

## **An Analysis on The English Teacher's Strategies in Teaching Descriptive Writing through Online Class**

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### **ABSTRACT**

An Analysis on the English Teacher's Strategies in Teaching Descriptive Writing through Online Class 2019/2020. Lembaga Penelitian dan Pengabdian Masyarakat. Universitas Sawerigading Makassar. This study aimed at answering the following research question: (1) What are the English teacher's strategies used in teaching descriptive writing through an online class? (2) How is the procedure of implementing those strategies teaching in descriptive writing through an online class? This study was qualitative research. The research used observation, interviews, and documentation to collect the data. The results of the study show that (1) there are three strategies that the teacher used in teaching descriptive writing in class; online learning, breakdown text, and mind mapping. (2) The teacher gives material in the form of soft files which are sent via WhatsApp groups.

### **INTRODUCTION**

English is a worldwide language, it is critical to learn it. Many people who are not native English speakers mistakenly believe that English is difficult. Students must know four

skills, similar to those required in Indonesia: speaking, listening, reading, and writing. Writing, for example, is not only done in classrooms but also anywhere. In addition, as taught by lecturers in online classes currently, students can write numerous types of electronic media as explained by Harmer (1998:79) the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and importantly, writing as a skill in its own right. Harmer (1998:112) said that there are many reasons for getting students to write, both in and outside class. For example, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This provides them with more opportunities for language processing or thinking about the language, whether they are studying or activating it. It's helpful to distinguish between writing for learning and writing for writing when thinking about writing. Writing is employed as an assistance demo or practice tool in the former example to help students practice and work with the language they have been studying. For example, we could ask a class to compose five sentences utilizing a specific structure or five new vocabulary or phrases they've been studying.

Writing activities like this are designed to give reinforcement to students. Moreover, Supiani (2017:37) states writing is a tool of communication in written form such as email, business letters, newspapers, diary, and so on. This skill is an essential part to convey our thoughts, ideas, and organizing them into sentences or paragraphs. Harmer (1998) points out that writing skill has finally recognized as an important skill 2 for language learning. He emphasizes the importance of writing skills to be taught to English foreign language students such as learning encouragement, language development, learning approach, and most importantly, writing skills as a compulsory subject. Therefore, writing becomes one of the necessary skills for preparing students to communicate and acquire knowledge in the era of information technology. From some of the explanations above writing is one of the skills that must be mastered, therefore before writing, students must think about the topic of what will be written.

Istiqomah (2019:1) stated that descriptive writing is one of the writing pillars that the students have to master before learning another genre of writing. When someone begins writing, they must first comprehend the meaning of the content they wish to write. One of the most prevalent uses of language is to describe something. Every day, you use the description.

You might describe a location, an object, a person, or how you feel daily. Students are obliged to study online from home during this semester, so the teacher must continue to guide students in the online class. As a result, online instructors must assist students in overcoming challenges such as teaching mastery. Teachers must assist students in learning to write, as stated in writing is one of the important abilities, and students must be able to produce words in written form after reading, reading, and speaking. In this case, the teacher can lead students in learning to write a descriptive text. The writer is interested in conducting the research based on the given description and difficulty.

## **METHODS**

This research was a qualitative descriptive study with the analysis of data presented in the Indonesian language in the form of interviews. This study uses a descriptive analysis which means that this study analyzes the strategy used by an English teacher in teaching through an online class.

### ***Time and Location of the Research***

This research was done in SMK 4 Muhammadiyah Makassar. The school is located at Jl. 12 Arif Rahman Hakim No. 2, Ujung Pandang Baru, Kec. Tallo, Kota Makassar, Sulawesi Selatan 90215. The reason the researcher chose SMK 4 Muhammadiyah is because of the study activities during this semester through an online class. Therefore, the researcher was interested in it. The time of research started from December 2020 until February 2021.

### ***Data Source***

In this study, the data sources were English teachers who teach in eleven grades and some students. The researcher used a paper tool to record the results of the interview with teachers and students and the researcher also bring phones to do documentation.

### ***The Technique of Data Collection***

There are several data collection techniques, three of which are observation, interview, and documentation.

1. 1. Observation: On this occasion, the researcher sees how the teacher instructs 13 English students in an online lesson via the teacher's WhatsApp group.
2. Interview; in this example, the researcher interviewed an English teacher at Muhammadiyah Makassar SMK 4 Muhammadiyah Makassar. Responses and information about the teaching tactics utilized in online classrooms were obtained

through interviews. In this scenario, the interview's purpose is to double-check the data and confirm that it is accurate.

