

**AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING
WRITING SKILL DURING THE COVID-19 PANDEMIC AT SMP
NEGERI 3 PANGKALAN KERINCI**

A THESIS

*Intended to fulfill one of the requirement for the award of Sarjana Degree in
English Education and Language Teaching Islamic University of Riau*



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UNIVERSITAS ISLAM RIAU
PEKANBARU
2021**

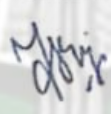
THESIS APPROVAL

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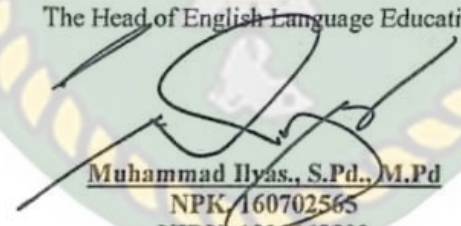
**AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING
WRITING SKILL DURING THE COVID-19 PANDEMIC AT SMP
NEGERI 3 PANGKALAN KERINCI**

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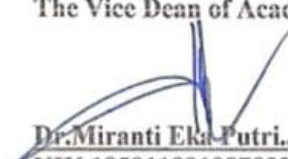

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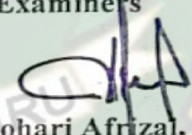
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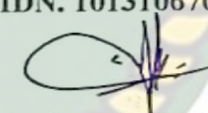
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 Lembar Ke :

NO	Date	Guidance Agenda	Results / Guidance Suggestions	Signature
1.	Saturday September 19, 2020	Proposal Title	Revised Title and find out the journal related to the title or research	
2.	Thursday December 17, 2020	Proposal Title	Acc Title	
3.	Monday December 21, 2020	Chapter I, II, & III	Revised Theory	
4.	Monday January 11, 2021	Chapter I, II, & III	Revised Instrument (Interview and questionnaire), and instrument based on theory	
5.	Thursday February 4, 2021	Chapter I, II, & III	Revised Standard Format, Revised instrument, there are 12 statements create a table for the questionnaire, and The interview questions are based on theory	
6.	Thursday February 11, 2021	Chapter I, II, & III	Revised Instrument, Items questionnaire, and interview based on journal. Revised sampel, 5 teachers at SMPN 3 Pangkalan Kerinci	
7.	Monday, February 15, 2021	Checking Chapter I, II, & III	Acc Proposal	

8.	Monday March 8, 2021	Seminar Proposal	Join the Seminar	<i>M. Ilyas</i>
9.	Monday March 8, 2021	Chapter I, II, & III	Revised Theory, find out previous research of the curriculum 13 in teachers' challenges.	<i>M. Ilyas</i>
10.	Monday March 15, 2021	Chapter I, II, & III	Revised background there should be no repetition of sentences in the identification, Add aspects to the background. Revised Addition of theory discusses curriculum 13. Revised conceptual Frame work, and data analysis	<i>M. Ilyas</i>
11.	Monday April 26, 2021	Conduct the Research	Took the data	<i>M. Ilyas</i>
12.	Sunday June 6, 2021	Chapter I, II, III, IV & V	Revised Standard Format Thesis, Revised Chapter IV & V, Each aspect is described qualitative not quantitative and described in qualitative detail. The results of the interviews were included in the transcript, between the researcher and The teachers.	<i>M. Ilyas</i>
13.	Wednesday June 9, 2021	Chapter I, II, III, IV & V	Revised Thesis Guidance Agenda, Passive Voice, Revised Abstract and Conclusion.	<i>M. Ilyas</i>
14.	Friday June 11, 2021	Thesis Approved	Approved to join the Thesis Examination	<i>M. Ilyas</i>
15.	19 Juli 2021	Thesis Examination	Thesis Examination	<i>M. Ilyas</i>

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I admit that this thesis writing purely derived from my own ideas, experta some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in “reference”. Scientifically, I took responsible for the truthfulness of the data and it is content.

Pekanbaru, June 24th 2021

The Researcher

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ACKNOWLEDGEMENT

First of all, the writer would like to say thanks to ALLAH SWT for blessing the writer to complete this thesis with the title **“An Analysis of Teachers’ Challenges in Teaching Writing Skill During the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci”**. This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The writer would like to express her thanks deeply to all people who have helped the writer for completing this thesis.

The writer addresses her appreciation and expresses deep gratitude to the following individuals namely:

1. The Vice Dean of Academic Dr. Miranti Eka Putri, M.Ed who provided the supporting facilities.
2. Head of English Study Program Muhammad Ilyas., S.Pd., M.Pd who provided the supporting facilities to finish this thesis
3. Dr. Sri Yuliani, M.Pd for showing her deep premises concern, correction and revision for the completing of this thesis.
4. All administrative staff of FKIP UIR Pekanbaru and also all the lecturers of English Study Program who give the writer valuable knowledge, as long as the writer study in this faculty.
5. The deepest thanks to my father Bilman Simanjuntak and Agnes Yanti Hutabarat my mother for their sincere praying and who continually supported

the writer financially and normally to finish the writers' study at FKIP UIR Pekanbaru.

6. My beloved friends who have supported me during my study and for my success.

The writer realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

Pekanbaru, June 2021

Writer

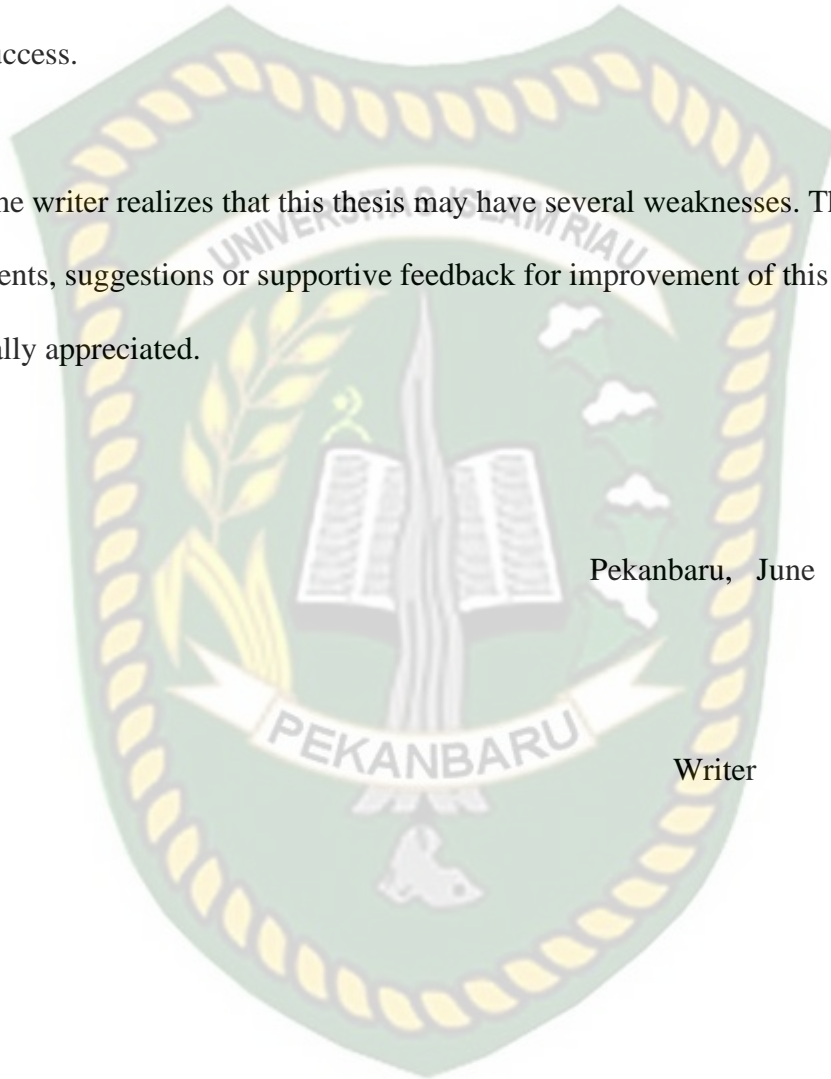


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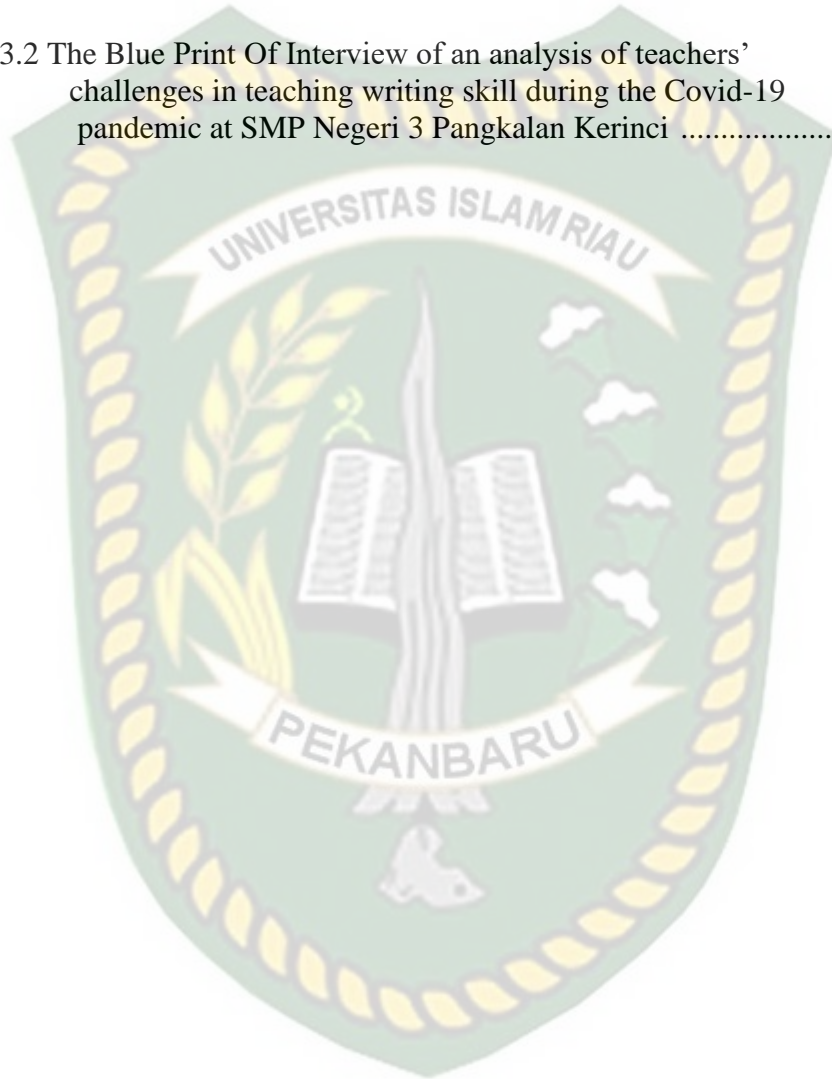
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ABSTRACT

The outbreak of COVID-19 Pandemic in educational aspect has made some problems in English teaching and learning process. The objective of the research is to know what are teachers' challenges of teaching writing skill online during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci.

