Online Writing Teaching Strategies during Covid -19 Pandemic

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ABSTRACT

The objective of this research was to find out the online writing teaching strategies during covid 19 pandemic. The research methodology used a qualitative descriptive method, while the information assortment methods utilized interviews, observation, and documentation. The subject of this research was the English teachers who taught at the seventh grade of MTSN1 Bandar Lampung.The result of this research found that there were several strategies used by teachers in teaching writing process including planning, drafting, editing and final version of online strategies during Covid-19 pandemic era. The first teacher used video as learning strategy and small group discuss strategy and from the second teacher used pictures as learning strategy and imaginary strategy in online writing teaching process including planning, drafting, editing and final version. The result showed that the strategies helped the teacher to teach writing online easier. The teacher was able to know the students` understanding of the materials and the students were able to do the assignment given by teacher. The students also gave good response to the teaching writing online strategies during Covid-19 pandemic.

Keywords: *Teaching strategy; writing; online learning; Covid19.*

INTRODUCTION

ELT students are they who are in English for Academic Purpose (EAP) class. It refers to the class where teaching of English has the specific aim of assisting learners to study or to conduct research or even to teach in English language (Flowerdew and Peacock in Ulum, 2015). In addition, Ulum (2015) states that in University settings, candidate teachers are trained on the base of EAP in which programs are situated on language skills needed to perform in the academic context of core subject areas involving vocabulary, grammar and second language skills based teaching covering listening, speaking as well as pronunciation, reading, and writing. In other words, ELT students need support in developing their language skills so that they become more competent in their subject specific courses. Thus, in this case, one of the English skills that should be mastered by ELT students is writing.

Writing is an act which is done by people to show their ideas on paper or the other suitable material with a pencil or pen. According to Brown (2007), "writing is in fact a transaction with words where by you free yourself from what you presently

think, feel and perceive. Nonetheles, Childs (1999) explain that writing is more than picking up a pen and putting words on paper. Writing is one of the skills to be achieved in English language teaching. The word "writing" seems to be very simple and easy to understand. However, it cannot be ignored. The writers will find difficulties because they often consider only themselves when they write and confuse what their ideas to write. As a learning course, learning how to write well is not as easy as just write or type one letter to many words (with no meaning) in a medium. For having meaningful and applicable writing, we have to know its special conventions (punctuation, paragraph constructions and so on) (Harmer, 2001). Moreover, writing requires different kinds of ability depending on the type of writing that is being engaged in (McKay, 2008). For instance, the writer needs to have ability to commit to paper thoughts, ideas, and opinions that seek expression (Jozsef, 2001).

One of the primary ways to encourage students to write is to provide a safe and supportive atmosphere for writing in the classroom. Teachers can provide support for students whilepractice teaching the components of thewriting process including planning, drafting, revising, editing and final version by modelling writing, engaging students in writing conferences, responding to drafts in progress, coordinating the use of peer writing groups, or providing opportunities for individual reflection during the writing process. Students can be encouraged during coaching to grow as writers and thinkers through the use of targeted, specific praise and authentic, probing questions about their writing.

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on. In this research, I use term strategy to imply thoughtful planning to do something. When we use the term method, it implies some orderly way of doing something. Thus, we use the terms technique and procedure as synonyms to signify a series of steps that one takes to employ any general model being used in the classroom. Each of these aspects emanate from a broader and more encompassing model (Orlich, Harder, Callahan, Trevisan, & Brown, 2010:4).

Online learning is carried out by using several media whose content is filled in by the teacher through Schoology, Google Classroom, Zoom, Google Meeting, and Social Media such as Whatsapp and online learning media where the content have been provided by service providers, such as RumahBelajar, IndonesiaX, RumahPintar, Zenius, Ruang Guru, and others (Adit, 2020). Online learning is considered not to be as effective as face-to-face learning, especially for elementary school levels. Various obstacles have emerged, starting from the technical and infrastructure side to the human resources of organizers and participants (Rika, 2020).

In an earlier study, Yani (2016) analyzed teachers` teaching strategies and students` different learning styles in English. This study was conducted to know how the English teachers formulate and implement the teaching strategies on students` different learning styles. The result showed that the teacher used several strategies for the differences in students` learning styles. Another previous studies is from Prabantoro (2018) that analyzed the teacher`s strategy in teaching writing narrative text. The objective of this study was to know the teacher strategies in teaching writing narrative text, to describe how the teacher applied the strategies, and the problems of the teacher in applying the strategies. This study used descriptive qualitative research. The result showed that the teachers used cooperative learning strategy because this strategy made students more active in class. The teacher conducted the strategy by explaining the material, made some groups of students and asked them to write narrative text. The problems found that the students have limited vocabulary, so that the students were still hard to translate the sentences. Not only poor vocabulary but also the grammatical aspects also become the problem that faced by students in learning. These previous studies have the similarity with this research that is related to the teaching writing, but in this present research focused on teaching writing trough online strategies.