3. Documentation researchers use a checklist to search for a specific variable. If you're looking for any specific factors, the researcher should keep a check or tally in the right spot. Researchers can use free sentences to capture things that are free or not yet defined in the list of variables. As a learning activity, the researcher employed the documentation method to acquire data in the form of images and produce evidence notes.

### *The Technique of Data Analysis*

In this situation, the data analysis task entails regulating, sorting, classifying, coding, and categorizing them. The goal of data organization and management is to uncover themes and work hypotheses. Eventually, it was elevated to the level of substantial theory. Data reduction, presentation 15 or data display, and conclusion or verification are the stages of the data analysis process.

## **RESULTS**

This part presents the findings of the research and the discussion of the research findings. The findings of the research cover the description of the English teacher's strategies in teaching descriptive writing and the Obstacle for the teacher in teaching through an online class.

### *1. Strategy in Teaching Descriptive Writing*

As long as the pandemic is, the teacher must consider several methods for helping students understand the subject they are learning. So the teacher must have a good strategy to get the maximal result, as explained by DA as an English teacher:

*“Before the epidemic, I had a descriptive subject after the midterm in March, and I normally prepared the technique before teaching directly. However, a pandemic forced all Indonesian schools to close following the midterm exams. Although the school is no longer operational, the learning process must be continued via an online course. I employ a method that is distinct from the one I previously employed. I utilized the following strategy: I presented a module of descriptive subjects and examples, followed by a movie on a descriptive text. In addition, I use the thought mapping and breakdown*

*text methods....”* (Interview with DA, on May 20, 2020, 10.00 to 11.30 a.m. at online)

The teacher must provide effective ways to 22 students to achieve the goal of successful teaching and learning, particularly in the descriptive text writing through an online class. As a result, the students are excited to participate in the educational process. The teacher's role then becomes to assist students in comprehending descriptive literature. When the students have trouble constructing sentences in English, the teacher also gives them the instrument. The teacher, for example, can provide examples based on English-language content.

### ***2. Procedure implementing the strategy in descriptive writing***

In implementing descriptive writing through an online class, the teacher has several ways to explain through WhatsApp group as stated DA as an English teacher:

*“...I did not record an explanation for them; instead, I merely provided them soft files, which I then shared. Only people and animals were described in the descriptive text that I taught. I employ breakdown text 18 for the task of characterizing people. Students then fill out a data form using the procedures. I also utilize mind mapping techniques to describe animals....”* (Interview with DA on May 20, 2020, 10.00 to 11.30 a.m. at online)

From the interview above can be concluded that during the pandemic, the teacher cannot explain directly, but the teacher only gives material through writing that is sent to the WhatsApp group.

### ***3. Students' ability in descriptive writing***

Writing is an important skill to teach the students because creating activities, such as writing descriptive prose, can assist students to develop critical thinking skills. Writing descriptive language can help students come up with thoughts for the object they will be described in detail. Then, using an online class, determine the pupils' descriptive writing ability. DA as an English teacher who teaches in the seventh class explained that:

*“...Students' capacity to produce descriptive writings is substantially different from their previous abilities after participating in an online class; here, all students' assignments were less than the maximum. Then, when I asked them to finish the descriptive text, I noticed some parallels in their work....”* (Interview with DA on June 20, 2020, 10.00 to 11.30 a.m. via online)

The ability of students during online class learning is very different from direct class learning because during online class students were only given material in WhatsApp groups, then the teacher gave them a task, but some students did not complete the task well because they only cheated on the task. Then, if the teacher encounters a learning challenge, she explains it again, and the student must review the information until he or she comprehends it. It explained by DA as the English teacher of eleven class said that:

*“...When my students struggled to write a description, I explained again. Also, I would ask the students to read the task command again, and if they still did not understand, I would show them another example of how to do the work...”*

Furthermore, WA as a student also stated that:

*“...When I'm working on a descriptive exercise, the most difficult part is coming up with a first line, and my vocabulary is still insufficient...”* (Interview on May 23, 2020,

09.00 to 09.40 a.m. at the student's house)

From the foregoing interview, it can be determined that students still had certain challenges writing descriptive essays in an online class, such as a lack of student interest in reading and difficulty writing precise spelling, such as the placement of capital letters.