The reserach is qualitative research. The research was conducted at SMP Negeri 3 Pangkalan Kerinci. The data was taken from 5 English teachers at SMP Negeri 3 Pangkalan Kerinci. The participants were chosen by using total sampling. The instruments of ths research were interview and questionnaire. The data was collected from the respondents were computed and analyzed. Individual scores from the questionnaire that were grouped together according to their sub-scale category.

Based on the research finding, first it showed that the most aspect that challenge teachers in Teaching Writing Skill During the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci is as follow; a) Grammar difficulties, b) Mother tongue interference. c) Vocabulary difficulties, d)Writing topics, e) Credit hours, f)Number of students in each class, g)students' motivationn, h)students' Writing strategy, i)Writing exercises/assessment, j)Students' Previous knowledge. Second research finding showed that; a) The teacher could not teach well because of Internet signals are poor, the place was in remote area, not all students have cell phone or laptop, b) The teacher sometimes faced unmotivated students because they did not in conducive place for studying, c) Almost all teacher have less than a year teaching online experience.

Keywords: teachers' challenges, teaching writing skill, teaching online, COVID-19 Pandemic

ABSTRAK

Merebaknya Pandemi COVID-19 di bidang pendidikan telah membuat beberapa masalah dalam proses belajar mengajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apa saja tantangan guru dalam mengajar *writing* (keterampilan menulis) secara *online* selama masa pandemi covid-19 di SMP Negeri 3 Pangkalan Kerinci.

Penelitian ini merupakan penelitian kualitatif. Penelitian dilakukan di SMP Negeri 3 Pangkalan Kerinci. Data diambil dari 5 guru bahasa Inggris di SMP Negeri 3 Pangkalan Kerinci. Partisipan dipilih dengan menggunakan total sampling. Instrumen penelitian ini adalah wawancara dan kuesioner. Data yang dikumpulkan dari responden dihitung dan dianalisis.

Berdasarkan hasil penelitian, pertama menunjukkan bahwa aspek yang paling menantang guru dalam Mengajar Keterampilan Menulis Selama Pandemi Covid-19 di SMP Negeri 3 Pangkalan Kerinci adalah sebagai berikut; a) Kesulitan tata bahasa, b) Interferensi bahasa ibu. c) Kesulitan kosakata, d) Topik penulisan, e) SKS, f) Jumlah siswa di setiap kelas, g) motivasi siswa, h) Strategi menulis siswa, i) Latihan/penilaian menulis, j) Pengetahuan siswa sebelumnya . Temuan penelitian kedua menunjukkan bahwa; a) Guru tidak bisa mengajar dengan baik karena sinyal internet yang buruk, tempatnya di daerah terpencil, tidak semua siswa memiliki handphone atau laptop, b) Guru terkadang menghadapi siswa yang tidak bersemangat karena tidak berada di tempat yang kondusif untuk belajar, c) Hampir semua guru memiliki pengalaman mengajar online kurang dari satu tahun.

Kata Kunci: tantangan guru, keterampilan mengajar menulis, mengajar online, Pandemi COVID-19

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The outbreak of COVID-19 Pandemic across the world has profoundly altered almost all aspects of life, including education, and Indonesia has not been an exception to these changes. Changes in learning systems force schools to implement distance education or online learning.

The pandemic outbreak forced most schools and colleges to remain temporarily closed. Educational institutions tend to have concerns to implement the learning again as before. They do not know when it can return to normal, it could be that until next year will be closed all institutions can continue to face learning.

The Indonesian government's implementation of large-scale social restrictions has impacted the routines of the community and students in the learning system. Distance learning or using online systems have provided solutions for schools that are starting to implement the School from Home (SFH) system. SFH is a program that migrates the learning process from school to home. Based on the instructions of the Ministry of Education and Culture, schools are to organize online learning to provide a meaningful learning experience for students without being burdened with the demands of achieving all curriculum requirements. In this, SFH considers the health and safety of students, educators, education staff, and the community. Online learning emphasizes Internet-based courses offered synchronously and asynchronously. Synchronous learning is a form of learning

with direct interactions between students and teachers while simultaneously using online forms such as conferences and online chat.

During the SFH implementation period (March 2020 to up to now Juli 2021), stakeholders faced many obstacles, especially schools that suddenly had to apply SFH. The application of SFH has presented challenges in implementing online learning systems, especially in the use of facilities and the availability of infrastructure, which has been minimal so far. Additionally, the transition of instructional methods that traditionally have been through face-to-face to more indirect methods has forced schools to engage in a learning flow that has complexities and limitations.

All educational institutions need to make innovations under the environment so that students get the right solutions and can take advantage of technology optimally. Therefore, the quality of learning and teacher skills towards technology in learning today is very important.

There has been an overnight shift from face-to-face to electronic classes, wherein, educators have changed the pedagogical approach practiced to adapt to changing situations. During this difficult time, the concern is not about whether online teaching and learning methods can provide quality education, but how academic institutions can provide solutions by adopting online learning on a large scale (Carey, 2020).

. Teachers, as the spearhead of the implementation of online learning, must be able to condition all instructional components. These include instructional methods, media that will be used in learning, use of instructional time related to the

time of application use, and psychological and social factors that significantly affect teachers' motivation when teaching.

Teachers have tasks and responsibilities that are not easily transferrable when they must change from the face-to-face learning system in the classroom to an online system coupled with online learning experiences that have never been implemented before. A teacher must overcome all the problems that occur in online learning responsively so that the learning continues to achieve the targets set.

English teachers in SMPN 3 Pangkalan Kerinci faced problems to teach the writing skill to the students in online class. First problems is technical issues. The teacher could not teach well because of Internet signals are poor. It made the teacher difficult to give instructional activities to the students. As result some students' could not follow the lessons and experience delays in completing an assignment that the teacher gives.

Second, the students' participation. The teacher sometimes faced unmotivated students. The participation of students in online class were low. Some students did not send the assignment or only copy from their friends' task.

Third, teachers' online teaching experience. Some teachers who were lack of online teaching experience or had difficulty running technology and information tools would usually find it challenging to carry out online learning because SFH forces teachers to master a variety of applications. This condition became a burden for teachers in implementing instruction, so learning was not optimal.

Fourth, in teaching writing online, teacher also had challenges to use 2013 curriculum in teaching writing, where all learning activities are centered on the

students. In the fact, teacher still dominant in learning process through online class. Beside teacher faced problem on how they monitor the level of students in the classroom. Different levels of writing ability would require the teachers to use different approaches. As a result, the teachers felt difficult to plan their lessons and prepare appropriate activities for the students. Another problem was the students had lack interest in learning writing. Students felt lack of interest in writing because they needed to know many aspects in order to produce a good piece of work. The students needed to know punctuations, grammar, vocabulary, spelling and sentence structure in order to write a good piece of writing, it made the students had low interest in writing skill.

This research analyzed two main challenge faced by the teachers, First what are the teacher challenges in teaching writing which consist of some aspects; (a) The grammar difficulties faced by the students, (b) Lack of vocabulary among the students, (c) The topics in the text books for writing skills are not attractive and persuasive enough, (d) The lack of motivation among the students to improve their writing skill, (e) Strategy among the students in the classroom still not help the students, (f) Limitation of credit hours, (g) Number of students in each class, (h) Mother tongue interference among student, (i) Lack of regular workshops and trainings conducted by the school, (j) Teachers' competence in using devices/equipment in learning writing, (k) Intensive writing exercises and teachers' regular assessment, and (l) Previous knowledge about the English language writing skills among the students.

Second, this research analyzed what are the teacher challenges in teaching online by analyzing some aspect: (a) Technical obstacle, (b) Student Conditioning, (c) The participation of students and (d) The technological experience.

Based on the issues above the researcher conducted research with the title **“AN ANALYSIS OF TEACHERS’ CHALLENGES IN TEACHING WRITING SKILL DURING THE COVID-19 PANDEMIC AT SMP NEGERI 3 PANGKALAN KERINCI”**

1.2 Identification of the Problem

Based on the above background English teachers in SMPN 3 Pangkalan Kerinci faced problems to teach the writing skill to the students in online class.

First problems was technical issues. Students had to encounter the accessibility, connectivity, lack of appropriate devices, social issues represented by the lack of communication and interaction with teachers and peer. The problems came from the tools for supporting the teaching process such as internet signal. This problem made teaching process not in maximum way.

Second, the students’ participation. When using E-learning platforms there are also some elements that might be considered obstacles in students’ process of learning, such as decreased motivation in students, delayed feedback or help due to the fact that teachers are not always available at the time students may need help while learning, or feelings of isolation due to lack of physical presence of classmates. In this situation the students were not in the classroom so that the students feel unmotivated to learn. In the result the teacher have to teach unmotivated students which need a lot of effort.

Third, teachers' online teaching experience. Teachers who should adapt their teaching strategies to the needs of students. In order to do so, experience and knowledge about teaching in the online environment are necessary. Problems might happen due to the lack of teachers' experience in using online and due to the short time in which they had to adapt their teaching style to the new conditions

Forth, the teacher faced problem on how to teach the students with different level of ability, teachers feel difficult to plan their lessons and prepare appropriate activities according to curriculum 2013 for the students. Besides, the students had lack interest in learning writing that make the learning process more difficult.

1.3 Focus of the Problem

Based on the identification of the research above, the researcher limit this research to analysis teachers' challenges of teaching writing skill online during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci. Teacher challenges in teaching writing which consist of some aspects; (a) The grammar difficulties faced by the students, (b) Lack of vocabulary among the students, (c) The topics in the text books for writing skills are not attractive and persuasive enough, (d) The lack of motivation among the students to improve their writing skill, (e) Strategy among the students in the classroom still not help the students, (f) Limit

ation of credit hours, (g) Number of students in each class, (h) Mother tongue interference among student, (i) Lack of regular workshops and trainings conducted by the school, (j) Teachers' competence in using devices/equipment in learning writing, (k) Intensive writing exercises and teachers' regular assessment, and (l) Previous knowledge about the English language writing skills among the

students. Teacher challenges in teaching online by analyzing some aspect: (a) Technical obstacle, (b) Student Conditioning, (c) The participation of students and (d) The technological experience.

1.4 Research Questions

In line with the research background, the researcher question: “What are the challenges for teachers in teaching writing skills during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci?”.

1.5 Objective of the Research

The objective of the research is to know what are teachers’ challenges of teaching writing skill online during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci.