Based on the background of the study above, the researcher is interested in observing and finding the teaching strategy that the teacher uses in online writing teaching strategies. The researcher also interested to observe how the teacher faces the problems while practicing teaching writing process including planning, drafting, editing and final version during online learning.

METHOD

This research was conducted with a qualitative descriptive method that focus on the online writing teaching strategies during covid-19 pandemic (Apriyanto & Anum, 2018; Ayu et al., 2020; Herman et al., 2021; MUZIATUN et al., 2020). The method described the result of observation with the data searched from existing sources (see Laswaniyah, 2021; Nurlaeli, 2021; Yansyah, 2022). In this research, the subject were two English teachers that taugh at the seventh grade of MTSN1 Bandar Lampung during covid-19 pandemic era. The data were collected through observation, interview and documentation. In observing the data, the researcher joined the whatsapp group class and zoom meeting class used field note. In interviewing the teacher, the researcher conducted interview through whatsapp chat. Hence, with this study technique, the researcher could investigate the process online writing teaching activity during the pandemic period.

FINDINGS AND DISCUSSION

Finding

The information is taken from the English teachers at the eleventh grade of Junior High School of Lampung Barat in the finding and discussion. The researcher

shows the outcomes of the information from interviews, observation, and documentation that have been dissected. The researcher focuses on the information assortment of the process teaching writing activity during the pandemic time.

Table 1. The Response of first English teacher

No	Theme/Question	EFL Teacher's Response
1.	What are some drastic changes in the teacher faces the problems while practicing the writing process including planning, drafting, editing, and final version during online learning activities?	The learning framework has drastically changed. Before the pandemic, we studied conventionally in the classroom and met in person. If students do not understand a material, they can immediately ask questions, and I (the teacher) can immediately explain, but now it is not the case I use video as a tool to explain the material that I send by E-learning and small group discussion on the online teaching writing process.
a.	Planning	Planning is the first process when the writers are going to write. This is the stage while the writers think about the reason why they write and what will they write. Here, I used a video as a tool to explain the material by send it into E-Learning. After that they can watching the video explanation about the material. So, it can make students more easy and interesting to understand the material while in the online teaching and learning writing process.
b.	Drafting	In the drafting process, they will begin writing. The most important here is to get words into paper. So, that I divided the students into some small group discussion after they finished watching the video. Then, they are start to develop their ideas and to work out a structure.
c.	Editing	In this stage, I will check their writing that they send it to Watsapp group. Then, they will check again and revising it based on my suggestion with their group discussion whether all of their ideas have been conveyed and have been arranged in a clear and appropriate way.
d.	Final version	In the last step, the writers have edited the draft and making the changes in their writing, they produce their final version. The writers have been sure that their writing have perfect enough and ready to send their written text to me. Here, we are discussed the material via Google Meet.

The information above, the researcher can sum up that the learning framework that is utilized by the English teacher before and after the COVID-19 pandemic, the teacher utilized a conventional approach in teaching where the teaching and learning activities occur in the physical classroom, while after the pandemic, it becomes totally internet-based. The same thing goes along with the practice of exercises and quizzes, where it becomes online-based. The different thing is just on how the teacher explain the materialto the students.

Table 2. The responses of the second English teacher

No Theme/Question	EFL Teacher's Response
1. What are some drastic changes in the teacher faces the problems while practicing the writing process including planning, drafting, editing, and final version during online learning activities?	Before pandemic, I teach English learning in the class and it makes me know easily the differences between the students who understand or not about the material. But now it is not the case. Previously after I explain the material directly, students usually can ask me butnow Ideliver the teaching materials by send to the E- learning and they use smartphones for asking the material to me. In other side, students` living area were in the village that had unstable internet connection. So, teaching learning English will not effective that is one of problems.
a. Planning	In this stage, I usually use some pictures in the online writing teaching. They can choose one of them for their writing topic. Then, the students will go back to their list of topics and will select one that they can expand upon. They will write all of the different picture of their choice.
b. Drafting	In this stage they start to write and express their topic from beginning to end. Then, I give them explanation about what they want to write used the imaginary strategy.
c. Editing	In this stage, I checked for their complete sentences by send it to me personally on WhatsApp. After that they will edit their writing based on my suggestion.
d. Final version	Final version is the last step in writing. The writers have edited the draft and making the changes in their writing, they produce their final version. The writers have been sure that their writing have perfect enough and ready to send their written text to me. After that we are discussed their writing in the online learning using Google meet application.

