the difficulties s in conducting e-learning during this COVID-19 outbreak.

## B. Suggestion

Based on the results of the research on the teacher's difficulties in teaching writing through e-learning, the researcher would give some suggestions. It is hopefully can be useful for:

1. For the English Teacher

For teachers, it is hoped that this research can encourage them to consider a better way of teaching through e-learning classes, especially in teaching writing to improve the student's ability. The teachers should train gradually of information technology to be able their ability in digital age, could add an interesting activity in their teaching procedure that suitable with topic, make variation teaching technique like mind mapping or free writing, give students motivation constantly to make student always have spirit to study English, give an instruction that clearly to avoid students request for additional time and teachers should be better to manage the time.

2. For the Students

From the result, it can motivate students to always the spirit of learning in e-learning classes. The students also have to practice writing,

especially to make sentences with the correct. Since the students' major difficulties in writing descriptive text, they should learn to express their ideas in descriptive text.

3. For the future researcher

There are still many aspects that can be analyzed on the teaching strategy used in descriptive writing through an online class. The researcher also hoped other researchers are interested in conducting similar research so that the results are better than this.
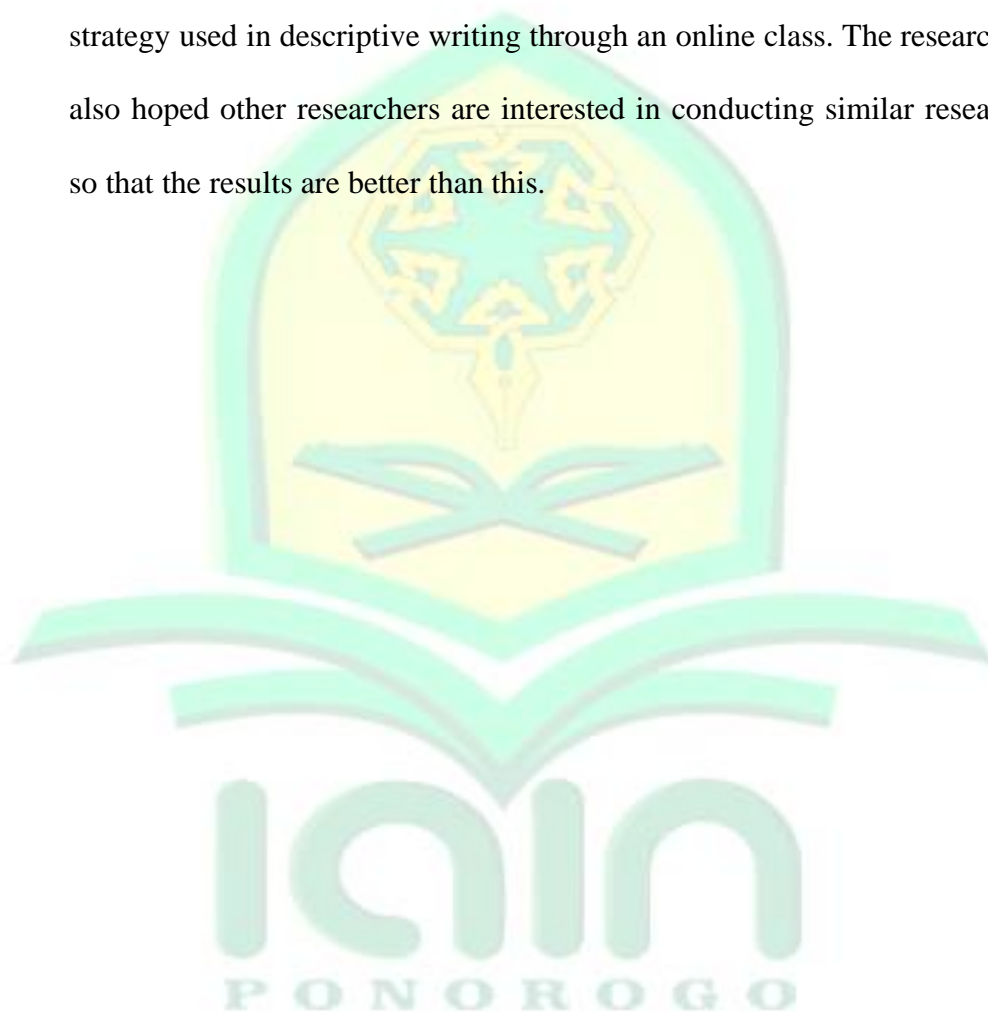
# BIBLIOGRAPHY

