Strategy in teaching writing in online teaching: A case study of SMA Taman Madya Ibu Pawiyatan Yogyakarta

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Abstract: This research aimed to: (1) to know the implemented strategies in teaching writing in online teaching at second-grade students of SMA Taman Madya IP Yogyakarta and (2) to know the difficulties of the teaching of teaching writing skill strategies at second-grade students of SMA Taman Madya IP Yogyakarta. The method of this study was case study research. The subject of the research was the English teacher at second Grade students of SMA Taman Madya IP Yogyakarta. The strategies teaching writing skills which to find the teaching writing process and difficulties in online teaching. The interview was conducted by an English teacher after the strategy was applied in the teaching writing to the students. The observations were done by video recording. The finding that strategies in teaching writing in online teaching activity were (a) the strategy of vocabulary teaching online by using PowerPoint, (b) Zoom and Whats App, (c) Strategy of Teaching Grammar developed in YouTube using Google Classroom and Teacher’s Strategy to Present grammar point using Zoom Meeting and Google Classroom, (d) Strategy of teaching hand-writing using WhatsApp, (e) The strategy of teaching types of text implementing YouTube and google classroom. Strategy teaching Closing Activity, Teacher’s difficulties in using Online Teaching Media were that (1) the teacher did not operate Smartphone in online teaching because she was confused about all the menu systems on-screen, (2) when the teacher explained the materials internet connection occurs, (3) to see whether the students active online using the zoom. It was difficult for the teacher to use online teaching.

Keywords: teaching writing strategies, difficulties, and media online.


Introduction

Writing in English as a foreign language (EFL) and English Language teaching (ELT) were very necessities for students at senior high school because English was commonly required in the middle of higher education level. In the online teaching process that teachers used to have difficulty in teaching writing practised in the online classroom in which they have many obstacles specifically were grammatical error, grammar accuracy, vocabulary, spelling, punctuation, handwriting, and types of text. Strategy teaching writing skills were a very important role for the teachers that was purposed to the successful teaching process. Strategy is the plan of teaching in which was an overall plan and depends on the teaching consistent and the teacher involved the student’s classroom teaching activities fluently, the discussion quite well in teaching activity, and it was supported by other facilities in classroom teaching (Majid, 2013), and The teacher applied types of texts and concise of the materials necessary to implement the teaching writing strategy to encourage the students by exploring their knowledge of writing materials (Gill, 2017).

Teaching is to help someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2006); there were several criteria of good teaching writing skills were describing clues of objective, the teacher asked for the question and giving assignment that has been taught, distributing the details of the materials in which based on the better concept of the teaching process, and attractive student's attention and creative teaching activity (Nomalungelo I.Ngubane, Berrington Ntombela, 2018).

The strategy is an approach activity that uses instructions from the teacher to achieve learning objectives (Paul Eggen & Donal Kauchak, 1988). Meanwhile, the second definition is that the learning
strategy is a series of methods, approaches, media used, student grouping, and also a measure of the success of a lesson (Haidir dan & Salim, 2014). The strategy is a plan, process (motivation, creating text, and asking or examining for the task), teaching gap or teaching map, activities cycles, and actions that aim to increase students equally level of proficiency in the English language teaching process (Keifer & Effenberger, 1967). The researcher concluded that strategy is a series of planning activities or approaches used to achieve learning success and to be achieved the target that has been set in teaching activity, and strategies aim to cover the purpose of teaching objective that should be achieved, and strategies aimed to cover the purpose of the teaching objective that should be achieved.

The teaching strategy is one of the approaches of real English language development in which the English teacher has to know in-depth situation areas of what students need and goals in teaching the English language while the teacher arises and employs what is meaningful language and the students produce their own new words that make students active language learning at the strategies implication (Jordan, 2016). The effect of teaching strategy used to the students is sufficiently satisfied in applying writing skills in the classroom online, they were confident, bravely, and curiosity (Peyton & Linguistics, 2016); Definitely, the language teaching strategy is the teacher’s strategy to achieve goals, objective study, and increase the student’s abilities deal with it designed to correlate a context the field of fit for students (Goldenberg, 2008).

