

THE CHALLENGES IN TEACHING WRITING BY USING E-LEARNING AT MAN 1 TANJUNG JABUNG TIMUR

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ABSTRACT

The purpose of this study is to determine the difficulties that the teachers at MAN 1 Tanjung Jabung Barat face when attempting to teach writing utilizing online learning. Case study methodology was applied throughout the course of this investigation. The researcher gathered data for this study by conducting interviews, conducting observations, and documenting the findings. The data was evaluated by first simplifying it, then displaying it, and finally drawing conclusions from it. Based on the findings of the data collection, the researcher determined that adopting E-learning to teach writing presents various obstacles for teachers. The use of the e-learning system is based on the subject teacher's position that implementation e-learning is less effective in learning to write, which is one of the obstacles. Other obstacles include students' lack of motivation to understand learning to write, differences in the level of understanding among students in the same class, and a lack of support from parents.

Keywords: Challenges, E-learning Teaching, Writing

A. INTRODUCTION

Brown (2011) lists five components in his work. Any written work's ideas and concepts constitute its content. Everything depends on the author's goals. A piece of writing's form, as dictated by the text's genre, is its general organization and presentation. The study of vocabulary is the art of putting ideas into words. Writing correctly using grammatical structure and inner syntax is the art and science of grammar. Correct sentence structure and subject-verb agreement are required evaluation criteria. Mechanics are used in writing applications like spelling and punctuation. Due to the mental work needed to generate writing, which incorporates both process and end, writing stands out as an essential subject to understand when it comes to teaching and learning the English language. The procedures taken to convert a concept into a written piece are referred to as the process. As a result, writing can help students develop their language to answer difficulties that the writer poses to them and can encourage them to concentrate on using the right language (Harmer, 2004, p. 31). Because it enables them

to share their ideas and experiences with others and learn from them, students should develop their writing skills. For the unlikely event that they must ever read something, they must be literate. Teaching writing has two goals: to help students who struggle with it and to develop high-quality writing. It is one of the more difficult occupations in education. The majority of the kids struggle with writing. One of the issues, according to Torwong (2003, p. 1-2), is that many professors did not focus on the content; even the teachers mostly observed grammar and the mechanics of writing (punctuation and spelling) and fixed faults from the initial drafts. If a teacher is adept at engaging a student's chosen learning style, writing instruction is more likely to spark that student's interest. Teachers should think about things like student motivation, writing ability, and preferred learning approaches when generating tasks (Zerin, 2007). Students have always found it challenging to organize and communicate their ideas in coherent phrases. They will be lethargic and uninterested in following the teaching and learning process if they lack motivation.

Asking kids to do the writing in the classroom has proven to be the main obstacle for teachers. Challenges, as we previously understood, are invitations or calls to action (Beghetto, 2018). It means that when teachers provide tasks to their students, they are posing obstacles for them to overcome. Similar to this, when teaching writing, teachers encounter pupils who have not understood the subject. In this situation, teachers need to have a plan for comprehending the learning difficulties that children are experiencing. According to an interview with an English teacher at MAN 1 Tanjung Jabung Barat, one of the difficulties teachers have in teaching writing is that students have repeating personal experiences because they do not understand the specifics of text construction. due to the fact that the majority of students lack vocabulary and have trouble deciding how to employ verbs. They still struggle with writing even though it has been studied since junior high school. absence of writing practice or motivating factors. Students become less motivated to develop their writing abilities as a result. Students should also take distant learning courses and study at home in this Covid scenario. Distance schooling under Covid-19 also created a habit of using technology, claims Novita Sari (2021). Because not all students can comprehend the material's purpose, teachers find it difficult to deliver it, and they are unable to give each student their undivided attention and complete admiration. The only school in Tanjung Jabung Barat that has used E-Learning for online learning during this pandemic is MAN 1 Tanjung Jabung Barat. E-learning, as defined by Carmichael, Reid &

Karpicke (2018), is education provided through digital devices with the goal of fostering learning. On April 1, 2020, MAN 1 Tanjung Jabung Barathas began using E-Learning. This online course is of the web-based Moodle variety. This system is self-hosted and of the open source variety. The materials are designed to help MAN 1 Tanjung Jabung Barat teachers and students use technology in online learning activities. Teachers and students can communicate while learning remotely through e-learning. It functions similarly to Facebook, allowing educators and learners to exchange knowledge and assessment tools like computer-based tests (CBTs). After the evaluation activity, a value recapitulation is simple to conduct.

