

ENGLISH TEACHERS' EXPERIENCE ON TEACHING WRITING THROUGH DISTANCE  
LEARNING DURING THE COVID-19 PANDEMIC

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**ABSTRAK**

*Tujuan dari penelitian ini adalah untuk mengetahui pengalaman guru bahasa Inggris dalam mengajar menulis melalui pembelajaran jarak jauh selama pandemi COVID-19. Penelitian ini menggunakan metode studi kasus 2.0. Pesertanya adalah tiga guru bahasa Inggris di SMP di Bogor. Penelitian ini menggunakan observasi online dan Focus Group Discussion (FGD) untuk mengumpulkan data. Hasil penelitian ini menunjukkan pengalaman guru bahasa Inggris dalam mengajar menulis melalui pembelajaran jarak jauh menggunakan pembelajaran sinkron dan asinkron sebagai strategi dalam mengajar menulis. Selanjutnya berdasarkan pengalaman para guru bahwa mereka menghadapi berbagai kendala dalam mengajar menulis, dan juga mereka mampu mengatasi hambatan tersebut. Kendala dan cara mengatasi kendala tersebut antara lain: kurangnya fasilitas internet, kurang antusias dalam mengikuti kelas, kurangnya motivasi. Untuk mengatasi kendala tersebut, pihak sekolah menyediakan fasilitas internet bagi siswa, guru meningkatkan semangat siswa untuk belajar menulis dengan memberikan gamifikasi online terkait materi pembelajaran menulis dalam mengajar menulis, dan guru meningkatkan partisipasi siswa di kelas dengan selalu memotivasi siswa di awal setiap pembelajaran menulis.*

**Kata kunci:** *Pengalaman guru bahasa Inggris, mengajar menulis, pembelajaran jarak jauh, pandemi COVID-19.*

**ABSTRACT**

The purpose of the study was to know English teachers' experience on teaching writing through distance learning during the COVID-19 pandemic. This study used case study 2.0 method. The participants were three English teachers' at Junior High School in Bogor. This study used online observation and Focus Group Discussion (FGD) to collect the data. The result of this study showed the English teachers' experience on teaching writing through distance learning used synchronous and asynchronous learning as strategy on teaching writing. Furthermore, based on the experience of the teachers that they faced various obstacles on teaching writing, and also they were able to overcome these obstacles. There were obstacles and overcome obstacles include: lack of internet facilities, less enthusiastic in participation in class, lack of motivation. To overcome these obstacles, the school provides internet facilities for students. The teacher increase students' enthusiasm for learning writing with gave an online gamification related to writing learning materials in teaching writing, and the teacher enhance students' participation in the class by always motivate students at the beginning of each writing learning.

**Keywords:** English teachers' experience, teaching writing, distance learning, the COVID-19 pandemic.

**INTRODUCTION**

The educational system in Indonesia has undergone many changes since the pandemic era. To prevent the spread of the pandemic, the government made a rule all learning activities that are usually carried out in schools and colleges must be temporarily closed at the time of this pandemic era. Activities like this certainly require several technological platforms for teachers and students to make the learning process smooth. The English language

teaching (ELT) and learning activities through online learning, which is done in their homes are called distance learning.

Distance learning is an effective solution in continuing the teaching writing during the pandemic era. Distance learning is institute based, formal education where the learning group is separated without face-to-face contact between teacher and students, and where an interactive telecommunications system is using to connect learners, resources and instructors

(Simonson & Seepersaud as cited in Riyaldi & Fatimah, 2020).

On implementing distance learning in teaching writing, the teacher can use educational tools for media in distance learning because there was no face-to-face between teachers and students in learning activities. The teacher has several strategies and methods in teaching writing through distance learning to improve students' writing skills. Because writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers (Wingersky as cited in Hidayati 2018). In distance learning, of course, there are a lot of experiences experienced by English language teachers in teaching, especially in teaching writing during the pandemic era. After all the explanation above. In this study has aimed to know the English teachers' experience on teaching writing through distance learning during the COVID-19 pandemic.

#### LITERATURE REVIEW

Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking that the writer discovers, organizes, and communicates their thoughts to the reader (Wingersky, 1999, p. 4 as cited in Hidayati, 2018).

According to Kusumawaty (2017), the teaching of writing should be done integrally. So writing is also while reading, speaking and listening is given. In teaching, writing can develop other activities for variation such as games, puzzles, quizzes, filling in form, card sort, writing paragraphs based on pictures, newspaper, magazine, articles, advertisements, etc. In teaching writing, the teacher can apply suitable technique.