1.6 Significance of the Research

This research is expected to obtain useful results for readers, in terms of:

a. For English Teachers:

The results of this study are expected that teachers are able to prepare something by her/his self before teaching writing during pandemic.

b. For Readers

Readers are able to share the information to all people around their during pandemic Covid-19.

c. For Researchers

Researchers are able to take actions or decisions from the results of this research in order to provide solutions so that the teacher's problems can be overcome by examining the appropriate methods for facing these challenges so that teachers can easily convey their knowledge to students.

1.7 Definition of the Key Terms

- **Analysis** : The process of breaking a concept down into more simple parts, so that its logical structure is displayed (Akudolu, 2020:2). In this research, Analysis is used to describe the teachers' challenges deeply through scientific ways.
- **Teachers' Challenges** : The situation being faced by the teacher that needs great mental or physical effort in order to be done successfully in teaching. In this research, teachers' challenge is the teachers' problem in conducting teaching writing in online learning.
- **Writing** : Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium (Nunan, 2003). In this research, writing is a skill which is learned in English Subject at the school.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Writing skill

Writing skills are an important part of the communication process through which people can express their thoughts, feelings, and opinions in writing. The concept of “Writing” has been interested in by many scientists. Nunan (2003) defines: “Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium.

On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.” Harmer (2001) put another definition of writing as “a process that is, the stages the writer undergoes to write something in it is final form. This process has four main elements which are planning, drafting, editing and final draft”. In this light of thought, Richard and Schmidt (2002) supported that “Writing is viewed as a result of complex processes of planning, drafting, reviewing and revising.” Researchers have recently added the social aspect to their notions of writing.

Accordingly, Shokrpour & Fallahzadeh (2007) suggested that writing is not only a cognitive activity but also a complex social action. It is the reflection of the writer's expertise through communication skills. It is hard to learn and develop writing skills, especially in learning to write English as a second language.

Harmer (2001) stated the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right.

It is popular that writing skills are often the least favorite skills of students and the success in improving writing skills depends on the success of the other language skills. However, writing skills cannot be neglected since it is an important skill in daily life as well as academic activities. Once students are good at writing correctly and logically, they will know how to use appropriate language and style in their study and work in the future (Dwivedi, 2015).

Especially, in the current period of modern technology development, the exchange of information is largely done on the keyboard, making it essential for people to be able to communicate coherently and effectively in writing (Griffiths, 2016).

2.1.2 Teaching Writing Skills

2.1.2.1 Teaching Writing in 2013 Curriculum

In the implementation of Curriculum 2013, the teacher is not the only source for students but they should do interaction with other students during the learning activities. The learning activities provide students with opportunities to share ideas, explore and examine their thinking related to the material on a certain topic. It means that the students do not only listen and memorize the teacher's explanation but also discuss, analyze and demonstrate or apply a new concept.

The Curriculum 2013 implies that the students participate actively during the teaching and learning process. The learning activities are developed to support

the student's participation in learning. The teacher needs to vary the learning activities to encourage the students to participate during the teaching and learning process. For example, discussion-based activities such as case-study analyses, role playing and jigsaws can encourage the students to talk with one another and with the teacher.

Through learning activities, the students change their role from passive participants to active ones by learning and practicing how to comprehend knowledge and skill as well as how to use them meaningfully. Learning activities should involve providing opportunities for the students to meaningfully talk and listen, write, read and reflect on the content, ideas and concerns of an academic subject.

Moreover, the Curriculum 2013 applies student-centered learning. It emphasizes the involvement of the students actively in learning and their interaction with other students and the teacher. According to Brandes and Ginnis (1986), the principles of student-centered learning are (1) the students have full responsibility for their learning, (2) involvement and participation are necessary for learning, (3) the relationship between the students is more equal, (4) the teacher becomes a facilitator, (5) the students develop their affective as well as their cognitive and psychomotor domains. Lesson plans have some parts.

According the curriculum 2013, the goal of teaching English is to develop the ability of students to communicate in that language. This includes the ability to listen, speak, read, and write. To be able to write in English the students need to master grammar, vocabulary, organization, and mechanics.

2013 curriculum p use the scientific approach in teaching writing skill, which the implementation of this curriculum is focused on five important aspects: observing, questioning, experimenting, associating and communicating. Alwasilah (2014), believed that all school subjects had their own structure of disciplines. Teachers were encourage to master and teach this structure, which was the essential subject.

2.1.2.2 Challenges Faced by the Teachers in Teaching Writing Skills

Teaching has always been the challenging part for teachers. The following are the challenges faced by teachers. According to Moses (2019) there are some challenges faced by the Teachers in Teaching Writing Skills:

- a. Hard to motivate the students

Nowadays, teachers are having a hard time in motivating the students. Not because of the students' naughtiness, but the students are not interested in learning writing and this claim is supported by Asep (2014). The younger generation has the perception that they can do whatever they please since much freedom has been given to them by their parents. When students choose to feel reluctant in learning, it is a sign of lack of motivation (Abrar, 2016).

- b. Different levels of students in the classroom

Having different levels of students in the classroom is another challenge faced by teachers to teach writing. In many classrooms, students from different levels are placed in the same classroom. Different levels of students will result to difficulty to teachers in order to cater all of their levels

simultaneously (Asep, 2014). Different levels of writing ability will require the teachers to use different approaches. As a result, the teachers feel difficult to plan their lessons and prepare appropriate activities for the students.

c. Parental indifference

Lack of parents' support will make the teachers having a hard time to help the students. Students who feel lack of warmth and affection from their parents will draw them back from succeeding in their learning process (Gundogmus, 2018). This is due to little guidance, motivation and support from their parents.

d. Lack of professional

Lack of professional experience is another challenge faced by the teachers (Gundogmus, 2018). Having lack of professional experience will lead to stress and tension to teach.

e. The multiple roles of teacher

The multiple roles of teacher are also a challenge. The teachers' experience is depending on the level of their previous experience and training. It will take time for the novice teachers to adapt themselves with their students very well. Teachers can only prepare appropriate activities if they know well about their students' proficiency level, and interests. Not only that, longer time is needed for teachers to prepare new teaching materials, appropriate lesson plans, suitable activities, and provide comments or reflections.

f. Lack of students' interest

According to Anyiendah (2017) lack of students' interest is another challenge. Developing writing skills is always challenging, however, it is always an interesting task. Especially when it comes to writing, some students zone out. Students feel lack of interest in writing because they need to know many aspects in order to produce a good piece of work. The students need to know punctuations, grammar, vocabulary, spelling and sentence structure in order to write a good piece of writing.

A research was conducted by Almbark (2016) investigated the problems of writing skills which the teachers faced the in teaching writing skills:

- a. The grammar difficulties faced by the students

Individuals with writing difficulties may have a great deal to offer to societies by means of their creativity, skills, and talents which may remain inactive and untapped owing partly to the frustrations of not being able to write like the rest.

- b. Lack of vocabulary among the students

Writing requires more carefully constructed sentences, a greater amount of vocabulary, and grammar. One will be able to choose the appropriate words to use if she or he has sufficient vocabulary. The great amount of vocabulary that she or he has will provide her or him with wider range of vocabulary choices. Furthermore, that one's vocabulary and grammar level might disadvantage her or his writing skill.

- c. The topics in the text books for writing skills are not attractive and persuasive enough

The teachers may need to provide space for the students to ask questions and look for clarifications among themselves, learn to unify their familiarities or reactions by exchanging ideas, not only focus on the topic in text book that they used for learning.

- d. The lack of motivation among the students to improve their writing skill

It can also be equally useful for teachers to make the students aware of the problems associated with their writing skills and their capacities so that the students can gain more confidence which may in turn help in the making of successful and skilled individuals. To boost their students' motivation, teachers may share success stories with their students instances of reputable individuals who had writing problems while undergoing education in schools.

- e. Strategy among the students in the classroom still not help the students

Teachers are required to know that students learn in different ways, hence it may require different assets and requirements. For example, a low achieving student in writing may not be necessarily be a low-achiever in other aspects of academic achievement. Every student with writing problems may have their own learning style, interests, requirements, and assets. In this regard, it is the teachers who should be able to help the students to identify their interests and strengths.

- f. Limitation of credit hours

Time seem to be the another big obstacles to teachers give the material to the students. Unsufficient time make teacher cannot develop the material well and also have limited time to deliver the materials.

g. Number of students in each class

Teachers in large-sized classes, might face numerous challenges like in paying individual attention, providing feedback, engaging students in multiple class activities, maintaining discipline, managing pair/group work, controlling noise level and course management.

h. Mother tongue interference among student

One of the major obstacles in acquiring the second language is mother tongue or L1 interference especially in productive skills of writing. Mother tongue interference affects L2 learning as 'language' is considered as a set of new habits while 'learning' is considered as the establishment of habit.

i. Lack of regular workshops and trainings conducted by the school

Poorly trained teachers are likely to feel undervalued, which will reduce their productivity. Workshops and trainings can help teacher to develop their skill in teaching.

j. Teachers' competence in using devices/equipment in learning writing

The teachers play an important role in what they do, and how they do in developing their own professional knowledge and practice. The teacher should know how to organize learning material so it can be easily understood by the learners.

k. Intensive writing exercises and teachers' regular assessment

One of the major purposes of writing assessment is to provide feedback to students. Feedback is crucial to writing development. It can be used for formative purposes to adjust instruction or summative purposes: to render a judgment about the quality of student work. It is a key instructional activity, and teachers engage in it every day in a variety of informal and formal ways.

l. Previous knowledge about the English language writing skills among the students

Many students are able to understand the language, but most of the students face the problem of communicating their ideas effectively. For instance, the problem is the lack of both: the adequate stock of English vocabulary and creativity in writing. It is evident that writing is the biggest challenge for many students. Learning.

2.1.3 Online Learning

2.1.3.1 Defenition of Online Learning

Distance education is now easier because of the rapid development of technology (McBrien et al., 2009). The use of the term; for example, online learning, web-based learning, computer-based learning, m-learning; have the same

meaning to the use of a device to connect to the network, and open the possibility to learn anywhere, anytime, by any way (Cojocariu et al., 2014).

Learning online is a totally useful device in the learning process, more student-centered, more advanced, and even more flexible to use. Online learning defined as a learning experience in a synchronous or asynchronous environment with the usage of one a kind of device (e.g., smartphones, computers, laptops, etc.) with internet access. In online learning, the students can be anywhere (independent) to learn and have interacted with the instructor and their friends (Singh & Thurman, 2019).

Synchronous learning settings structured within the sense that students experience active learning. There is a real-time interaction between teachers and students, and there is the possibility of instant feedback. Whereas the asynchronous learning setting is not organized in such learning environments, learning content is not existing with the type of instruction directly. It is accessible in an exceedingly kind of learning systems and forums, instant feedback, and direct response not possible in such an environment (Littlefield, 2018). Learning synchronous can offer many possibilities for social interrelation (McBrien et al., 2009).