Based on the teachers' responsesabove, the teacher was agreed that some strategies to delivered material need some strategies while on the online writing teaching processusing pictureand imaginary strategy are effective to teach writing skill through online learning class. By using thesestrategies the students get easier finding the writing topic and teacher were able to help students in understanding about what are going to write of their material. The students also felt happy and enjoyed the online learning class because this is the first time for them.

According to the explanation above, theresearcher found some strategy that used by the teacher in the online teaching and learning activity in the online teaching writing.Students also can express their opinion and shared their ideas with their friend in group. In implementing observation and interview the researcher found that used are the video, small group discussion, picture strategy and imaginary strategy in online teaching writing process during Covid-19 were easy to use. Those strategy that used by the teacher can help students to understand more about the material of how to make a good writing text. The students also enjoyed the teaching learning process activity, the students were enthusiastic and not feel bored in learning writing through online learning class. Based on the data above those strategies are effective in teaching writing through online learning class.

Discussion

Based on the regulation from the government to implement online learning class as the best way to prevent the spread of Covid-19, all the teachers have to found a good strategy in teaching writing through online learning class. The researcher conducted observation by joining the Whatsapp group and zoom meeting class to know the class situation and the students` response in online learning class. After that the researcher conducted interviews via Whatsapp chat to the English teachers who taught in the middle of Covid-19. From the data collected, the researcher found that the findings from this research were different from the findings of research conducted by Yani (2016) and Prabantoro (2018).

In those previous researches the researchers conducted the research in normal class condition while this present research was conducted in online learning class. The result of this research demonstrates that the students have high motivation in learning English especially in learning writing. The students were enjoying online learning with their teacher because the teacher gave them some interesting strategies in the process of teaching writing including planning, drafting, editing and final version. From the observation and interviews the researcher found that the teachers used some strategies in online teaching writing process. Sanjaya (2006) states that strategy is a method or activities that designed to achieve learning goals. It means that teaching strategy is procedure used by teacher to reach the teaching goals. As we know that teacher has important role in teaching and learning process because most of the output of students are determine by teacher.

Based on the result of interview with the teachers the researcher found some strategies in the step on the writing process including planning, drafting, editing and

final version in this research.Those strategies were effective because it helped teacher to teach and explain the material and made students more understand about the material given. In using those strategies, the students were enjoying the learning process and very excited. They were excited to learn English writing and also help the teacher delivered the material easily. Another strategy that was small group discussion also made students more understand about the material because when the students found problem in understanding, they can ask their friend in the group to exchange their knowledge. This strategy helped students to be more active in learning process. They can share their ideas each other and enjoyed the learning process so much even though in online learning class.

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

CONCLUSION

After conducting research and analyzing teaching writing online strategies during Covid-19, it can be concluded that the teacher used some strategies in online teaching writing process including planning, drafting, editing and final version during Covid-19 pandemic. The strategies used by the first teacher were two strategies, there were using video as learning strategy and small group discussion strategy to help the students in the online writing process. The teacher used video as learning writing strategy to make the students understand well about the materials and help students to be easier in giving example step by step in online writing process. Meanwhile, small discussion strategy focused on the student`s activities that can share their ideas each other with their friend so it helped students to understand more the material and did the assignment easily.

The second teacher also used more than one strategy in teaching writing procedure text through online learning class during Covid-19 pandemic. The first strategy used by second teacher was teaching using pictures. The teacher used this strategy to help the students chosen the writing topicof the material. This strategy helped teacher to make students more understand the material and gave good atmosphere in the class situation.Another strategy used by second teacher was

imaginary strategy. This strategy was easy to apply by teacher. Students had to imagine what they want to write, and this helped students to develop their imagination. Imaginary strategy work depends on the students` imagination and experiences. They will have a good writing if they also have good imagination. Implementing imaginary strategy was effective in teaching writing because by using this strategy the students were able to increase their imagination skill without any tension from anyone so that the students can write happily.

Students were able to understand by seeing the pictures than just through the teacher`s explanation. Students were excited and felt fun in learning writing.

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