Types of strategy in teaching writing were listening, practising, hand-writing, input, and output (Hussain et al., 2019); Implementation of teaching strategies actively are; firstly, students' discipline in attending and roles of teaching-learning; secondly, Rising the relationship students with teachers as well as they are going to be helped, and with the teacher to the students; thirdly, the establishment of active-positive learning interactions belong students with the teacher; finally, student's centred-approach (Nur Khasanah, Nur Yahya, & Robingatul Mutmainnah, 2012); effective teaching-learning activities of teacher deeply concerned about saving face when receiving critical feedback, contradicting, withdrawing, repairing, face, to be emphasized self-reflective and progressive face in attention teaching activities with building students’ spirit and desire teaching-learning (Bjørndal, 2020);

The aims of teacher-developed teaching process so that we hope teaching activity and learning process very well, then recently we know at teaching and learning process are the first to promote the lesson interest of the students, developing students' ability, giving more attention and understanding the teaching process (Tsai, 2017); The purposes of teacher in teaching that make the students growing comfortable and confident in playing multiple roles, and to consistent fairness to all students equally (Frazier & Brown, 2001); Writing English teaching process that has been with priority the basic competencies by using three of skill are interpersonal, transactional, and functional using spoken and written to do the teacher's role that the teacher does social function associated with informational literature, and social culture (Romahondas, 2014).

The observing is defined of usefully link to writing skills in three stages were simply observes phenomena, to one another meaningful ways, and final stage is the representation of this perception, organization through some medium to audiences such as sculpture, music, oral or written language, and so forth (Kantor et al., 1978); in addition that and language element from the text that has been listened and reading interpersonal texts, transactional, specific functional text, oral, video, and record; beside that the observer more focus on the messages (Romahondas, 2014); questioning is the process of constructing knowledge in the form of functional concept of social function in the particular materials subject, procedure of texts through group or in pairs, sequencing factual event in the past, and linguistic elements that can develop such as curiosity, motivation, critical thinking, and creative thinking among the students and the teacher’s teaching improve in teaching process (M et al., 2019) that aimed to overcome the teaching materials difficulties through effectively asking for question, teaching responses of the materials subject, and the teacher know about the students’ understand what are the students fluency of subject lesson (Solhi, 2019). Then, the criteria good questions are: a) attention, b) voice, c) pause, d) content of questions, e) distribution of question, f) knowledge, g) understanding, and h) analyzing (Shanmugavelu et al., 2020); communicating strategy is the ability to conclude the last lesson that talked about teaching-learning of a subject, observed and experimented, in which the subject of lesson that had four stages are a). The observing result teaching subject, b). a conclusion that based on analysis result orally and written, c) talking about lesson details, d) The student's structure of task and providing an opportunity for the students to demonstrate attitude, skill, and their knowledge broadly; exploring is the process of students or teacher analyze previous information to new information that
become the real sources in the teaching context in which was aimed of attracting students attention, making students active communication in teaching activity (Abdul Majid, 2014); experimenting is one of the most important to apply in the classroom which the students the real authentic teaching-learning whether the defined experimenting is a trial system and plan to search the correctly theory suitable for the students to be taught at applying teaching activity (Permendikbud 37 Tahun 2018, 2018), that aimed to teaching is necessary doing interact inside or outside classroom that they have to search other information to consider with previous information such as design teaching materials sources, and planning of the task sources deal with collecting data; for example, the students have to interview, observation, reading text-book, and getting functional text that mentioned of skills include interpretation, explanation, analysis, synthesis, evaluation, and making inferences (August, 2018).

In the teaching activity influences that function of media as the first roles assisting teaching activities are to the effect of activity-based media education on students’ critical media literacy, and the fact that media literacy is closely related with the well-teaching method, and activities in which students can gain critical questioning strategy and thinking should be preferred (Icen, 2020), and media is the one way to interact when teaching process directly by media control through social media has mostly been done well, and the social media roles considers issues of information management, identity, reputation, and potential consequences on classroom dynamic. The media that have been applied were Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars; people have been connected with the aimed to enhance collaboration (https://zoom.com.cn/en-us/meetings.html, 2017), zoom meeting in teaching aims to raise them the conferencing gathered through the teacher presented materials that about focuses attention on grammatical accuracy, lexis, and discourse, and encourages pooling of knowledge about language to be become writing expert.