Various alternatives online in the study required in the current circumstance. An online platform is required where (1) video conference with at least 40 to 50 students is possible, (2) a discussion with students can be held to maintain a class of organic, (3) a good internet connection, (4) The study can be accessed on mobile phones as well and not just laptops, (5) the opportunity of watching the recording

of learning, and (6) the instant response from students can be accomplished and the task may be taken (Basilaia et al., 2020).

2.1.3.2 Challenges Faced by the Teachers in Online Learning

Students need a two-way interaction which is sometimes difficult to fulfill in online learning. The learning process cannot reach its maximum potential until students can put into practice what they have learned. Sometimes the content in online learning is all theoretical and does not allow students to learn well. Moderate learning content is also a major problem that can reduce student motivation and interest. Students feel that the lack of a learning community, technical problems, and struggles in understanding teaching goals are the main obstacles in online learning (Song et al., 2004).

In one review, students originate to be not quite ready for stable work, family, and environment with their life education in online learning situations. Students need to keep concentrating and find their own space to be able to learn optimally, but many restrictions experienced by children as young as kindergarten and primary school children. Students also proved to be less prepared for some of the e-learning skills and the type of academic competence. Besides, the level of readiness of students is low enough to be able to maximize the use of the Learning Management System (Parkes et al., 2014).

This understanding is also given by teachers to parents in the optimism of helping children. But in fact, in the land of the parents also have their activities and not all parents understand the education according to the needs of their children.

The challenges that teachers face in an online environment during SFH include four subthemes, namely, technical obstacles, student conditioning, the participation of students, and online teaching experience (Rasmitadila, 2020):

a. Technical obstacles

Teachers faced several challenges related to the emergence of obstacles associated with technical issues. Not all parents have cell phones/laptops, and Internet signals are poor, especially in the suburbs. The challenges that these obstacles present determine the instructional activities that can take place. Problems can arise if these technical obstacles cannot be overcome and mean that student participation in learning is not optimal. As a result, some students cannot follow the lessons and experience delays in completing an assignment that the teacher gives.

b. Student conditioning

The availability of data packages and Internet networks, and ownership of cellular phones or laptops is an absolute must. Students must have these so that all instructional activities can be followed smoothly. Although some teachers end up doing offline learning or visiting students at home because of these factors, the risk of spreading COVID-19 is significant, so teachers rarely do these. A teacher must be able to consider extending the completion time so that the needs of all students can be accommodated. Through the Ministry of Education and Culture, the Government of Indonesia has helped in the form of school operational assistance funds; the expectation is that this support will boost the

sustainability of learning related to technical obstacles that can be overcome properly.

c. The participation of students

Factors that create these barriers may be divided into internal and external factors. Internal factors are difficulties arising from the student's home environment, such as interference from family members (younger and older siblings). These factors cause students who are learning not to be focused on learning. One factor is a less conducive home learning environment in which the activities of family members students cause distractions that reduce the concentration necessary to understand the subject matter. External factors that arise are the disturbances from other students when implementing learning using an online application in a virtual classroom. Students talk to other students with topics that are unrelated to the subject matter being studied. As a result, virtual classes become crowded and less conducive.

d. Online teaching experience

Teachers who do not have online teaching experience or have difficulty running technology and information tools will usually find it challenging to carry out online learning because SFH forces teachers to master a variety of applications. Even teachers who have teaching experience or senior teachers can find it difficult to run applications. This condition becomes a burden for teachers in implementing instruction, so learning is not optimal. For teachers who master applications, technology

tools, and computers, online learning can be an effective instructional method to use during SFH.

The challenges on teaching online English subject (Cholis, 2020).

a. Internet access

Communication between the teacher and the students need good internet access in order the process of online teaching-learning is going well.

b. Media

Internet connects people to communicate. People connect with each other through an internet connection that needs media as a tool. It can be a smartphone, tablet, or computer.

c. Managing online class

The class conducted between online and offline is different. Managing class can affect the teaching-learning process. Both teachers and students in a good situation are easy to succeed in the teaching learning process.

According to Kebritchi (2016) The review of literature revealed that issues related to instructors//teachers in teaching online may be summarized into the four specific categories of changing faculty roles, transition from face-to-face to online, faculty time management, and teaching styles.

a. Changing faculty roles

One of the major challenges with online education is the changing role of the instructor (Syverson & Slatin, 2010). Four different roles are identified for online instructors: pedagogical, social, managerial, and technical responsibilities. Pedagogical roles refer to teaching methods; social roles

are the way instructors establish social relationships with the students; managerial roles include administrative and organizational tasks; and technical responsibilities are the technical support that instructors provide for students.

b. Transition from face-to-face to online

The challenge to effectively transfer what is taught in the face-to-face classroom to online continues to be a problem. Anderson, Imdieke, and Standerford, 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. This disconnect, while not new, does present a problem as many of the teacher education programs may not have yet caught up to the evolving online teaching environments. Another challenge outlined by Anderson et al. (2011) is the almost non-existence of institutional expectations for their online courses.

c. Faculty time management

One of the major issues faced by instructors is the demand on their time, as it takes quite a bit of time to prepare, plan, and teach an online class (Capra, 2011; Fein & Logan, 2003; Humphries, 2010). It takes faculty two times as long to prepare and teach online than face-to-face, thus spending more time per student to facilitate the class (Cavanaugh, 2005). In a time comparison study, a faculty teaching an economics class that he has taught both online and face-toface spent 155 hours to prepare and teach the course

online compared with 62 hours face-to-face (Cavanaugh, 2005). Note that the time difference did not vary with class size—in fact, even smaller classes online demand the same amount of time. The impact of time on class development, design, and facilitation may be a deterrent to faculty interested in online courses (Crawley et al., 2009; McKenzie, Mims, Bennett, & Waugh, 2000).

d. Teaching styles

While earlier resource challenges such as technology, faculty, and staff availability are no longer dire (Crawley et al., 2009), there remains areas to be addressed, such as effective teaching style. In 2001, researchers came up with seven principles for effective online teaching which were adapted from longstanding face-to-face principles. These principles include good faculty–student interactions, setting expectations for interactions, and, the overarching theme of the seven principles, the expectation of interaction both between faculty and students and students and their peers (Graham, Cagiltay, Lim, & Craner, 2001). Effective communication is another component of that interaction as well as timely feedback to students.

2.1.4 Teaching Writing in Pandemic Covid 19

Minimizing the transmission of infectious diseases, the public takes action to limit social distancing and also self-quarantine. Social distancing is a term applied to certain actions that are taken by public health officials to stop or slow down the spread of a highly contagious disease (Yuliana, 2020). While 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 contacted an infectious disease. (cited in report of the WHO China Joint Mission on Coronavirus Disease, 2019) people with COVID-19 generally develop signs and symptoms, including mild respiratory symptoms and fever, on an average of 5-6 days after infection (mean incubation period 5- 6 days, range 1-14 days).

This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills. English learning can be defined as mastery of four skills. According to Richard & Schmidt (2002), skills in language teaching are the mode or way in which the language is used. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills.

Teaching writing is focus of this research. Mohan (2006) explains that, in a segregated skill approach, the mastery of discrete skills, such writing, is considered as the key to successful language learning and language learning is typically separated from content learning (Oxford, 2001). With that, the teachers inevitably have to apply and adapt to e-learning classes in conveying English material from writing so that the teaching and learning process can keep going.

2.2 Relevance studies

There are several studies conducted on the analysis of the challenges of teaching writing skills during the Covid19 pandemic, As follows :

First, Handayani, F., & Handayani, ND (2020) conducted a study entitled “The potential of online writing tools for EFL university students during the covid-

19 Pandemic”. They found that for the most part, students need a comprehensive understanding of writing theories and practical guidance from lecturers during writing practice. They need direction, feedback, and even refinement during their writing process. Distance learning from home has not been optimal in helping them improve their writing skills. This happened because of limited time during virtual learning with lecturers, inaccuracies in the presentation of material, and limited feedback on student writing.

Second, Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Conducted a research entitled “Issues and Challenges for Teaching Successful Online Courses in Higher Education: A Literature Review”. They found out about the main issues and strategies affecting the quality of teaching online courses in higher education. They have examined the literature to identify major challenges and problems in teaching online higher education courses, organize and supply problems under topical classifications, and provide some troubleshooting suggestions for online educators.

Third, Carolan, F., & Kyppo, A. (2015) conducted a study entitled "Teaching process writing in an online environment." The author found that an English intermediate level academic writing course is an optional and mixed course (4 ECTS credits) offered by Jyvaskyla University Language Center in the terms fall and spring. For more than a decade, the course has become a very important part of the learner's path to language and communication skills for study purposes throughout the university. The history of the course began in 2003, when the Optima web-based learning platform was adopted and English academics writing

courses became one of the first pilot projects aimed at the efficient use of digital environments for language teaching and learning. Due to the immense popularity of the course - whose roots are undoubtedly growing the need for a writing course tailored for the purpose of developing academic writing - courses are offered at two levels: elementary and intermediate.

2.3 Conceptual framework

The conceptual framework of this research described as follow :