#### ***4. The Obstacle for the Teacher in Teaching through an Online Class***

In teaching activities through an online class, DA as an English teacher explained some obstacles that faced, such as:

*“... To teach in an online class, not all students have cell phones; in seventh grade, only 75% of kids have smartphones. For students who do not have cell phones, I ask them to borrow their parents' phones during the learning process. The third barrier is parents' lack of involvement in their children's education, which causes some students to be late with assignments and the class to become in effective...”*(Interview with DA, on May 24, 2020, 10.00 to 11.30 a.m. in Whatsaap).

Students also remarked that the direct class was more fun than the internet class due to the problems faced by the teacher, because WA, as a student, stated:

*“...I prefer direct learning over online classes because I can study with my friends...”*  
(Interview with WA on May 20, 2020, 09.00 to 09.40 a.m. at the student's house)

Based on the preceding interview, it can be stated that the teacher faces challenges when

teaching in an online class; consequently, some students claim that traditional classes are more enjoyable than online classes.

## **DISCUSSIONS**

In this research, the researcher focuses on two questions. The first focuses on the strategies used by the teacher in descriptive text writing through an online class, the second discussion is how to find out the students' ability to write descriptive through an online class.

Teacher's strategies in descriptive writing To reach the goal of teaching and learning process successfully, especially in the descriptive text writing through an online class, the teacher must provide good methods to 22 students. As a result, they are pleased to participate in the learning process. The teacher's job then becomes to assist students in comprehending descriptive text material. Students may also be given the instrument by the teacher if they are having problems forming phrases in English. For instance, the teacher can provide examples based on English-language content. According to observations, the teacher's technique for teaching descriptive text in an online class is to provide written material and certain tasks. The teacher then uses the WhatsApp group to transmit videos to the students.

Separate from that, the teacher's method for assigning assignments to students is to employ breakdown text and mind mapping, because this strategy allows pupils to grasp the content quickly. It's the same method used by Harisusmida, Najmi. (2015) at MTS Jambi Luar Kota to increase students' ability to write a descriptive text. The following are some descriptive writing strategies: The teacher first presented a module of descriptive subjects and exercises to the pupils, after which the teacher showed them a movie about a descriptive text. Students will be more likely to recognize the object in the video if they use this method. Second, the teacher used the breakdown text and examined generic structure approaches so that students could correctly organize the text about the description text's generic structure. Third, the teacher described the material using the mind mapping technique. Students receive more ideas and are more creative when they use this strategy

Through an online class, the student's ability to write descriptively was assessed. The English teacher at SMK 4 Muhammadiyah explained that she did not make a recording to explain things to the students; instead, she distributed soft files that were subsequently shared over WhatsApp groups. Furthermore, students' capacity to create descriptive language in an online class is still limited because they merely cheat on duties and identify 23 commonalities

in their assignments. As a result, some students fail to submit projects on time. 1. They only cheat on the duties throughout the session since they are learning descriptive writing. Some students, for example, modify the names of other students' assignments when a teacher assigns them. As a result, the teacher discovered certain commonalities in the assignments of the students. 2. Students fail to turn in assignments on time. When a teacher sends the assignment deadline to students via WhatsApp group, for example, some students fail to complete assignments on time. Furthermore, the teacher continues to encounter kids who have trouble producing descriptive texts. 3. It's difficult to construct good sentences. Students may grasp how to write in Indonesia but not in English. When a teacher assigns pupils to write the descriptive language, for example, they can only perform the work in the broadest sense. 4. Student's vocabulary was still lacking. Students have difficulties in developing their vocabulary so, they faced problems in writing a good description, in this case, usually, the reading skills of students are lacking.

## **CONCLUSION**

After researching “The English teacher’s strategies in teaching descriptive writing through online class” it can be concluded that:

The teacher employs three different strategies, including a. Online Learning. In this online learning technique, the teacher creates modules with information and exercises and then distributes videos to students via a WhatsApp group. It allows pupils to readily comprehend the information and avoid becoming bored. b. Describing People: A Breakdown Text The teacher instructs students to organize themselves to break down the material in this method. Beyond that, students create a fresh descriptive text and assess the generic structure. It teaches pupils how to deconstruct generic structures in descriptive writings. c. Animal Mind Mapping The teacher instructs students to compose descriptive paragraphs based on the mind mapping animal picture. It encourages pupils to think outside the box. Implementing a procedure for teaching descriptive writing in an online class. The teacher did not make a recording to provide students an explanation; instead, the teacher provided soft files, which were then shared via WhatsApp groups and during the descriptive writing learning process in an online class. Because some students just undertake low-cost tasks and discover some parallels in their assignments, the learning process is not optimal, and some students do not submit assignments on time.



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