Abrar, M., "*Teaching English Problems,"* An Analysis of Elf Primary School Teachers' in   Kuala Tungkal, 2016

Ahmad Thommy, *Writing Genre in English*, Surakarta: PT. Era Pustaka Utama, 2008

Anderson, D., Imdieke, S., & Stander ford, N. S., *Feedback please: Studying self in the online   classroom*, International Journal of Instruction, 2011

Arianto, Suharsimi, *Dasar-dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 2003), 172

Arikunto, Suharsimi., *Penelitian Tindakan Kelas*, Jakarta: BumiAksara, 2006), 211.

Arkorful, V., & Abaidoo, N., The Role of E-learning, The Advantages and Disadvantages of                                    Its   Adoption   in   Higher Education, *International Journal of Education and Research*,        2014.

Bass, Jossey., *Teachinf in the Online Classroom,* A Willey Imprint: 2020

Crawley, F. E., Fewell, M. D., & Sugar, W. A., *Researcher and researched: The phenomenology of change from face-to-face to online instruction*, The Quarterly       Review of Distance Education, 2009

Difficulty,          in          merriamwebster.com          Retrieved          from https://www.merriamwebster.com/dictionary/difficulty          accessed          on January 24 2021

Djamarah, *&* Zain, *Strategi Belajar Mengajar,* Jakarta: Rineka Cipta, 1997

Dobbins, R, "Student teacher's self-esteem in the practicum," *Australian Journal of Teachers      Education*, 1996

Dolar Yuwono, *Writing 1 from Practice to Theory: Getting smart and creative to write,*   Yogyakarta: Pustaka Felicha, 2015

Donald Ary, Lucy Cheser Jacobs, Chis Sorensen, and Asghar Razavieh, *Introduction to        Research in Education 8th Edition*, Canada: Thomson Wadsworth, 2010

Eisner, *The Use of Interviewing*, 1991

Faidzah, Ainul, *How to improve students' writing skills at the eighth grade in mts Manba'us Sa'diyah Bandungan, 2015*

Fein, A. D., & Logan, M. C., *Preparing instructors for online instruction*, New Direction for Adult and Continuing Education, 2003

Fry Heather, at. all., *Handbook: Teaching and Learning in Higher Enhancing Academic Practice,* New York: Pshycology Press, 2009

Harisusmida, Najmi, *Teacher's Strategies in Developing Students' Ability in Writing Descriptive Text at MTS Jambi Luar Kota*, Graduating Paper was not published, (Jambi: English Language Teaching Education Department and Teacher Training Faculty of University Jambi, 2015), 19

Husna, Lailatul, *An Analysis of Students' Writing Skill in Descriptive Text at grade XI IPA of MAN 2 Padang,* ELT Journal, 2013

Gage, N. L. *A Conception of Teaching*, USA: Springer Stanford University, 2009

Goh, P. S., Matthews, B. "Listening to the concerns of student teachers' in Malaysia during teaching practice," *Australian Journal of Teachers Education*, 2011

Haidir, & Salim, *Strategi Pembelajaran*, Medan: Perdana Publishing, 2012

H. B. Sutopo. *Pengantar Penelitian Kualitatif,* Surakarta: Universitas Sebelas Maret Press, 2002.

Harmer, Jeremy. *How to Teach English.* Esex UK: Stenton Associates, 1998

Indriastuti, Atiek, *Improving the Descriptive Text Writing Skill Using Magic Card in English Class in 10th Grade*, Unimus Journal, 2018.