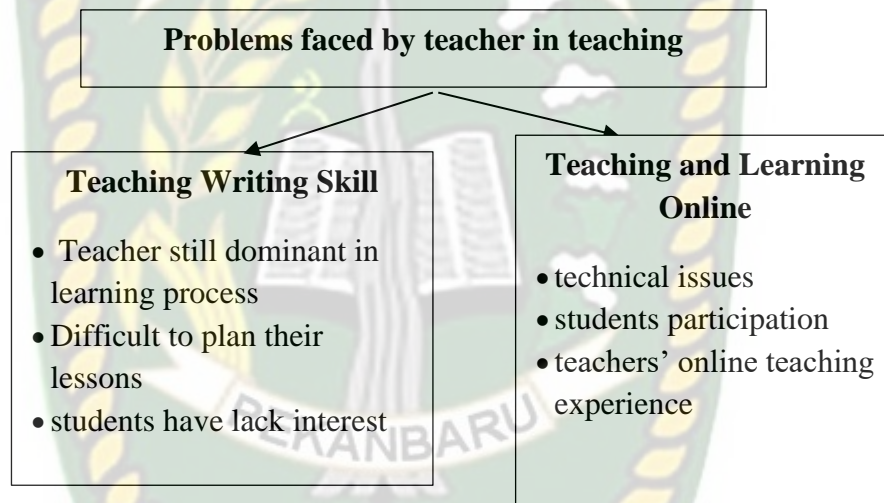


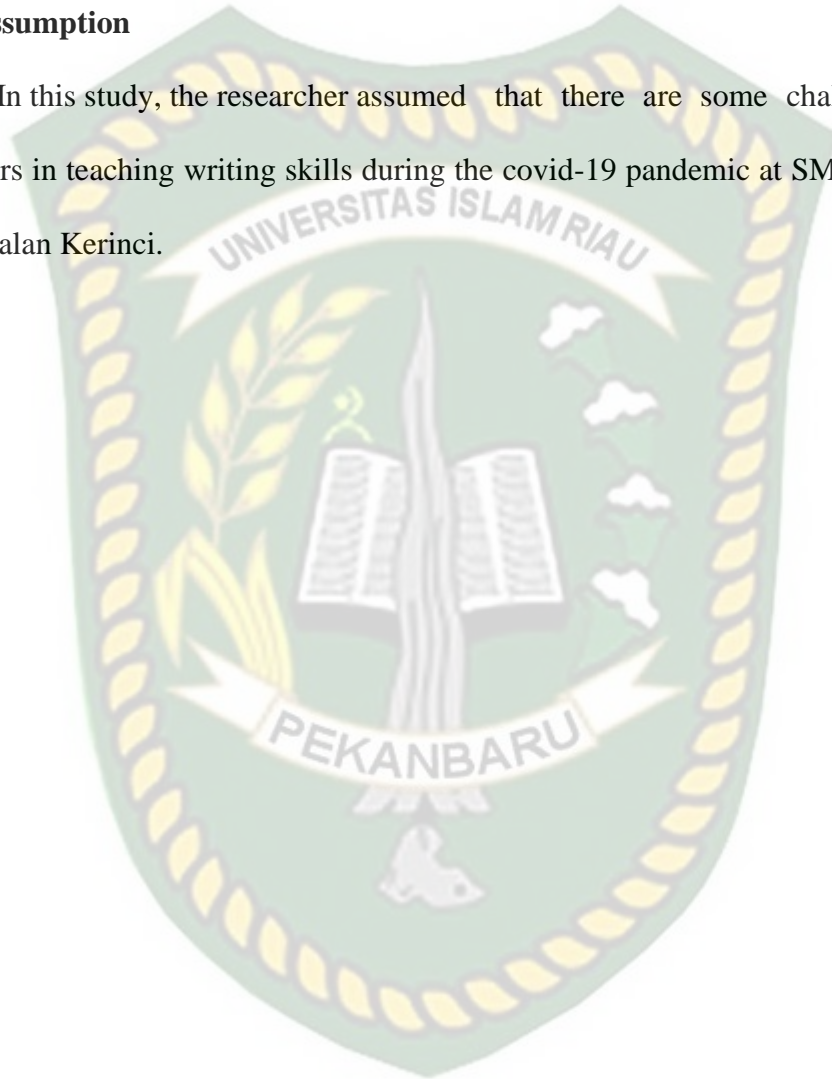
Figure 2.1 Conceptual Framework

Based on the conceptual framework above, the problem face by the teachers in teaching writing pandemic situation (Covid-19) . There are two side of problem, first in challenge in teaching writing and second challenge in teaching online. Challenge in teaching online consist of technical issue, the students participation and teachers' online teaching experience. Challenge in teaching in teaching writing consist of challenge to use 2013 curriculum in teaching writng,difficult to plan their

lessons and prepare appropriate activities for the students and students have lack of interest in writing.

2.4 Assumption

In this study, the researcher assumed that there are some challenges for teachers in teaching writing skills during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This is qualitative research. Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2004). In this research the writer used one variable. The variable was the teachers' challenges of teaching writing skill online during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci.

3.2 Location and Time of the Research

The research was conducted at SMP Negeri 3 Pangkalan Kerinci,. The location of this research is located on Jl. Raya Langgam II KM 5, Pangkalan Kerinci Barat, Kec. Pangkalan Kerinci, Kab. Pelalawan Prov. Riau. The research was started at from Februari 2021 until finish.

3.3 Source Data

The data was taken from 5 English teachers at SMP Negeri 3 Pangkalan Kerinci. The participants were chosen by using total sampling. The instruments of ths research were interview and questionnaire.

a. Questionnaire

Questionnaire is the list of questions or statements that are given to participants. Sugiyono (2014: 142) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. The Questionnaire of Teachers' Challenges of

Teaching Writing Skill Online During the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci was adapted from Alzubair (2016) with 12 statements and some explanation or reason related to problems faced by the teachers in developing English writing skills for the students. It used a 5-likert Scale, which ranges from Strongly Agree (SA), Agree (A), Neither (N), Disagree (D), Strongly Disagree (SD).

Tabel 3.1 The Blue Print Of Questionnaire of an analysis of teachers' challenges

Number	Aspect	Item	Number of statement
1	Grammar difficulties	The most prominent issue in teaching writing skills is the grammar difficulties faced by the students	1
2	Vocabulary difficulties	Lack of vocabulary among the students is one problem for teaching writing skills	2
3	Writing topics	The topics in the text books for writing skills are not attractive and persuasive enough which makes it quite discouraging to teach writing skills to the students.	3
4	Students' motivation	The lack of motivation among the students to improve their writing skills is a problematic factor in teaching process.	4
5	Students' writing strategy	Collaborative strategy among the students in the classroom can overcome difficulties as it encourages mistake- corrections and the restructuring of ideas that may help to improve teaching	5

6	Cedit hours	More credit hours should be added to teaching writing skills so that the problem of writing skills in classrooms can be eradicated	6
7	Number of students in each class	The higher number of students in each class is a barrier for lecturers to achieve their teaching goals for teaching writing skill.	7
8	Mother tongue interference among student	Mother tongue interference among students is a disruptive factor in teaching the English language writing skills.	8
9	Teachers' workshops and trainings	Regular workshops and trainings conducted by the university for teachers will reach the goal of good teaching of writing skills	9
10	Teachers' competence	Teacher competence in using devices or equipment's for learning writing skills will assist the attainment of writing skills in the classrooms.	10
11	Writing exercises/assessment	Intensive writing exercises and teachers' regular assessment of the material will identify the the students' weaknesses in learning the English language writing skills	11
12	Students' Previous knowledge	Previous knowledge about the English language writing skills among the students from their level of education will support further development of students' writing ability at the school	12
	Total		12

Source : Alzubair (2016)

b. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary

et.al (2005) stated “In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”. Thus, in this case, the interviewer had to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic. The researcher prepared some question to subject to ask about teachers’ challenges of teaching writing skill online during the covid-19 pandemic. The interview of teachers’ challenges of teaching writing skill online during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci was adapted from Rasmitadila (2020) with 13 open questions related to problems faced by the teachers in developing english writing skills for the students.

Tabel 3.2 The Blue print of interview of an analysis of teachers’ challenges

Number	Aspect	Item	Number of Questions
1	Technical obstacles	What are the Difficulties in setting up online systems in teaching online?	1
		Do your students have problem in setting up online learning?	2
		How do you teach writing skill in online class?	3
		Do you have problem in giving instructional activities in teaching writing	4
2	Student Conditioning	How do you motivate your student to learn writing in online class?	
		What are the obstacle in teaching students with home learning environment?	6
		What are the method and media used in your online class?	7

		How do you carry out conditioning activities in the virtual classroom so that learning can run smoothly?	8
3	The participation of students	Are your students participate in learning very well?	9
		How do you ask student to do writing exercise and evaluate the exercise?	10
4	The technological experience	How long have you been teaching writing skill in online class?	11
		Do you master the applications, technology tools, and computers in online learning?	12
		What is your perception in teaching writing skill in online class?	13
	Total		13

Source: Rasmitadila (2020)

3.4 Data Collection Technique

Before the researcher conducts the research, first the researcher asked permission from the school to conduct the research. Next the researcher met the teacher and gave the instrument to answer. The researcher also did an interview and took note for interview. The researcher scored and analyzed the result.

3.5 Data Analysis Technique

The data was collected from the respondents were computed and analyzed. The first instrumen was the quistionaire. To analyse this the data, the researcher use percentage. The formula is as follow:

$$P = \frac{F}{N} \times 100\%$$

where:

P = Percentage

F = Frecuency

N = Number of students (Sugiyono, 2008)

For clarity and simplification, the results are summarized and presented in tables, which make them in order Individual scores from the questionnaire that were grouped together according to their sub-scale category. The statistical procedures was used in this study are the descriptive statistics mean, standard deviasi and mode scores and also frequency and percentage. The researcher used mean, standard deviasi and mode scores and also frequency and percentage to determine the score of questionnaire.

The second instrumen was interview It was measured according to Siyoto (2015) in Ani (2019) in which data analysis work in this case is to regulate, sort, classify, code, and categorize them. Organizing and the management of the data aims, to find themes and work hypotheses that eventually elevated to substantive theory. The data analysis process was performed through stages; Data reduction, presentation or data display, and conclusion or verification. To more details, the author will explain the analysis process as follows:

1. Data Reduction

Data reduction means summarizing, selecting the underlying things, focusing on things that matter, look for themes and patterns, and discard unnecessary ones. Data reduction can be done by way of abstraction. Abstraction is an effort to make a summary of the core, processes, and statements that need to be kept remain in the research data. In other words this data reduction process conducted by researchers continuously when conducting research to generate core records of data obtained from data mining results Firstly, the researcher collected data on how to teach English, especially teaching writing skills to SMPN 3 Pangkalan Kerinci, instruction through interviews and questionnaire. The researcher then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

This step by presenting a set of organized information that gives possible withdrawal of conclusions. It was done because of the data during the qualitative research process are usually narrative-shaped, so that requires simplification without compromising its contents. The presentation of the data was done to be able to see the overall picture or section of the whole picture. At this stage researchers strive to classify and present data following the subject matter which begins with the coding on each subject. In the

process of reducing and displaying data in accordance with the research problem formulation. The formulations of the research problems was “what are the challenges for teachers in teaching writing skills during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci?”. This step is carried out by presenting a structured set of information and the possibility of drawing conclusions, because the data obtained during the qualitative research process are usually narrative in form, thus requiring simplification without reducing its content. After presenting the data, conclusions were drawn. The data from interview and online questionnaire are organized, compressed assembly of information that permits conclusion drawing.

3. Drawing Conclusion/ Verification

Conclusion or verification is the final stage in the data analysis process. This section of the researchers expressed the conclusion of the data that has been obtained. Activities are intended to look for the meaning of data collected by seeking relationships, equations, or differences. Withdrawal of conclusions can be done by road the conformity of statements from research subjects with the meanings basic concepts in the study, the above stages are mainly reduction and data presentation stages, not merely happen in tandem. Stage above for authors is not included in the data analysis method but goes to the strategy data analysis.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data Presentation

There were two instrument used in this reserach. First, the researcher administered a questionnaire which was meant for analyzing what are the challenges for teachers in teaching writing skills during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci. The second instrumen was interview. The quistionnaire was meant for investigating the problems of writing skills which the teachers faced the in imparting writing skills. The following responses were provided by the participants sampled in this study.