Google Classroom is an online learning platform developed by planned for introducing a technology-based learning platform through which these gadgets loving young generation can be taught, they usually spend most of the time of their day and night (Cahyono et al., 2019) Google which enables both the teachers and learners to engage in ‘beyond the classroom teaching and learning innovatively to this online tool may help them to communicate, as well as develop and organize their work (Islam et al., 2019).

Intentional vocabulary learning through WhatsApp Many US-based medical schools record their lectures, as accommodation for students with learning disabilities.

In this teaching activity by using Youtube which is defined as the website where people can watch and share a short video of students’ factual teaching practising task results gathered or group or individually in which they will be going to report as an evaluation that aimed to investigate the effect of YouTube videos and pictures as the authentic materials writing performance that have better performance in teaching writing skill (Styati, 2016). Applying better principle teaching on the Internet with the enormous features has provided up prospects for rich and ground-breaking approaches to deal with educational issues and present solutions to the escalating needs for learning resources (Albantani & Madkur, 2017).

In this case, it difficult means that contain to do something such as obstacles, saturated, unsatisfactory problem in teaching activity, English language teaching while teaching writing skill aspects and factors that were lately running skill program about teaching language. The teacher's difficulties of writing are the teacher write viewpoint of materials, in teaching language that the teacher difficulty in transferring language, and students do not understand or do not have fundamental of grammar to do the process of writing (Bulqiyah et al., 2021). The factors in online teacher disturbed and not accessibilities were a) the internet does not support of the condition place; b) the internet bad connection, do not know the audiences actively or not to join a program, and it often stops suddenly at teaching process activity, and it was caused of teacher’s low performance when was online teaching process; c) the students and teacher are bored; d) the teacher felt saturated because the students were unhappy online teaching process.

Methodology

As the part of the study that conducted by the researcher was based on the procedure, which about the strategy in teaching writing online, it was one of the descriptive qualitative data obtained and
explored were taken from social phenomena, real evidence of report data, documents, and primarily data scripts, where it contained observations, interviews, documents, real iterative teaching activities by doing teacher, observation records (Cresswell, 2015). Whereas there were two English teachers in the research was carried out. There was one only English teacher that participated in interviewing the research, the study was enough represented of research.

The research was located at senior high school students, where there were two departments contains the science of class and social class of students; during the research was carried out the strategy teaching writing skills in online teaching from November to February, which were considered by strong research by observation, interview, and documents. They were observations that focused on the strategies in online teaching writing skills and implementation of strategies in teaching writing skills, they aimed to find out how implementations of strategies that used by teachers and obtained the data in the online teaching-learning process when taught writing skills, where the observed taken from using a note, observing record, iterative teaching activities, gesture, body language, and write crucial information in the event classroom online learning, interviews; asked the teacher about students of how comfortable in online teaching to teach writing skill during teaching-learning process used media, video record, coining words as questions for students, media and technique are interested to attract students' desire in online teaching, documentation; focused and certain aspects need to be authentic data such as videos, photographs, memos, letters, cases record, and memorabilia of all short that can be used as supplemental information.

Teachers’ strategies at teaching writing skills by the researcher associated with how to implement writing strategies in online teaching activities, the sources of this research that took from the observations, interviews, documents, real iterative online teaching activities by doing teachers, lesson plan, and observation records. The data trustworthiness found validity in the findings. The quality of the data was very important for descriptive qualitative research. The data compiled the ideas of triangulation beyond its conventional associated with research methods and designs, social, strategies activities by teacher doing, and performance (Norman K. Denzin and Yvonna S. Lincoln, 2017).

Data analysis techniques that the researcher used descriptive qualitative methods. To describe the teachers’ strategies in the online teaching English process to teach writing skills (Cresswell, 2015), in which the data analysis of this research was based on the positivism paradigm as follows; by doing data reduction, display, and conclusion and verification.