B. METHOD

This analysis was so extensive that qualitative methods were employed. Using this strategy, researchers can more effectively identify and apply pertinent data to the study's objectives. Finding meaning, investigating forms, and gaining extensive knowledge about a person, group, or situation are all components of a qualitative case study. According to Lodico (2006), the use of qualitative research methods is an additional method for distinguishing anticipated phenomena and impacts and for developing novel grounded speculations about the latter. That is to say, subjective inquiry can yield narrative descriptions that are rich in detail. This technique is used to ascertain the sequence of actions and events. According to Chaedar (2002), qualitative methods investigate how actions are performed. This study is a case study due to this reason. According to Stake (2013), a case study research investigation is an examination and analysis of a single or group of cases that attempts to convey the complexity of the object of study. The case study is a qualitative research method in which a particular instance (such as a program, event, activity, or individual) is examined in great depth. Researchers devote a considerable amount of time to the investigation and use a variety of data collection techniques to acquire in-depth information. This study examines the difficulties encountered by the English teacher at Man 1 Tanjung Jabung Barat as she implements E-Learning strategies to help her students improve their writing during the current epidemic. The primary objective of this study is to identify the obstacles that first-year writing teachers at MAN 1 Tanjung Jabung Barat confront when implementing E-Learning strategies.

C. FINDINGS AND DISCUSSION (12 pt)

This study examines the pros and cons of using E-Learning to teach writing at MAN 1 Tanjung Jabung Barat, using interviews and written data. The pandemic caused classroom issues including online writing instruction. Writing is one of the hardest talents to teach, so instructors might expect obstacles. Practice is needed to learn how and where to put items.

Online Writing Instruction Challenges

The study examined the challenges of teaching writing at MAN 1 Tanjung Jabung Barat using e-learning in 2021–2022. The many challenges native and non-native English teachers face make teaching English as a foreign language (EFL) challenging (Alaamri, 2013, p.1140). This means that the educator is aware of and ready to face English teaching's many problems. According to interviews and observations at MAN 1 Tanjung Jabung Barat, English teachers have some issues using e-learning to teach writing.

Student English Skills

E-Learning for writing at MAN 1 was discovered through in-depth interviews and classroom observations. Tanjung Jabung Barat is difficult. The students' low vocabulary caused the problems. Since adopting the e-learning system, which the subject teacher says is less effective than traditional techniques, the kids' limited vocabulary has made it harder to write. Effective prose requires vocabulary. In classrooms, vocabulary gaps are common and cause problems for teachers and students.

Writing teachers face passive students, according to Muslimah (Widayanti, 2019). Special therapy is needed to get them involved in class. Because teachers cannot monitor every student in online classes, they must work harder to engage pupils. This gives pupils many chances to open a non-lesson app. Methodological inappropriacy is another issue teachers encounter. Every learner learns and knows differently. Ahmad, Khan & Munir (In Widayanti, 2019) claim provincial school instructors lack English language teaching approach qualifications. In addition, Hidayati (2018) argues that teachers struggle with teaching aid availability. Teachers must be imaginative to find a teaching strategy during the pandemic.

Motivate Students

Interviews and observations showed that pupils dislike writing due to its intricacy. Teaching English has its own challenges, including a steep learning curve and a hard time motivating students. Not this owing to kids' indifference with writing, not their misbehavior.

Online students must assume personal responsibility for their education, thus they cannot enroll and learn with their peers. They must actively participate in online learning, communicate with the instructor and classmates, and learn and grow as a consequence. You et al. (2016) claimed that intrinsic motivation affected academic achievement. Gustiyani. (2020) added that extrinsic motivation, such learning environment, and intrinsic motivation, like personality, affected students differently.

This study matches Hasriningtyas (2021). Recent research have revealed that the abrupt switch from face-to-face to distant digital learning has damaged students' intrinsic and extrinsic motivation in online learning. Snowball sampling allowed us to interview eight students individually and fourteen in focus groups. We analyzed both interviews using theme analysis. Students' intrinsic motivation for online learning was driven by their desire to learn and try new methods. Legislation and natural events also affected it. However, poor external support facilities also affected motivation.