In the aspect of grammar difficulties, the dominant responds was strongly agree with percentage 60% or 3 teacher. Different with aspect of Vocabulary difficulties, the dominant respond was in Agree with 60% in percentage. In the Aspect of Writing topics it showed that 60% responds agreed with the statement.

In aspect of Students' motivation, there was 20% teachers strongly agree and strongly disagree with the statement, but 60% teachers agree with the statement. In similar vein with Students' writing strategy there was 20% teachers strongly agree and strongly disagree with the statement, but 60% teachers agree with the statement.

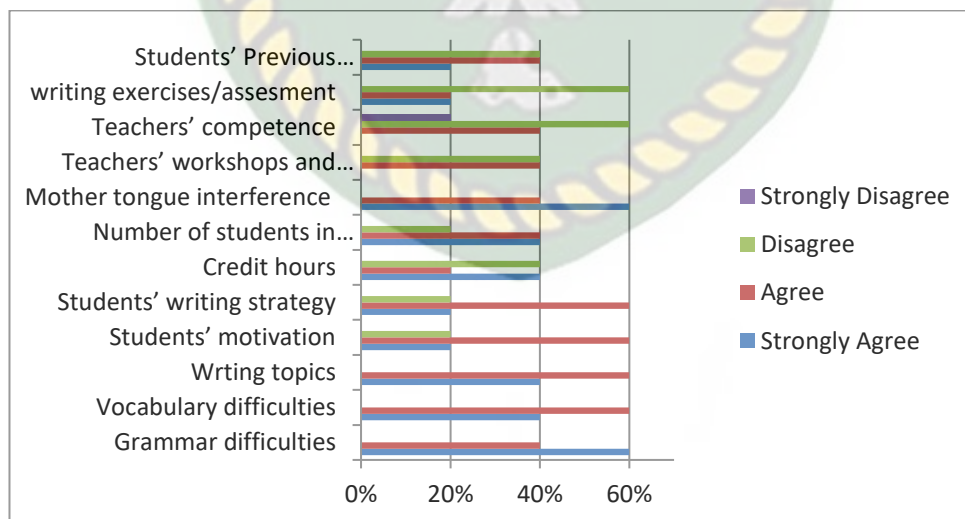
Another aspect that faced by the teacher in teaching writing skill were Credit hours, Credit hours and Mother tongue interference. In the aspect of Credit hours 40% teachers, respond strongly agree, 20% teachers 'respond agree and 40% respond strongly disagree. Different with aspect of Number of students in each

class, the dominant respond was in agree and disagree with 40% in percentage. In aspect of Mother tongue interference the dominant respond was in strongly agree with percentage 60%.

Another 4 aspect that faced by the teacher in teaching writing skill, first Teachers' workshops and trainings. In this aspect only 2 teachers (40%) agree, 2 teachers (40%) disagree and 1 teacher (20%) strongly disagree. Second, Teachers' competence. In this aspect the dominant respond was in disagree with percentage 60%. Third, writing exercises/assessment. The dominant respond in this aspect is disagree with percentage 60% or 3 teachers. Last, Students' Previous knowledge. In this aspect, 1 teacher (20%) respond in strongly agree, 2 teacher (40%) respond in agree.

To see the detail of the answer can be seen in the following figure:

Figure 4.1 Percentage of Teachers' Respond in Problems Faced By The Teacher In Teaching Writing Skill



This research is also supported by conducting an interview to the sample.

The challenges that teachers face in an online environment during SFH include four

sub-themes, namely, technical obstacles, student conditioning, the participation of students, and online teaching experience.

a. Technical obstacles

Researcher questions was “*What are the Difficulties in setting up online systems in teaching online?*”.

- Teacher 1* : *In setting up online systems in teaching online I got a difficulty in deciding appropriate media for student, and the other one is some contributing factors such us, gadget, signal and internet quotas.*
- Teacher 2* : *Bad signal, quota.*
- Teacher 3* : *I got a difficulty in setting up online systems in teaching online, it is a little bit confusing to decide the most flexible media for students to use in daily learning. There are lots of media I could use, but most of them have complex sequence uses. Less complex media, google form, is the best decision for my students, it is very easy to use and has simple uses. Learning time is also one of difficulty because they have to adjust their parents’ schedule as they have to borrow parents’ gadget for studying and they have to find some places that has coverage signal.*
- Teacher 4* : *The student does not have a data, the student does not have hand phone a part of student sometimes doesn't understand what the teacher explain by online, the student hard to focus.*
- Teacher 5* : *Network is the issue. The device also additional problem to this. Not all students have cell phone or laptop to join my online class.*

The second question “*Do your students have problem in setting up online learning?*”

- Teacher 1* : *Yes, they do. Sometimes for some students.*
- Teacher 2* : *Yes, I do.*
- Teacher 3* : *My students have problem in setting up online learning. Most students have low knowledge and low intake in online learning even though school had already hold a training for them, and most of them live in out of coverage signal.*

They also don't have their own gadget such as computer or cell phone, most of them use their parents' gadget.

Teacher 4 : Yes of course, most of student have problem because not all student have a facilities in their home, for example, data, hand phone, handbook.

Teacher 5 : Yes, I do.

The third question "**How do you teach writing skill in online class?**"

Teacher 1 : Firstly I share a learning video that contains some explanations and samples. Next, I ask them to understand some jumble words, and then I ask students to arrange that word into a good sentences.

Teacher 2 : By giving video learning.

Teacher 3 : I have some step to teach writing skill in online class, first I share a learning video for them to watch, it contains some explanations and samples. Then I suggest them to read text book. The first task is to write a simple sentence, the second task will make them developing simple paragraph based on picture or clue given.

Teacher 4 : I ask all student to tell something, your daily activities by English, so that the student able to develop their writing by using vocabulary..

Teacher 5 : Projects were used to assess the students understanding after I explain the material.

The Fourth question "**Do you have problem in giving instructional activities in teaching writing "**

Teacher 1 : No, I don't.

Teacher 2 : Yes, I do.

Teacher 3 : I don't have problem in giving instructional activities in teaching writing because I used to give instruction in bilingual so that it is possible for students to understand my instruction.

Teacher 4 : Yes I do, the student have many problem in writing skill, not all student master on writing, before writing something the student should know what they want to write, what the meaning and what destination.

Teacher 5 : Yes, Sometimes.

b. Student conditioning

The Fifth question “How do you motivate your student to learn writing in online class?”

- Teacher 1* : *I motivate my student by giving interesting topic and I use some colorful picture to attract them in learning writing English.*
- Teacher 2* : *By giving a game or quiz.*
- Teacher 3* : *I motivate my students to learn writing in online class by giving interesting topic to make them attracted, such as music, film and art work, those really relate the students in their daily life that make them like the topic. I also choose an interesting video and text book with colorful lay out, nice picture or amazing design.*
- Teacher 4* : *The first, I ask my student always remember vocabulary, always to read related to English, because the more you read the more you get.*
- Teacher 5* : *Talk to students that they capable to do the lesson and good grade are waiting for them.*

The Sixth question “What are the obstacle in teaching students with home learning environment?”

- Teacher 1* : *I think, the obstacles come from the students themselves. Because they are not being watched by me as their English Teacher, so they tend to delay working on their task. Working parent also make them less supervision and more over guidance from home.*
- Teacher 2* : *Student did not concentrate in learning.*
- Teacher 3* : *I found obstacle in teaching students with home learning environment. It comes from the students themselves and the parents. Learning from home make them less discipline because the feel that teacher doesn't watch them directly so they tend to delay working on their task. It is also impossible to me to give them directly personal guidance, it makes them make lots of mistakes in writing, and some find difficulties in developing their ideas. Working parents also make students under less supervision and guidance from home. Most parents don't have knowledge on subject recently.*

- Teacher 4 : *Very difficult, because environment influence for student not good if students with home learning part of students like a play game, watching TV, play hand phone.*
- Teacher 5 : *Students cannot concentrate well.*

The Seventh question “*What are the method and media used in your online class?*”

- Teacher 1 : *I prefer to use scientific approach method and for the media I often use google form because it's more easy and applicable for my students.*
- Teacher 2 : *Scientific learning.*
- Teacher 3 : *I used Scientific approach in most my online class because it is really applicable for my students with their characteristic. Scientific approach leads student to be more creative, because they may observe the theory, they may ask and answer question, then they explore and communicate their findings. I used Zoom for face to face learning even though not all students join in the meeting for some reason such as signal and internet. And I also use google form because it is very simple and very easy for student to use. It is possible to make students work anytime they want.*
- Teacher 4 : *We can make a game, puzzle, to arrange sentence ,show drawing.*
- Teacher 5 : *Many method and media, need to adjust based on the material of the day.*

c. The participation of students

The Eighth question “*How do you carry out conditioning activities in the virtual classroom so that learning can run smoothly?*”

- Teacher 1 : *Focus on learning purpose, I tend to get to the point on my learning activity.*
- Teacher 2 : *Giving game, price.*
- Teacher 3 : *To make virtual classroom can run smoothly I tend to get to the point on my learning activities, from greeting them, sharing topic, then finally giving quiz or task. I don't waste my time with many things that is not relate with the topic that day.*

- Teacher 4 : *We can make happy our student, like before we continue our lesson We can sing a song.*
- Teacher 5 : *Learning becomes more interesting with quizzes and prize.*

The Ninth question “*Are your students participate in learning very well?*”

- Teacher 1 : *Not all students participate in learning very well.*
- Teacher 2 : *No.*
- Teacher 3 : *Unfortunately, not all students participate in learning very well. Some students can not adjust their schedule, less signal also become main problem as ley live out of coverage area.*
- Teacher 4 : *Not all students participate very well, sometimes the student lazy to do the task.*
- Teacher 5 : *Almost no.*

d. Online teaching experience

The Tenth question “*How do you ask student to do writing exercise and evaluate the exercise?*”

- Teacher 1 : *I give some samples writing activities, after that I ask them to do writing exercise.*
- Teacher 2 : *Giving google form.*
- Teacher 3 : *I give simple instruction for my students to do writing exercise, sometimes in bilingual, I also give example so that they have an overview. I used to give clue or interesting topic that relate to students’ daily life. After that I will evaluate their work on their structure, diction, the relate topic, and the neatness of the writing. I use specific rubric to evaluation.*
- Teacher 4 : *Before ask student to do writing exercise, promise that we can give prize of the student get higher score so we can make our student spirit.*
- Teacher 5 : *Giving example and Written exercise.*

The Eleventh question “*How long have you been teaching writing skill in online class?* “

- Teacher 1* : *I have been teaching writing skill in online for about a year during pandemic.*
- Teacher 2* : *1 year.*
- Teacher 3* : *I have been teaching writing skill in online class for 13 month during the pandemic.*
- Teacher 4* : *12 month*
- Teacher 5* : *In this pandemic time only.*

The Twelfth question “*Do you master the applications, technology tools, and computers in online learning?*”

- Teacher 1* : *Yes, I do. Mastering the application, technology tools, and computers is a requirement as a teacher.*
- Teacher 2* : *No.*
- Teacher 3* : *I have been being teacher for years that make me master in some application, technology tools, and computer as my school conduct regular in house training.*
- Teacher 4* : *No, because we need internet to connect computers on online learning.*
- Teacher 5* : *No.*

The Thirteenth question “*What is your perception in teaching writing skill in online class?*”

- Teacher 1* : *In my opinion, by considering the complexity of writing subject, online class is not recommended for teaching writing skill.*
- Teacher 2* : *Is not effective.*
- Teacher 3* : *According to my opinion, teaching writing skill in online class has some weaknesses as we cannot conduct directly guidance and supervision, lots mistakes and errors are created by student as we don't have so much time to correct their writing during the learning time. Some students cannot develop ideas or choosing suitable diction*

that relate with the topic. Online class is not the best way to teach writing skill.