Results and Discussion

Based on the strategy in teaching writing online: a case study of senior high school students that have been accompanied procedure in which were based on a syllabus designed, lesson plan, observation, interviews, documents, and video online teaching which was held in February 2021, where it steps to increase, to achieve the goals on writing skills crux students in online teaching, and to know the practising strategies between teacher and students. The researcher found out that the teaching process that the strategy of vocabulary teaching online by using PowerPoint, Zoom and WhatsApp, Strategy of Teaching Grammar developed in YouTube using Google Classroom & Teacher’s Strategy to Present grammar point using Zoom Meeting and Google-Classroom, Strategy of teaching hand-writing using WhatsApp (WA), the strategy of teaching types of text using YouTube and google classroom and Teaching Strategy to solve the students’ difficulties in teaching materials by using Youtube and Google-classroom, Teaching Exploring and Communicating strategy using Google-Classroom, and Closing Activity and teacher’s difficulties by using Online Teaching. Those are aimed to enrich online teaching writing skills effectively through the concise of materials when online teaching. They aimed to teach writing skills which were comprehended, exploring, creating texts, and developing their ideas in the form of short or long texts, structure sequencing, creating texts fluently, grammar accuracy, spelling, and working to create an essay pair or group by using online of google classroom application and zoom meeting.

The teacher applied to teach writing skill strategies are, as follows:

1. **The strategy of vocabulary teaching online by using PowerPoint, Zoom, and WhatsApp.**

   The strategy teaching vocabulary using PowerPoint media in which there were PPT certain words has written related to the text provided. The words were then uploaded to Google Classroom. The evidence of data showed that the students have been taught by the teacher before, as follows:
Teacher: For today, find a report text about technology, it can be about handphone, internet, laptop/pc, application, blog, etc (choose one, it is up to you) from the internet. Then, write 20 new vocabularies from the text with the meaning.

The result and teachers’ instruction above that showed the students have been taught then they practised and created sentences or texts essays. Occasionally, the English teacher sent the task for them, then students have to find the difficult words in the other texts. It can be supported by English teacher’s data as follows:

| Table 1. Teacher’s lesson plan (While-Activity) |
|---|---|
| Step | Observing |
| Main Point | a. The teacher provides examples of sentences and English vocabulary or expressions related to the material that has been previously presented. |
| | b. The teacher gives examples related to current events which can then be developed by students as a writing exercise about report text. |

Based on the observation that the researcher found the teacher taught in online teaching activity can be done include in text-book, the internet, magazine, pictures, watching news videos, and other text). In the observing activity, the teacher did not apply all of the materials in the online teaching process such as magazines, the internet, text, etc.). She tried to give examples of the materials about report text related to the previous materials that have to be developed by the students in the form of report text. There was a piece of evidence that the teacher’s observation about vocabulary can be supported by the analysis data at glance, it can be a highlight as follows:

| Table 2. Teaching Materials Vocabulary in online |
|---|---|
| No. | Vocabulary | Explanations |
| 1 | Today, now, tonight, just now, yesterday, later, and so on. | Adverb of time |
| 2 | On, of, in, and, etc | Conjunctions, and preposition |
| 3 | I, we, you, they, she, he, it, and noun | Subject |
| 4 | Become, seems, sound, smell, and appear | Linking verbs |

English teacher taught vocabulary list of each topic the text related to the context then they created sentences to write a text what teacher has been taught then they developed itself then they tried to create sentences appropriately of grammar corrected, fluency, and accuracy in writing skill through what students have been taught by the teacher, in around their place become topic of texts after that they discussed in online teaching trough Zoom and then it can be sent to google classroom.

It is supported by the teacher’s lesson plan that the teacher taught in online teaching activity about grammar (auxiliary). The teacher’s lesson plan can be seen, as follows:

| Table 3. Teacher’s lesson plan (While-Activity) |
|---|---|
| Step | Activity |
| Main Point | The teacher provides vocabulary related to the topic of the lesson that has been given and then developed in the form of sentences or texts by the students themselves. |

As stated in the observation, this strategy that an English teacher taught them vocabulary then they developed themselves through reading text, text-book, reading a book, magazine, etc. She tried to teach the students what they were needed, and what important texts or take a place as a topic lesson that has to be discussed gathered in which suitable with their real-life situation.