Distance learning environments can be divided into a triad of synchronous and asynchronous. According to Perveen (2016), Synchronous e-learning refers to learning or teaching that takes place simultaneously via an electronic mode. According to Perveen (2016) Asynchronous environments provide students with readily available material in the form of audio video teachers, handouts, articles and powerpoint presentations.

#### METHODOLOGY

This study used case study 2.0 method. According to Gustafsson (2017) stated that case study can be defined as an intensive study about a person, a group of people or a unit, which is

aimed to generalize over several units. In a case study the focus is based on a specially unit.

Case study 2.0 approach was being used in this study because it is considered capable of presenting in-depth information, especially of English teachers' experience on teaching writing through distance learning during the COVID-19 pandemic which will be carried out at Junior High School in Bogor.

This study was conducted at Junior High School in Bogor. The subject of this study was three English teachers who are now teaching at Junior High School in Bogor. The data collection used in this study was online observation and Focus Group Discussion (FGD).

#### RESULT & DISCUSSIONS

The result of the online observation and Focus Group Discussion (FGD), this study found out there were strategy in teaching writing, obstacles and overcome obstacles in teaching writing based on experiences of English teachers' during the pandemic era.

##### 1) Teachers' experience on use strategy to teach writing through distance learning.

Synchronous e-learning as the interaction of participants with an instructor via the web in real-time. (Khan, 2006). Strategies have been implemented in teaching-learning process were synchronous and asynchronous learning.

Rated Aspect	Indicator	Notes
Readiness to teach writing through distance learning	Preparation of using the platform	The teacher has prepared one of the platforms used for teaching writing activities, that is Google Meet. The teacher has sent a link to students before learning begins.

The table presents, the result of synchronous learning strategy used by the English teachers' in teaching writing. The result showed before the teaching process, the teacher has prepared one of the technological platforms, there were Google meet and Microsoft teams. The result of this point is supported by the data of Focus Group Discussion (FGD).

*“Based on my experience when teaching writing in remote teaching, I used the strategy*

by using WhatsApp Group and Google Meet, and then I explained first the objective of learning. In Google meet, I share the material and the students practice to make sentences.”

**P1**

“For teaching, I usually use strategies via Whatsapp and Google classroom, and in only a few meetings I use Google Meet to directly interact with students in real-time”. **P2**

“Based on the experience of teaching writing through distance learning, I used Microsoft teams to deliver material, give assignments and discuss assignments given to students.” **P3**

According to Perveen (2016) stated that asynchronous environments provide students with readily available material in the form of audio video teachers, handouts, articles and powerpoint presentation. The participants used asynchronous learning to assign assignments to students and collect students’ assignments.

“For collection the task usually via Whatsapp or Google Classroom platforms, And for direct assessment, I usually give time on the same day, for students who do and collect task quickly will get additional points”. **P2**

## 2) Obstacles when teaching writing through distance learning

### 2.1. Lack of internet facilities

Lack of internet facilities was indeed an obstacle that will be experienced by teachers when teaching in distance learning.

“Of course, there are some obstacles in teaching learning writing by using WhatsApp group or Google meet. One of the obstacles for example the internet sometimes did not work well and the students had no internet package to join the teaching and learning.” **P1**

This perception was supported by Efriana (2021) stated that the problem is not only in the lack of learning equipment or facilities, but also in the absence of the internet package.

### 2.2. Less enthusiastic in participation in learning process

In teaching writing were that students were less enthusiastic in participation in class for learning to write process cause students to be bored in distance learning and less enthusiastic in participation in learning process.

Rated Aspect	Indicator	Notes
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Student condition	Participation in writing learning activities	Students attend from the beginning to the end of the lesson; However, there were some students looked passive (did not active) and only a few students who did not participate.
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“The problem was in the quota internet at the beginning and only some students experienced it, but most of the obstacles were not from the internet package, but were already bored learn through distance learning faced by students”.

**P2**

The result of this obstacles, when the teacher taught writing using the Google meet platform, there were a few students did not take part in learning activities to write from the beginning learning through distance learning, made students felt bored for learning and less enthusiastic in participation in learning process.

### 2.3. Lack of motivation

English teacher in teaching writing were that the obstacles that occurred were due to the lack of parents to encourage their children (students) to always participate learning activities in distance learning, in order to students got learning material, and lack of motivation for students, it affected students’ motivation in participating in learning activities in distance learning during the pandemic era.

“The problem is that sometimes the students sometimes lose their spirit if their parents are not at home to support them, the result is that their writing is even more chaotic. So they need motivation and support from their parents and teacher in terms of learning through distance learning. And my obstacles / difficulties when teaching maybe only for students who do not want to be open in class, that is, during lessons, what problems do they have or are confused about. But they don't want to say it all.”