Teacher 4 : Is Not really good if we don't have media writing book.

Teacher 5 : No, better face to face.

Based on the result showed that teacher face various challenge in teaching writing online. During the SFH implementation period teacher faced many problems, especially schools that suddenly had to apply SFH. The application of SFH has changed the learning systems. The changing was in the facilities that used in learning process. This changing from learning through face-to-face to online learning has made some challenging for both students or teachers.

4.2 Data Interpretation

4.2.1 Questionnaire's result of an analysis of teachers' challenges in teaching writing skill during the Covid-19 pandemic

Based on questionnaire's result of an analysis of teachers' challenges in teaching writing skill during the Covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci showed that the most aspect that challenge teachers in Teaching Writing Skill During the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci is in the aspect of Grammar difficulties (teacher agree with 60% in percentage), and Mother tongue interference (teacher agree with 60% in percentage).

Another 4 top challenge that faced by the teacher Teaching Writing Skill During the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci is in the aspect of Vocabulary difficulties (40%), Writing topics (40%), Credit hours (40%), Number of students in each class (40%).

For another aspect which challenge by the teacher Teaching Writing Skill During the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci less that 20% agree in percentage are Students' motivation (20%), Students' Writing strategy (20%), Writing exercises/assessment (20%), Students' Previous knowledge (20%).

4.2.2.1 Grammar Difficulties

The aspect of Grammar difficulties (teacher agree with 60% in percentage) It may happen because grammar is the essential thing in learning English. However, there are still many students have difficulties in understanding grammar. Teaching English involves the grammar which is taught for the young learners not always be easy.

Grammar this is a vital a part of the language that can't be understood easily. Learners particularly young learners are inexperienced persons normally face the problems in grammar. When they may be getting to know English, they ought to recognize the shape or the sample of the sentence due to the fact it's miles one of a kind with their personal language. As students' who learn English as second language, English become problems to learn. The students have to face the difficulties of grammar and other skill in order to be better in English, include writing skill.

4.2.2.2 Mother Tongue Interference

The aspects of Mother tongue interference teacher agree with 60% in percentage). When teaching English as a second language, the teacher face problem

because of students' mother-tongue. The problems happened when the students uses second language and ones which is interfered into second language is the first language or mother tongue.

It can be happend because of some reasons, first because of their habit in first language which is different in English, This condition made the students found the difficulties in delivering their idea from their language to English.

4.2.2.3 Vocabulary Difficulties

The aspect of Vocabulary difficulties in students is also a challenge for teacher to teach. Lack of vocabulary has caused the students to face challenges in acquiring writing skills claimed Misbah et al. (2017). Vocabulary is the fundamental element in constructing sentences which is the core of effective writing skills Asep (2014).

Students nearly use spoken and written words each single day to speak their ideas, beliefs and feelings with individuals around them. sensible vocabulary repertoire will facilitate students to talk or write to deliver their thoughts. Usage of MRD and additional reading activities can help students with lack of vocabulary.

4.2.2.4 Writing topics

There are some difficulties students' faces when drafting a suitable topic for an essay. The teacher have to teach with longer time because most of students will stuck in topic and end up with did not write at all

4.2.2.5 Credit hours

Caple (2009) claimed that the credit hour wasn't supposed to measure learning, for good reason, according to a new report, which recommends how to revise or

even drop the standard without leading to abuse. Limited time of writing section made teacher did not have many option to teach the students better understanding.

4.2.2.6 Number of students in Each Class

There is now a body of literature questioning the link between small class size and student success. A study from Colleen (2020) of interactions between different class sizes and more than a dozen other variables within University's general education program further supports the “small ain't all” argument. The study also has some hidden implications for COVID-19-era instruction, since professors teaching remotely or in hybrid models arguably have more flexibility with respect to class size. It encourages educational researchers to look deeper at the effect of class size on student success, and to the effect of peers as well as teaching methods, especially in an era of constrained resources.

4.2.2.7 Students' Motivation

Writing motivation refers to students' inclination, energy, and interest in writing and writing tasks. Some research studies have also shown that motivation Alzubair (2016) shows that students' motivation contributes to the improvement of students' writing proficiency. Similarly, Mo (2012) found that students' problems in English writing can be overcome by boosting students' motivation in attending writing classes focusing on writing practices. They found that motivation shown by the students' interest in the topics being written improves the writing achievement of the students, especially the low-achieving ones.

4.2.2.8 Students' Writing strategy

In term of need a strategy to achieve their best achievement in English. Students' Writing strategy the studentsAlmubarak (2016) in his reserach result found that writing strategy become one of big change in students' wriring skill.

4.2.2.9 Writing exercises/assessment

In many disciplines, assessment help learning by providing portraits of students, offering multidimensional perspectives, encouraging students to participate, and linking to teaching (O'Malley and Pierce, 2000). But in pandemic covid 19 it make it become challenge, because teacher have different way in assess students' writing.

4.2.2.10 Students' Previous knowledge

For another aspect which challenge by the teacher Teaching Writing Skill During the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci less that 20% agree in percentage is Students' Previous knowledge. According to Linda jo (2000) Prior knowledge was found to be related to goal-related information in high-knowledge writers' first and second drafts and to comments from conferences with high-knowledge respondents.

4.2.2 Interview result of an analysis of teachers' challenges in teaching writing skill during the Covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci

The challenges that teachers face in an online environment during SFH include four subthemes, namely, technical obstacles, student conditioning, the participation of students, and online teaching experience.

4.2.2.1 Technical obstacles

Teachers faced several challenges related to technical issues. Some of the interview from the teacher mention that *“In setting up online systems in teaching online I got a difficulty in Deciding appropriate media for student, and the other one is some contributing factors such us, gadget, signal and internet quotas (teacher 1).*

From this interview it can be said that the technical obstacles came from several problem from both teachers and students. From the teacher, the difficulties came when she need to choose the appropriate media that cover all the teaching goal. Another obstacle was from the students and also teacher sides when sometime the students’ gadget cannot run the application well, or the internet signal from both teacher and students were not stable. Those all things become the obstacle that need to face by teacher.

In a similar way, another teacher mention that *“it is a little bit confusing to decide the most flexible media for students to use in daily learning. There are lots of media I could use, but most of them have complex sequence uses. Less complex media, google form, is the best decision for my students, it is very easy to use and has simple uses. Learning time is also one of difficulty because they have to adjust their parents’ schedule as they have to borrow parents’ gadget for studying and they have to find some places that has coverage signal. (Teacher 3).* In the interview it can be concluded that this teacher also had problem in choosing application that suit the teaching and learning process.

Besides that, another problem is about how students follow the lesson, it can be seen in the next interview result: *“The student does not have a data, the student*

does not have hand phone a part of student sometimes doesn't understand what the teacher explain by online, the student hard to focus(teacher 4). From he interview we knew that some of students did not have cellphone to accommodate the teaching and learning process. It will be the major problem if it cannot be fixed.

Another interview about whether the students have problem in setting up online learning, it was about th network. Mostly students cannot follow the lesson because they did not know the teaching material and exercises form the teacher. It can be seen in this interview” My students have problem in setting up online learning. Most students have low knowledge and low intake in online learning even though school had already hold a training for them, and most of them live in out of coverage signal. They also don't have their own gadget such as computer or cell phone, most of them use their parents' gadget (teacher 3).

In term of how the teacher teach writing skill in online class, there were various answers, from teacher 1 mention that “Firstly I share a learning video that contains some explanations and samples. Next, I ask them to understand some jumble words, and then I ask students to arrange that word into a good sentences”. Video was used as media in the teaching writing online.

Another teacher, teacher 3 mention that “I have some step to teach writing skill in online class, first I share a learning video for them to watch, it contains some explanations and samples. Then I suggest them to read text book. The first task is to write a simple sentence, the second task will make them developing simple paragraph based on picture or clue given. The teacher also used media for teaching, she also gave explanation before asked the students to do the tasks. In term of

giving instructional activities in teaching writing, some teacher had no problems, they still able to deliver their instruction clearly, but for some teacher the problem arrived such as teacher 4 mention that *“Yes I do, the student have many problem in writing skill, not all student master on writing, before writing something the student should know what they want to write, what the meaning and what destination.*

Based on the interview we can conclude that not all students have cell phones/laptops, and Internet signals are poor, especially in the remote area. The challenges that these obstacles gift confirm the academic activities which will take place. issues can arise if these technical obstacles can not be overcome and mean that student participation in learning isn't optimal. As a result, some students cannot follow the teachings and knowledge delays in finishing an assignment that the teacher offers

These is inline it Rasmitadila (2020) said that In the implementation of online learning during SFH, the availability of data packages and Internet networks, and ownership of cellular phones or laptops is an absolute must. Students must have these so that all instructional activities can be followed smoothly. Although some teachers end up doing offline learning or visiting students at home because of these factors, the risk of spreading COVID-19 is significant, so teachers rarely do these.

4.2.2.2 Student Conditioning

Conditioning students by academics remains troublesome throughout SFH, and a tutor should do learning activities within the virtual room so learning will run smoothly. This dramatically determines the keenness and motivation of scholars to

learn. For this reason, a teacher must be ready to make sure that all students are ready to learn and appearance for inventive ways that to interact them.