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As stated in the observation, this strategy that an English teacher taught them vocabulary then they developed themselves through reading text, text-book, reading a book, magazine, etc. She tried to teach the students what they were needed, and what important texts or take a place as a topic lesson that has to be discussed gathered in which suitable with their real-life situation.
2. The strategy of Teaching Grammar was developed on YouTube using Google Classroom.

There were several strategies in teaching writing skills in online teaching activity. The teaching strategy was effective in teaching new grammatical points by using teacher, then she asked for the students to build their knowledge about the previous lesson about new grammar point that has been given by the teacher, the students construct their knowledge about social function, language features, structures, and characteristics of each text that have to be mastered, in which the students asked the teacher because they have difficulties or asking for the question about previous materials through What App and google classroom.

The evidence teacher’s statement can be seen from the interview is, as follows:

**Interview:** For now, the easiest strategy for students to understand is to give the material little by little with little practice. If they don’t understand they can via WhatsApp or go directly to the school, of course, they have to proceed.

Moreover, the teacher stated that the students have the opportunity to ask questions about the previous lesson or in the event now then the teacher gave students to ask about lessons outside teaching time. It suitable with teacher’s lesson plan can be shown is, as follows:

**Table 4.** Teacher’s lesson plan (While-Activity)

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Point</td>
<td>Students are given time by the teacher with questions that lead to the structure of the language and the structure of the text that has been studied and provide feedback on student discussions.</td>
</tr>
</tbody>
</table>

Based on the conclusion that the researcher did not find the teaching process activity gradually such as teacher’s interaction with students in teaching, the teacher did not distribute materials a lot (interview result), and the teacher allowed the students to ask questions at teaching process directly excepted they through only sent a text message to school place to ask for question.

Teaching strategy for presenting the grammatical point that the teacher taught the materials that had related to context and real-life their situation, then the teacher taught the part of grammar which was in the text while the students and teacher engaged in a teaching activity in which the students have been commended to analyse, categorizes, to know linguistic elements and structure texts that have been given by the teacher in online teaching activity. In the lesson plan, it can be seen about teacher associating activity is, as follows:

**Table 5.** Teacher’s lesson plan (while-Activity)

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Point</td>
<td>Associating: Asking students in pairs to analyze the structure of the text and the linguistic elements of the previous reading text.</td>
</tr>
</tbody>
</table>

In the conclusion that teacher provided the students previous lesson of report text then they created itself based on teacher’s explanation then they analyzed gathered in teaching associating activity.

3. Strategy Teaching Hand-writing

The teacher asked the students to practice writing letters of words that were in the texts, then they practised creating other sentences, texts, and paragraphs through the teacher’s instruction in online teaching activity. The teacher only took control of them online by sending texts or calling by What App.

The result of student’s practising that can be seen is, as follow:

**Mt Busy Holiday**

*On February 8th, 2016, I thought this would be a great holiday for me because that was the Chinese New Year holiday. I didn’t celebrate the Chinese New Year as I’m not Chinese but I guessed that it was a good time for me to get fully refreshed. I was so tired of studying. However, the unpredictable fact broke everything up.*
First, like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up-to-date gossips. Not long after that, my neighbour who is also my schoolmate visited me.

The class began by sending text messages. The contents of the instruction were distributed by the teacher. In addition, the teacher uploaded the texts then the students downloaded them. After that then they read them then they searched for the difficult words. Finally, they sequenced alphabetically utterances, they created sentences and paragraphs from what they learned which they added new root words from with another theory.

4. The strategy of teaching types of text using YouTube and google classroom.

The teacher distributed the most basic form of the parallel writing sentences of texts, then the teacher taught them how to create the sentences in writing into becoming a paragraph. Then, it was arranged to become texts or essays. After they mastered the materials that the teacher had given to them, then they had to write similar sentences to become texts in which type of texts has been taught. It is supported by the teacher's interview that can be seen as follows:

**Interview**

**Teacher:** I teach them to make sentences into paragraphs, it is not easy, it needs to be taught gradually, especially teaching them to write sentences so that it becomes a text to use their experience and describe one of the objects that are around them.