**P3**

## 3) Overcome obstacles when teaching writing through Distance Learning

To overcome obstacles in teaching writing, the participants have different experiences

in teaching writing through distance learning.

3.1. The School provides internet facilities  
The experience of the first participant experiencing obstacles in students' internet facilities did not work well. So, to overcome these obstacles, the school provides internet facilities for all students to help smooth the learning process through distance learning, and teachers stay positive thinking and are patient if students experience internet package problems.

*"To overcome obstacles in the teaching-learning process. The School gives an internet package and stays positive thinking (be a patient to the internet)."* P1

The purpose of the School provides internet facilities to students. In order to students always take part in distance learning process, because this study is about teaching writing. So students participated in learning writing process through distance learning, students did not miss writing materials anymore, students can do their assignments, and improved students' writing skills.

3.2. Increase students' enthusiasm for learning

To overcome the obstacles of students who were less enthusiastic and bored with learning through distance learning; the participant implemented online gamification in teaching writing, so that students did not get bored and can be more enthusiastic in learning writing and so that students' writing skills improved. Using online gamification makes students enjoy learning.

*"For difficulties and obstacles in improving students' mood, the way to solve it is, I used games in learning through distance learning (online gamification), giving learning video, music and sharing a problem faced by students. Furthermore, to improve students' writing skills, I usually teach grammar first, so that students are better at writing."* P2

With the online gamification, the participants are able to overcome obstacles to the boredom experienced by students and less enthusiastic for learning due to distance learning. Because the online gamification given by the teacher to students is related to writing learning materials, so students were more enthusiastic in learning, because they no longer felt bored to participate in writing learning activities. This perception was supported by

Dwi (2016) stated that gamification is brought up enjoyment while studying by fostering students 'engage and increasing students' motivation to participate in learning activities.

3.3. Enhance students' participation in the class

In overcoming obstacles during teaching writing came from students', students who did not receive support from their parents to always followed online learning activities in pandemic era. The participants asked to their parents to help the students to work with the task. Besides that, the participants help motivated the students to be enthusiastic and enhance students' participation in learning process.

Rated Aspect	Indicator	Notes
Learning activities to write	Implementing an interactive learning process, inspiring, fun writing process, and motivate students to participate actively.	The teacher has implemented interactive and fun writing learning activities. Moreover, the teacher provides motivation to students. Students also seem enthusiastic and active in participating in writing learning activities.

The participants overcoming this obstacle certainly felt into the students' writing learning activities because by motivating the students at the beginning of the teaching and learning process, the students became more enthusiastic, active, and fun in writing learning process, the students participated in writing learning process, always did the tasks that had been given and improved their writing skills by paying attention to grammar. This perception was supported by Dornyei (2014) as cited in Ahmet (2020) stated that students' lack of motivation is another key issue faced by teacher, given that student motivation is one of the most significant aspects of language learning, any threat to student motivation endangers the efficacy of learning, thus creates a problem on the teacher's side as well.

## CONCLUSION

This study has aimed at investigating about English teachers' experience on teaching

writing through distance learning during the COVID-19 pandemic. The English teachers' experience on teaching writing through distance learning used synchronous and asynchronous learning as strategy on teaching writing. Google Meet and Microsoft teams platforms as media used in synchronous learning, and WhatsApp and Googleclassroom platforms as media used in asynchronous learning. Furthermore, based on the experience of the teachers that they faced various obstacles on teaching wrtiing, and also they were able to overcome these obstacles. There were obstacles and overcome obstacles include: lack of internet facilities, to overcome this obstacle, the school provides internet facilities for students so that students always follow learning process in distance learning. Furthermore, students less enthusiastic in participation and felt bored learning in distance learning, to overcome this obstacle, the teacher increase students' enthusiasm for learning writing with gave an online gamification related to writing learning materials in teaching writing. In addition, the obstacles experienced by the teachers in teaching writing were the lack of students' motivation and lack of support from their parents, to overcome this obstacle, the teacher enhance students' participation in the class by always motivate students at the beginning of each writing learning, so students always follow the learning process, students also seem enthusiastic, active, and fun in participating in teaching and learning process.

The obstacle that the English teachers has experienced on teaching writing through distance learning with used synchronous and asynchronous learning strategy can be solve with various suitable ways to overcome it. In order to enhance students' participation in class, increase students' enthusiastic to learn writing, improve their writing skills, increase students' ability to build a sentence, improve their grammar and write creatively as possible providing to the given assignments.

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