Istiqomah, Sri, *An Analysis of English Teachers' Strategies in Teaching Descriptive Writing at the Second grade of Junior Hight Scholl,* (Tegal: Teacher Training Faculty of University Pancasaki, 2019

Ivan Yuhanna, Journal Educational Verkenning, Under the license, 2020

John W. Creswell, Qualitative Inquiry and Research design: Choosing among five approaches (2nd edition), CA: Sage Publications, 2007

Khan, B., *Managing E-learning: Design, Delivery, Implementation and Evaluation,* (Hershey: Information Science Publishing, 2005), 22.

L Freeman, D & Aderson, M., *Techniques & Principles in Language Teaching,* (Oxford University Pers, 2011

L. Gavrilova, Marina., *Computational Science and Its Application-ICCSA 2006:* 6th International Conference, Glasglow, UK: Springer, 2006

Mohajan, H. K., *Research Methodology, Bangladesh*: Munich Personal RePEc Archieve, Retrieved from https://mpra.ub.uni-muenchen.de/83457/, 1, accessed January 26  2021

Munir, *Pembelajaran Jarak Jauh: Berbasis Teknologi Informasi dan Komunikasi,* Bandung: Alfabeta, 2005

Nursalam & Ferry Efendi., *Pendidikan dalam Keperawatan,* Jakarta: Salemba Medika, 2008

Peha, Steve, *The Writing Teachers' Strategy Guide*, (2010), 6, Teaching that makes sense. Inc. some right reserved. https://ttms.net/shared/static/ldpbe9jvhy.pdf.

R. Lestiayawanati, A. Widyantoro, "Strategies and Problems Faced by Indonesian Teachers' in Conducting E-Learning System During COVID-19 Outbreak", (Journal): Universitas Sains Alqur'an, 2020

Renell, Niles., *Excellent Online Teaching,* Amplitudo Ltd, 2020

Richard, J. C. & Renandya, W. A., *Methodology in Language Teaching an Anthology to Current Practice,* (UK: Cambridge University Pers, 2002), 303.

Rusman, *Managemen Kurikulum,* Jakarta: PT Raya Grafindo Persada, 2009

Saricoban, A, "Problems encountered by Student-teachers during their practicum studies. Procedia Social and Behavioral Science", 2010

Sugiyono, *Memahami Penelitian Kualitatif* Jakarta: PT Gramedia Pustaka Utama, 2012

Shi, H., *Learning Strategies and Classification in Education. Institute for Learning Styles Journal*, 2017

Sudjana, Nana., *Dasar Dasae Proses Belajar Mengajar,* Bandung: Sinar Baru Algensindo, 2005.

Supiani, *Teaching Writing Skill Through Collaborative Writing Technique from Theory to Practice,* JEELS Journal: 2017

Tjoko, Susanto., *Presentai yang Mencengkam,* Jakarta: Elek Media, 2009

Udan. T. A., & Weggen, C. C., *cooperative E-learning: Exploring a New Frontier,* 2000, 21. Retrived 18th April 2021, from

http://www.sprectrainteractive.com/pdfs/CorperateELearningHamrecht.pdf

Update Corona 5 Maret 2021, Retrieved from CNN Indonesia https://m.cnnindonesia.com accessed April 12 2021

Veenman, S. "*Perceived problems of beginning teachers,*" Review of educational research, 2012

Wahyudin, A. Y. and Didi Sukyadi, *A Closer Look at the Implementation of the Curriculum 2013* (Indonesia: Should the RJES, 2015

Wotto, M. (2018). *E-learning, M-learning and D-learning: Conceptual Definition and Comparative Analysis.* Research Gate, 15(4), 191-21

Yuliana, *Corona Virus Disease* (Covid-19); Sebuah tinjauan literatur, Wellness and Healthy Magazine, February: 2020