The teacher stated that she taught the students about materials that are suitable with the basic form of their mind reinforcement, then they created the texts suitable with their ability and they were allowed the teacher's instruction or texts instruction.

In the lesson plan, it can be seen about teacher’s strategy in teaching as follows:

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Main Point</td>
<td>Students are given examples of material that focus on one text topic and students can explore and select specific texts for independent practice.</td>
</tr>
</tbody>
</table>

Based on the teacher's stated that she presented strategy teaching that the teacher had to begin with the basic form of structure, teacher given commonly topic of texts then the teacher gave also one or two model sentences then they created other sentences to become a text.

**Teaching Strategy to solve the students’ difficulties in teaching materials by using Youtube and Google-classroom.**

Based on the researcher observed that the teacher taught in online teaching by using Youtube in which aimed to cover the students' bored, to overcome students’ confusion, to raise their spirit in online teaching, to invite them to watch an interesting video that related to their materials teaching writing skills, then they did the task or exercises distributed by English teacher then the teacher evaluates their development about materials that they have learned. It supported interview result did by the researcher with English teacher is, as follows:

**Interview**

**Teacher:** When children look lazy to study, especially when they are given material via Youtube because they prefer to watch videos about material on YouTube, so I make it that way, and I ask the children to complete assignments via YouTube videos.

As the stated English teacher that applied to teach strategy by using video to teach them about materials English teaching, then they can manipulate materials distributed by the teacher then they made a video about materials task. The teacher purposed to apply this strategy so that they did not feel to learn for the next teaching writing skills.

1. **Teaching Exploring and Communicating strategy using Google-Classroom**

Teaching strategy used of online teaching writing skill in which the teacher gave the students task that will be finished then they described what they have learned while distributing their ideas involved tasks. In the teaching writing activity, they concluded about what previous materials have been given
by the English teacher so that they well-known, wrote, and talked about types of texts such as report text, and exposition task individually or group or in pairs.

The stated interview result from the teacher is, as follows:

**Interview**

*Teacher:* I only ask students to practice on their own, usually then I ask for the results of the home practice to be sent to my google-classroom or WA. Then the results will be told by the students themselves, then we will discuss them again when the online learning process takes place.

It is supported by the data observed from the teacher's lesson plan that it can be a highlight is, as follows:

<table>
<thead>
<tr>
<th>Table 7. Teacher’s Lesson Plan (While-Activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step</strong></td>
</tr>
<tr>
<td>Give students practice to get to know the type of text (report).</td>
</tr>
<tr>
<td>Ask some students to speak speaking in front of the class telling the text (report) that has been given by the teacher.</td>
</tr>
</tbody>
</table>

In the conclusion of the interview and teacher's lesson plan that the teacher had designed or wrote the task to practice the students in online teaching then the teacher asked for the students to do the task that related to the previous lesson then the students and teacher discussed the result in interview then the teacher asked for the students to talk about their result then they discussed mistake in writing report.

### 2. Closing Activity

The teaching strategy using Zoom and Google-Classroom in the last, the teacher overviewed the materials for the students so that what they were easily understanding of fields then she gave them homework related to the previous lesson then it can be submitted soon through Zoom meeting (teaching activity), google-classroom for the task or WhatsApp.

After the teacher presented the students' obligation in doing an assignment at home then the teacher and students pray together. It can be seen, as follows:

**Interview**

*Teacher:* The material presented earlier is still in the context of the text report and its characteristics, don't forget, the tenses use the Simple Present Tense and describe people's perspectives. The task is immediately made and then gathered immediately so that the score is good, let's close with a prayer together.