Interviews and classroom observations revealed diverse student competence levels, presenting challenges for online educators. Teachers also struggle to teach writing to pupils at different stages of development. Elementary school classes often include students of different abilities. Teachers have struggled to address the requirements of children of different skill levels (Asep, 2014). Teachers required to tailor their lessons to pupils' writing abilities. That makes it hard for teachers to plan engaging classes and exercises. To fight the problem, MAN 1 Tanjung Jabung Barat teachers are always trying novel writing methods. To streamline online learning, ineffective strategies were deleted or adjusted. To address difficulties like Internet access in teaching methods, fewer in-person or small-group meetings are being considered. Students and instructors must adapt due to the pandemic. The pandemic affected these three difficulties, and classroom interruptions may cause new ones.

This research supplements Rachel Nyanamoney Moses (2019). English teachers find it difficult to teach writing, and pupils face various hurdles in their writing development. Literature has examined ESL students' writing challenges, including English writing skills, writing goals, and writing tactics. If teachers knew the challenges students and teachers face in learning and teaching writing, they could choose a more successful strategy. The administration should also address classroom issues to help teachers work more efficiently. Finally, teachers can encourage kids to write by highlighting its importance to their future achievement.

Absence of parental support

Researchers found another issue with pupils' lack of parental support after interviews and observations. During the COVID-19 pandemic, children and parents should stay indoors. Due to COVID-19, online education is prioritized. Online education is available in most countries. Distance learning using internet-based digital media can assist learning without teachers and students physically interacting, which can bore and stress children and parents. Kids can get bored when locked inside, so parents need a solution. Parents must address children's emotional and social needs (Rohayani, 2020).

Currently, at-home, parent-guided distance learning systems have many issues. Parent's inability to teach due to a lack of subject knowledge, interest, and motivation, time constraints due to work, impatience, and inability to use technology and the Internet due to skill gaps are examples. Thus, regular in-person parent-teacher conferences at the school became more needed and desired.

This study's findings are similar to Lilawati's (2020) study on parental involvement in homeschooling during the flu epidemic: parents help their children complete teacher-assigned homework, and homeschooling is not better for students than traditional schooling. parents' education views. Given this backdrop and the literature, we must perform this study to understand more about parents' remote learning engagement during the COVID-19 pandemic.

D. CONCLUSION

The purpose of this study was to investigate the several obstacles that arose during the adoption of an e-learning method for teaching writing at MAN 1 Tanjung Jabung Barat during the school

year 2021-2022. It is vital to realize that these obstacles were not isolated instances but rather multiple concerns that had substantial ramifications for both educators and students. It is also essential to acknowledge that these challenges had significant repercussions for both educators and students. One of the most significant challenges concerned the effect that students' restricted vocabulary had on their ability to write. This problem was frequently made worse by the use of remote learning environments, which deprived students of the in-person mentoring and contact that may have contributed to the expansion of their vocabularies. Due to this constraint, it became clear that novel approaches were required to meet the demand for improved language acquisition in virtual environments.

The struggle to encourage students in an online learning environment was noted as another significant challenge that was encountered. Writing in a virtual classroom proved to be a challenging task because it was difficult to keep pupils engaged and enthusiastic about the activity. To develop a dynamic and engaging environment for learning that is both interactive and stimulating for students, teachers have to look for novel approaches to motivate their classes, modify their traditional approaches, and make use of new technologies.

In addition, the wide range of abilities prevalent among the student body constituted a substantial obstacle. It was clear that the students in the online class came from a variety of backgrounds and had a variety of skills and requirements. In order to properly cater to students with varying ability levels, teachers needed to differentiate the education that they provided for their students. This brought to light the significance of employing individualized and flexible instructional strategies in online learning environments.

The problem of inadequate parental support for education completed at home was another topic brought up by the research. Due of the location's isolation, the children were compelled to rely more heavily on their parents for direction and assistance. However, not all parents possessed the necessary resources or were able to make themselves available to offer this assistance. In order to overcome this obstacle, it is of the utmost importance to make parents more conscious of the central role they play in the academic development of their children, as well as to facilitate communication between instructors and parents by holding regular conferences. This

collaborative approach has the potential to overcome gaps in understanding and support, so ensuring that students have a more well-rounded educational experience.

In conclusion, the findings of this research shed light on the complex difficulties associated with the delivery of writing instruction via e-learning. It places a strong emphasis on the importance of adaptive teaching tactics, inventive motivator techniques, vocabulary enrichment, and increased parental participation. Not only in the midst of the COVID-19 pandemic, but also in the context of the ever-shifting educational landscape, it is necessary to address these problems in order to improve the quality of writing instruction and ensure the success of students participating in remote learning. This study is an important resource for educators, administrators, and parents because it provides insights that may be used to efficiently manage the intricacies of distant education.

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