Some of the interview from the teacher mention that *“I motivate my students to learn writing in online class by giving interesting topic to make them attracted, such as music, film and art work, those really relate the students in their daily life that make them like the topic. I also choose an interesting video and text book with colorful lay out, nice picture or amazing design. (teacher 3)”*,

From the interview it can be seen that there was a away done by the teacher to make the students more enthusiasm. It was by making the leaning process creatively. in line with the teacher 3, teacher 4 mention that *“ The first, I ask my student always remember vocabulary, always to read related to English, because the more you read the more you get (teacher 4).*

Among learning environment teacher 3 mention that *“I found obstacle in teaching students with home learning environment. It comes from the students themselves and the parents. Learning from home make them less discipline because the feel that teacher doesn’t watch them directly so they tend to delay working on their task. It is also impossible to me to give them directly personal guidance, it makes them make lots of mistakes in writing, and some find difficulties in developing their ideas. Working parents also make students under less supervision and guidance from home. Most parents don’t have knowledge on subject recently”* and teacher 1 mention that *“I think, the obstacles come from the students themselves. Because they are not being watched by me as their English Teacher, so*

they tend to delay working on their task. Working parent also make them less supervision and more over guidance from home” .

The similar problem happened in the interview, the learning environment become obstacle in teaching writing online. According to teacher 3 *“I found obstacle in teaching students with home learning environment. It comes from the students themselves and the parents. Learning from home make them less discipline because the feel that teacher doesn’t watch them directly so they tend to delay working on their task. It is also impossible to me to give them directly personal guidance, it makes them make lots of mistakes in writing, and some find difficulties in developing their ideas. Working parents also make students under less supervision and guidance from home. Most parents don’t have knowledge on subject recently”* it was mention that the students less discipline. Teacher 4 also mention similar things, *“Very difficult, because environment influence for student not good if students with home learning part of students like a play game, watching TV, play hand phone (teacher 4).*

Interm of *what are the method and media used in your online class.* Teacher 3 said that *“I used Scientific approach in most my online class because it is really applicable for my students with their characteristic. Scientific approach leads student to be more creative, because they may observe the theory, they may ask and answer question, then they explore and communicate their findings. I used Zoom for face to face learning even though not all students join in the meeting for some reason such as signal and internet. And I also use google form because it is very simple and very easy for student to use. It is possible to make students work anytime*

they want (teacher 3). in line with this teacher, teacher one also use the same approach as in quote "I prefer to use scientific approach method and for the media I often use google form because it's more easy and applicable for my students (teacher 1).

Based on some interview results, this result in line with Rasmitadila (2020) other challenges, such as For example, conditioning students to participate in online learning is difficult for teachers. Factors that create these obstacles can be divided into internal and external factors. Internal factors are difficulties arising from the student's home environment, disturb from family members (younger and older siblings). These factors cause students who are learning to not focus on learning. One of the factors is a less conducive home learning environment where the activities of the students' family members create distractions that decrease concentration necessary for the subject's understanding. External factors that arise are the inconvenience of other students in implementing learning with an online application in a virtual classroom. Students talk to other students about topics unrelated to the subject they are studying. This makes classroom virtual machines overcrowded and less conducive.

4.2.2.3 The Participation of Students

Another challenge that is closely related to student conditioning is the participation/activeness of students in learning activities. it can be seen in some of the interview result 4 of the teacher the students did not participate well, and one teacher claimed that some of the students still participate well, and some were not participated very well.

The interview about “how do you carry out conditioning activities in the virtual classroom so that learning can run smoothly ?” teacher 4 said that *“To make virtual classroom can run smoothly I tend to get to the point on my learning activities, from greeting them, sharing topic, then finally giving quiz or task. I don’t waste my time with many things that is not relate with the topic that day (teacher 4)”* Different with teacher 4, she chose to use the learning with learning becomes more interesting with quizzes and prize (teacher 5).

The researcher also ask about *students participate in learning*. One of the teacher mentioned that *“Unfortunately, not all students participate in learning very well. Some students can not adjust their schedule, less signal also become main problem as ley live out of coverage area (teacher 3).*

4.2.2.4 Online Teaching Experience

Teachers who are inexperienced in online teaching or who have difficulty using information technology and tools will typically find it difficult to conduct online learning as SFH forces teachers to master a wide variety of applications. Even experienced teachers or experienced teachers may have difficulty executing applications. According to the interview mentioned above that all teachers have less than a year of online teaching experience, there was no training to maximize learning from teaching over the internet.

The researcher asked *“how do you ask student to do writing exercise and evaluate the exercise?”* Teacher 3 mentioned that *“I give simple instruction for my students to do writing exercise, sometimes in bilingual, I also give example so that*

they have an overview. I used to give clue or interesting topic that relate to students' daily life. After that I will evaluate their work on their structure, diction, the relate topic, and the neatness of the writing. I use specific rubric to to evaluation. (teacher 3). Different with teacher 5, she said that "Giving example and Written exercise (teacher 5)"

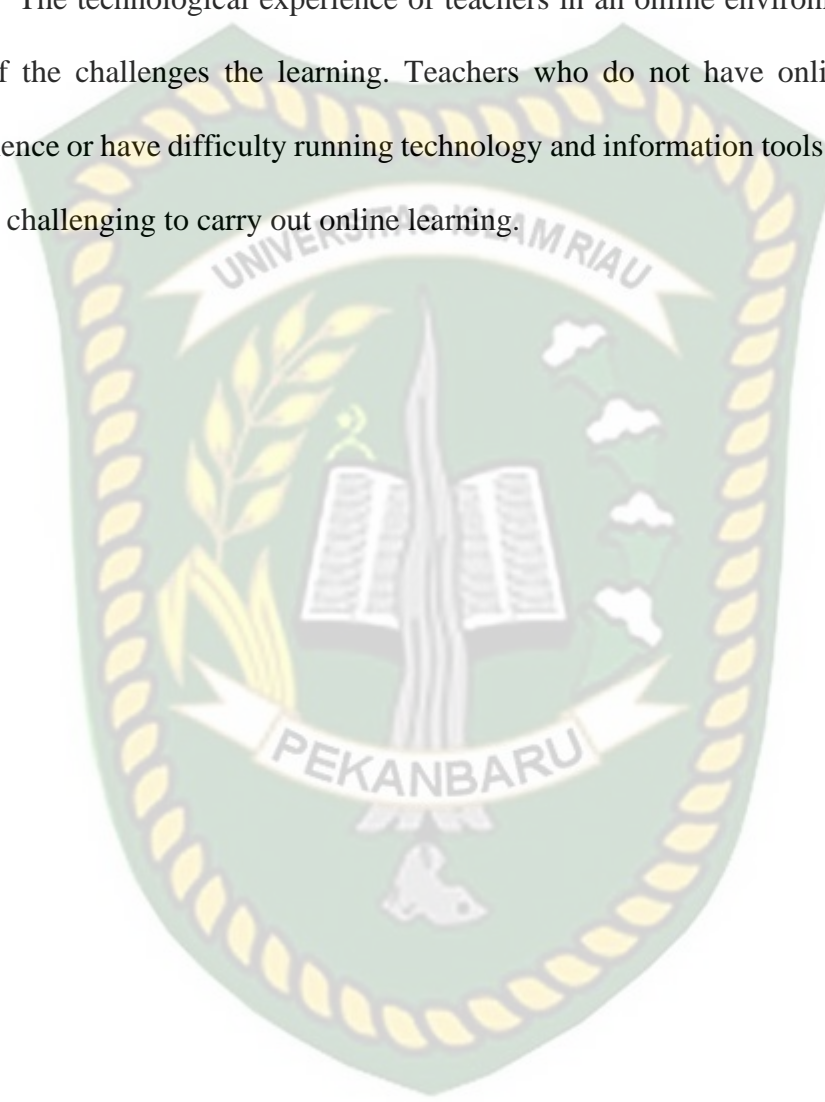
"The researcher also asked about how long have the teachers been teaching writing skill in online class. Mostly the teacher answers' are 12 month during the pandemic.

In term of whether the teacher master the applications, technology tools, and computers in online learning. Some of teacher have master it, such as teacher 3 said that *"I have been being teacher for years that make me master in some application, technology tools, and computer as my school conduct regular in house training", but unfortunately there were also teacher who did not master the technology well, such as teache 4 said that "No, because we need internet to connect computers on online learning"* this statement mentioned that there was external problem that made teacher difficult to master the technology used in teaching writing skill.

The last interview result was about *perception in teching writing skill in online classes?*. Teacher 3 conclude that *"According to my opinion, teaching writing skill in online class has some weaknesses as we cannot conduct directly guidance and supervision, lots mistakes and errors are created by student as we don't have so much time to correct their writing during the learning time. Some students cannot develop ideas or choosing suitable diction that relate with the topic. Online class is not the best way to teach writing skill.*But different wuth teacher 2

mentioned it was not effective and teacher 5 also agreed to have face to face learning rather than online learning.

The technological experience of teachers in an online environment is also one of the challenges the learning. Teachers who do not have online teaching experience or have difficulty running technology and information tools will usually find it challenging to carry out online learning.



CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusions

Based on the research finding to find out the research formula of “What are the challenges for teachers in teaching writing skills during the covid-19 pandemic at SMP Negeri 3 Pangkalan Kerinci” it can be found that the teachers faced two main challenges of teaching writing skills during the covid-19 pandemic.

First research finding showed that the most aspect that challenge teachers in Teaching Writing Skill during the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci is in the aspect of Grammar difficulties and Mother tongue interference. Another challenge that faced by the teacher Teaching Writing Skill During the Covid-19 Pandemic at SMP Negeri 3 Pangkalan Kerinci is in the aspect of Vocabulary difficulties, Writing topics, Credit hours, Number of students in each class, students’ motivation, students’ Writing strategy, Writing exercises/assessment, Students’ Previous knowledge.

Second research finding showed that the teacher could not teach well because of Internet signals are poor, the place was in remote area, not all students have cell phone or laptop. Second, the students’ participation. The teacher sometimes faced unmotivated students because they did not in conducive place for studying. Third, teachers’ online teaching experience. Almost all teacher have less than a year teaching online experience. Some teachers who are lack of online teaching

experience or have difficulty running technology and information tools will usually find it challenging to carry out online learning.

5.2 Implication

By understanding both the students' and teachers' challenges in learning and teaching writing skills in online learning, the teachers could choose the best possible approach to teach writing skills by giving feedback and guidance. Besides, the school management should take necessary actions on the challenges faced by the teachers in order to facilitate the teachers to have effective teaching process in teaching online. Finally, teachers may stress the importance of learning writing skills to the students in order to motivate them to learn writing skills.

5.3 Suggestions

School from Home during the COVID-19 Pandemic has impacted the educational systems of all countries across the globe significantly. In response to this crisis, countries have applied different rules and methods for dealing with changes in the learning system. It is suggest to that:

1. The English language writing skills may need to be taught better in term of online learning.
2. A teaching material and media may need to be designed to encourage writing activities among the students in online learning.
3. Teachers may need to be trained consistently how to teach online.
4. Students may need to be more pro-active in improving their academic writing.

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