It can be supported the observation from the teacher's lesson plan is, as follows:

<table>
<thead>
<tr>
<th>Table 8. Teacher’s lesson plan (Closing Activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step</strong></td>
</tr>
<tr>
<td>C. Summarize the material that has been given by the teacher.</td>
</tr>
<tr>
<td>b. Schedule homework for the newly completed subject matter (report text).</td>
</tr>
<tr>
<td>c. Checking student work for report text subject matter, etc.</td>
</tr>
<tr>
<td>d. Give awards for the subject matter (report text) to students who have good work results.</td>
</tr>
<tr>
<td>e. Greetings and prayers.</td>
</tr>
</tbody>
</table>

In the lesson plan above that, the teacher summarized the material that has been presented to the students then she gave the homework then she gave the students good scores if they rapidly submitted their assignment and they were the good result.

The teacher distributed the most basic form of the parallel writing sentences of texts, then the teacher taught them how to create the sentences in writing into becoming a paragraph. Then it was arranged to become texts or essays. After they mastered the materials that the teacher had given to them, then they had to write similar sentences to become texts in which type of texts has been taught by the teacher such as recount text, etc.

### Teacher’s difficulties in Online Teaching

The researcher described the teacher's difficulties along with the students at a glance in which was used of Zoom, Google Classroom, WhatsApp, Internet, Laptop/Tablet/Computer, Telephone or Smartphone. The difficulties were English teachers more easily operated personal computers or laptops.
than smartphone/handphones when they were online teaching writing skills activity because all of the menu systems displayed could be looked at the computer screen, in which English teachers were teaching process. In addition, the difficulties media which were internet (ready), zoom meeting rarely have been used because some students did not operate them, google classroom was ready to use of each online teaching activity, WhatsApp was being the only function sometimes, and be sent a text message to the students, YouTube rarely has been used, and PowerPoint (ppt) always be used because it becomes the first teaching media.

The teacher’s difficulties of strategy online teaching writing skills are, as follows:
1. The teacher did not operate smartphones in online teaching because she was confused about all the menu systems on-screen.
2. When the teacher explained the materials about texts by using PowerPoint bad connection occurs.
3. Teacher's difficulties to see the students active or not in online teaching by using the zoom
4. The teacher difficult to see the students except for their attendance because it can send the message only scripts, they are active or not in teaching by using Google-classroom.

**Conclusion**

This research is descriptive qualitative. This research was focused on teaching English writing skills strategies and teachers’ difficulties with the online English teaching process of SMA Taman Madya Ibu Pawiyatan Yogyakarta. There are several strategies applied in online teaching writing skills activity to increase, to achieve, to develop their ability in learning the English language as commonly required to be developed through the other sources were as follows:
1. The strategy of vocabulary teaching online by using PowerPoint, zoom meeting, and WhatsApp.
2. The strategy of teaching grammar developed in YouTube and Google-classroom. They are two strategies in developing grammar through teaching media, as follow:
   a. Teaching strategy grammar point
   b. Teacher's strategy to present grammar points using Zoom meeting and Google-classroom.
3. Strategy teaching hand-writing
4. The strategy of teaching types of text using YouTube and Google-classroom:
   Teaching strategy to solve the student’s difficulties in teaching materials by using YouTube and Google-classroom.
1. Teaching exploring and communicating strategy using Google-classroom.
2. Closing Activity of teaching strategy.

**Teacher's difficulties in online teaching**

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The aims of the teaching process that the students could master along with interest in Strategy in teaching writing skills that they have learned about general vocabulary, grammar point, teaching handwriting, spelling, and types of texts that can be described in writing texts such as they created report texts, recount texts, and exposition text. In addition, the aims of the teaching process so that the teacher encourage, motivate and persuade their new ideas to develop writing skills practiced that are associated with their abilities level.

In the teaching writing activity that the teacher has been done, almost all of the materials presented by using zoom, Google-classroom, and Youtube. The researcher found the teacher taught about types of texts; report text, exposition text, procedure text, and recount text associated with language features, schematic structures, and characteristics of text, vocabulary; find out new vocabulary, and make a list of vocabulary that associated with the text, tenses; simple present tense, simple past, and simple future so that the teacher goals are: the students can explore their ideas (things, places, person, and pictures, etc.) through creating short paragraph then continually they create text to essay writing based on grammar corrected, fluency, and accuracy in writing skill.
References


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